

**TEACHING AND LEARNING SPEAKING THROUGH GUESSING GAMES
TECHNIQUE IN THE SECOND SEMESTER AT THE SEVENTH
GRADE OF MADRASAH TSANAWIYAH AL-IKHLAS
GUNUNGREJO WAY RATAI IN THE
ACADEMIC YEAR
OF 2018/2019**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**



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ABSTRACT

TEACHING AND LEARNING SPEAKING THROUGH GUESSING GAMES TECHNIQUE AT THE SEVENTH GRADE OF MADRASAH TSANAWIYAH AL-IKHLASAL-IKHLAS GUNUNGREJO IN ACADEMIC YEAR 2018/2019

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Guessing game is one of alternative techniques used in teaching speaking, which the students are expected to be involved actively in speaking class activity. The objectives of the research were to know the teaching and learning speaking through Guessing Games Technique, the teacher's problem in teaching speaking through Guessing Games Technique, and the students' problem in learning speaking through Guessing Games Technique.

The research methodology was used qualitative research. It used purposive sampling technique to determine the sample. Class VII was chosen as the sample because class VII A had the lowest score. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. Three major phases of the data analysis were used, they included: data condensation, data display and conclusion drawing verification.

From the analysis, it was found that: The first there were some points in teaching speaking through Guessing Games Technique that were skipped by the teacher; the second, the problems faced by the teacher were the teacher had difficulty with the students who did not talk, had difficulty with the students who used their mother tongue, had difficulty with large class size, had difficulty with the material which did not fulfill the students' need, and had difficulty in managing the time; third, the problems by the students were students were lack in grammar, vocabulary and fluency, had problem to talk or even did not say anything, had problem by using their mother tongue, had problem in confident and pronounced the words, and had problem to follow teacher's direction.

Keywords: *Teaching and Learning Speaking, Qualitative Research, Guessing Games.*



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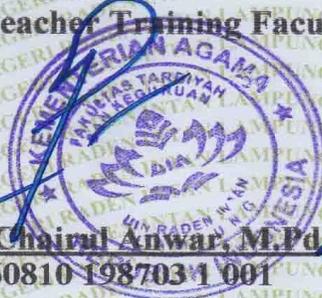
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DECLARATION

Hereby, I stated this thesis entitled “Teaching and Learning Through Guessing Games Technique at the Seventh Grade of the Seventh Grade of MTs Al-Ikhlas Gunungrejo Way Ratai in Academic Year 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



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MOTTO

﴿الْبَيَانَ عَلَّمَهُ﴾ ﴿الْإِنْسَانَ خَلَقَ﴾ ﴿الْقُرْآنَ عَلَّمَ﴾ ﴿الرَّحْمَنُ﴾

1. [Allah] Most Gracious!
2. It is He Who has taught the Qur'an.
3. He has created man:
4. He has taught him speech [and intelligence].¹(Q.s Ar-Rahman 1-4)

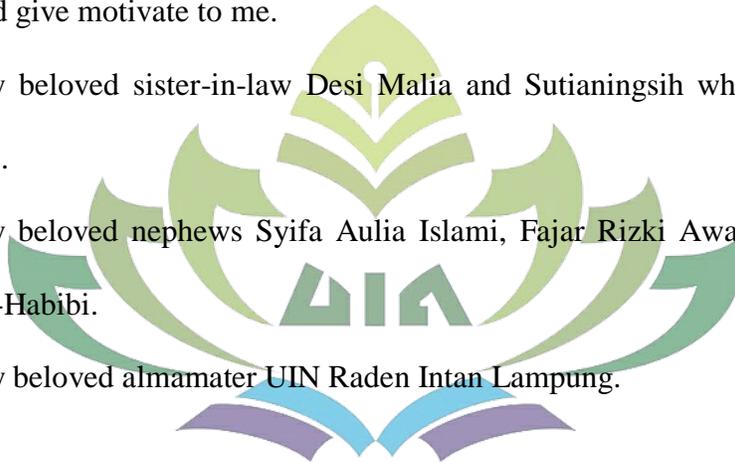


¹Muhammad Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Muhaimin Samingan and Ms. Hartati that always love me and give motivation and prayer all the time for my success.
2. My beloved brother, Taufik Sholeh and Lukman Fauzi who always support and give motivate to me.
3. My beloved sister-in-law Desi Malia and Sutianingsih who always support me.
4. My beloved nephews Syifa Aulia Islami, Fajar Rizki Awaliyah, and Fahmi Al-Habibi.
5. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Setianing Rahayu was born on December 30th, 1996 in Candi Sari, Way Ratai. She lives in Candi Sari, Way Ratai, Pesawaran. She is the last child of three children of the couple Mr. Muhaimin Samingan and Ms. Hartati. She has two brothers named Taufik Sholeh, and Lukman Fauzi.

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Bismillahirrohmanirrohim,

Alhamdullilahirobbil'alamin, Praise to Allah the most Merciful, the almighty God, for blessing the writer with His mercy and guidance to finish this thesis. The *sholawat* be to our prophet Muhammad Peace be Upon Him, with his family and followers. This thesis entitled, "Teaching and Learning Through Guessing Games Technique at the Seventh Grade of MTs Al-Ikhlash Gunungrejo Way Ratai in Academic Year 2018/2019" is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence.

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May Allah the most Glorified and Exalted give goodness and blesses for all guidance and help that have been to the writer. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, May 2019

The Writer,

Setianing Rahayu

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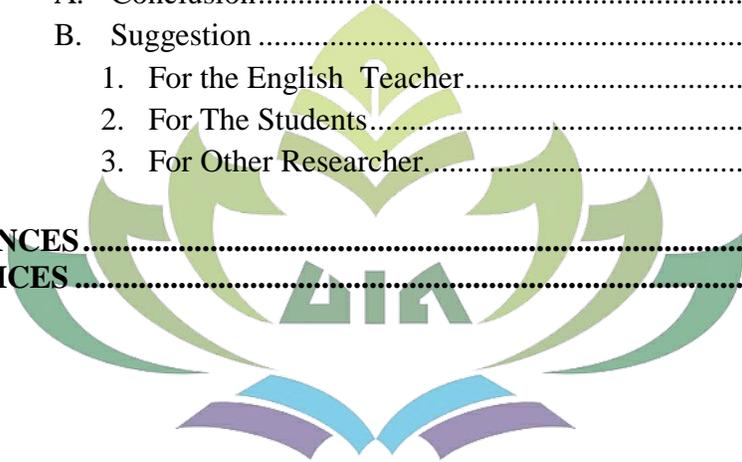
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the set of role, which is used as tool of communication.¹ It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture, etc, among the member of speech community each other. The function of language is so important for human life. Language is described as a mean as conveying something that will be done.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important.² 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

¹Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta, Graha Ilmu Press, 2008)p.185.

²Henry Guntur Tarigan, *Berbicara sebagai Suatu Keterampilan Berbahasa*, (Bandung, Angkasa Press, Revised Ed, 2008) p.16.

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 application 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 thinkingwhat they want tosay.³ In conducting

³Herliani, Nita, *The Use of Guessing Game to Improve Student Speaking Skill* , (Jakarta: English Departement School of Indonesia University, 2013), p. 9

this kind of game, teacher and students can work eachother to build a good atmosphere of teaching-learning process in speaking class.

Based on preliminary research that was conducted at MTs Al-Ikhlal Gunungrejo way ratai, the researcher that learning speaking by using guessing games has been applied. From the result of interview, the teacher said that she had applied this game. (see at the appendix) although the students has used game in learning speaking, the students still got low score. The student got some problems in their speaking activity such as pronunciations, vocabulary, and meaning.

Table 1

The data pre-survey of students speaking score among the tenth graders of MTs Al-Ikhlal Gunungrejo way ratai.

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 seventh graders of MTs. Al-Ikhlal Gunungrejo way ratai.

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 pronunciation. 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. 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.

There were some previous research by using guessing games, one of the researcher was conducted by Tika Pertiwi, entitled Teaching and Learning Speaking Through Picture Guessing Games to the Seventh Grade Students of MTs Mathla'ul Anwar Sidowaluyo South Lampung in Academic Year 2013/2014. The researcher used qualitative research. The population of the researcher was the seventh grade students' of MTs Mathla'ul Anwar Sidowaluyo. The subject of the research were 40 students. The result of the research showed that picture guessing games is the good technique which can be implemented in the process of teaching learning English speaking. The problem faced by the teacher in teaching speaking through picture guessing games are time consuming, difficult to handle students' activity. The problem faced by the students in learning speaking through picture guessing games are some students had difficulty in managing time given by the teacher.

The second previous research that conducted by Danis, entitled The Implementation of Guessing Games Technique in Teaching Students' Speaking Skill (A Qualitative Study of Second Graders in Junior High School) in Bandung. Based on her observation, students just already knew that guessing games was and it was the first time they played guessing games in their speaking class. They rarely played such a game. It was the reason for the students that faced some struggles in learning speaking skill. The results of the research were students has less motivation to practice speaking in the class. Incorrect speaking in

English, afraid to pronounce some key words, to make mistake, even to share their feeling are such kind of their problem which they faced in their speaking class.

Based on explanation of previous research studies, it can be concluded that there are significant differences of previous studies to this research. The differences are in these previous studies that had been done by Pratiwi, she said that the difficulties faced by the students in learning speaking through picture guessing games are some students' had difficulty in managing time given by the teacher and the students had less motivation. Another studies had done by Danis, the students knew what guessing game was, but they rarely did a game in speaking so they felt very hard in played guessing game because they afraid to speak in front of the class, and they had less motivation.

From the explanation above, the researcher was conduct a research entitled Teaching and Learning Speaking through Guessing Game Technique in the second semester at the Seventh Grade MTs Al-Ikhlās Gunungrejo Way Ratai.

B. Identification of the Problem

1. The students got low score.
2. English teacher already used the Guessing Games technique, but not optimally applied.
3. Most students were not able to understand and to get information also to present speaking materials.

C. Limitation of the Problem

The researcher limited the problem of the research on Teaching and Learning Speaking through Guessing Games Technique in the second semester of the seventh grade in MTs Al-Ikhlās Gunungrejo Way Ratai in the academic year of 2018/2019.

D. Formulation of the Problem

1. How is the procedure of teaching speaking by using guessing games technique at seventh grade of Mts Al-Ikhlās Gunungrejo Way Ratai?
2. What is the problem faced by the teacher in the process of teaching speaking through guessing games technique at seventh grade of MTs Al-Ikhlās Gunungrejo Way Ratai?
3. What is the problem faced by the students in the process of learning speaking through Guessing games techniques?

E. Objective of the Research

1. To know and describe teaching and learning speaking process through guessing games technique.
2. To know the teacher's problem in teaching speaking through guessing games technique.
3. To know the students' problem in learning speaking through guessing games technique.

F. Uses of the Research

1. As source of information for further research in speaking ability.
2. It is expected that this research can provide useful input in improving the quality of learning in the school.
3. To give information to English teacher about teaching speaking through guessing games technique.

G. Scope of the Research

1. Subject of the Research

The subject of the research is the students at the second semester of the Seventh Grade at MTs. Al-Ikhlal Gunungrejo Way Ratai.

2. Object of the Resesarch

The object of the research is teaching and learning process through guessing games technique of the seventh grade of MTs Al-Ikhlal Gunungrejo Way Ratai.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2018/2019.

4. Place of the Research

The research was conducted at MTs. Al-Ikhlal Gunungrejo Way Ratai, Pesawaran.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching and Learning Speaking

1. Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know 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.

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 transferring messages across. Therefore,

¹ Scott Thornbury, *How to Teach Speaking*, (San Fransisico: Longman, 1955), p.1

speaking process should pay attention to what and how to say as well as to whom appropriately.

2. Speaking Activities

Many of the classroom activities which were currently in use fall at or near the communicative end of the communication continuum. In this section we looked at some of the most widely-used.

a. Acting from a script

We can ask our students to act out scenes from plays/or their course books, sometime filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communicative games

Based on principle when one holds the information and another tries guess it. There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating. Learners practice their speaking and listening skill while cooperating. Learners follow given instruction and rules which do not have to be strict.

c. Discussing

One of the reasons that discussions fail (when they do) is the students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say, are not, anyway, confident of the

language they might use to say it. Many students feel extremely exposed in discussion situations.

d. Prepared talks

A popular kind of activity is the prepared talk where a student make a presentations on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing-like’. However, if possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful, because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

f. Stimulation and role play

Many students drive great benefit from stimulation and role-play. Students ‘stimulate’ a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an interview).²

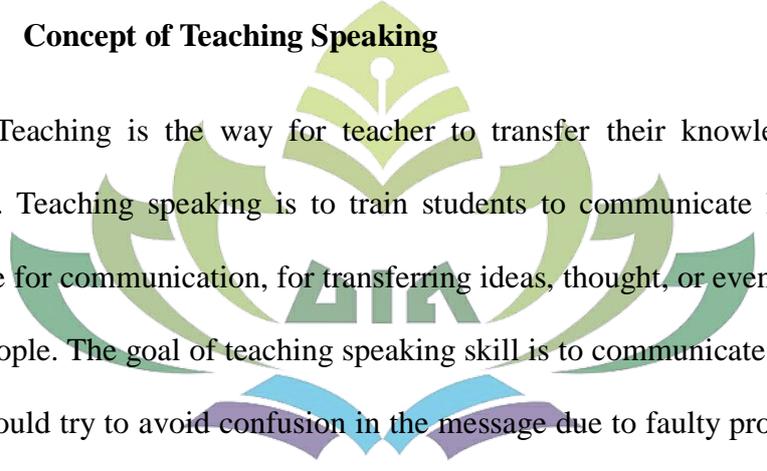
According to the theories above, it can be concluded that in speaking had six speaking activities in classroom. One of speaking activities is communication Games. In this research, the teacher had used communication games. Communication games is game when one holds

²Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Longman ELT, Third Editions, 2007),pp.271-274

the information and another tries guess it. There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating. Learners practice their speaking and listening skill while cooperating. Learners follow given instruction and rules which do not have to be strict.

B. Teaching Speaking

1. Concept of Teaching Speaking



Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effectively. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rule that apply in each communication situation. Harmer states there are three reasons for teaching speaking, they are as follows:

- 1) Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
- 2) Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.

- 3) The more students have opportunities to active the various elements of language.³

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also provide each student to speak that clear language is very important. The teacher speaks by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

Brown states that the procedures of teaching speaking are as follows:

1. Pre-Teaching

Arouse student's interest in planning task.

2. Whilst-Teaching

- a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.
- b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete planning task.

³Jeremy Harmer, *How to Teach English*, (Harlow: Person Educated Limited, 2007), p. 123

3. Post-Teaching

Chair the report back session in which each group present it suggestions. Make posters available to help the groups present their ideas.⁴ As the teacher those step in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consists many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speak with others in class.

2. Teacher's Problem in Teaching Speaking

In teaching process, especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, According to Greene, and Petty, they are as follows:

- a. Teachers often face the problems form the duration of teaching and learning process is limited.
- b. The material on the text books is different from the lesson plan.

⁴H. Douglas Brown, *Op.Cit.*, p. 278

- c. The quantity of the students in the class because a better class should have 12 to 20 students because learners need more attention in learning.
- d. The teacher only has knowledge from the text books.⁵

There is another statement about teacher's problem while teaching speaking, as Febriyanti states, it can be described as follows:

- a. Students do not want to talk or say anything, one of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore —losing facel in frontof their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Furthermore, is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.
- b. Students keep using their own language, one problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen

⁵H. E. Greene, & W.T. Pretty, *Developing Language Skill in the Elementary Schools*, (Boston: Allyn and Bacon, 1967). p.27

because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.

- c. It is difficult to handle students' large class, if the class is big, for example

30 or 40 students in a class, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

- d. Students are not discipline in classroom, some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.
- e. The materials do not fulfill the need of students; language teacher should attempt to associate the language they are teaching with

the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.

- f. Students have low motivation, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get no motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objectives, and help them to accomplish the success.⁶

Based on the explanation above, it can be concluded that some obstacles faced by the teacher in teaching speaking are teachers often face the problems form the duration of teaching and learning process is limited, the material on the text books is different from the lesson plan, teacher came from the availability of the text books for the students, students do not say anything, the students

⁶Emma R. Febriyanti, Teaching Speaking as English as a Foreign Language: Problems and Solutions, (Banjarasin: Online jurnal of FKIP UniversitasLambung Mangkurat,2011) p.7

keep using their own language, the students get too noisy, it is difficult to handle students' large class, the students are not disciplined in classroom, the materials do not fulfill the need of students, and the students have low motivation to learn English. In order to conduct this research, the researcher will mix both the theory of teacher's problem in teaching speaking.

C. Learning Speaking

1. Definition of Learning Speaking

Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.⁷ It is a relatively permanent change in behavior tendency and the result reinforced practice. It means that learning is about getting knowledge from study, experience, or instruction. It is supported by Cameron, —At the root of learning is the process of making meaning out of participation in the social word. As children's minds stretch to find meanings in new experiences, so learning occurs.⁸ In other word, learning not only about getting knowledge from study, but it can be from experience or instruction. Learning is defined an process that brings together cognitive, emotional, and environment influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.

⁷H. Douglas Brown, *Op.Cit.*, p. 7

⁸Lynne Cameron, *Teaching Language to Young Learners*, (New York: Candbridge University Press, 2001),p. 241

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing information.⁹ Based on this explanation, it can be concluded that speaking is someone process to interact with others and to get information, ask question, and share everything. In speaking, students learn how to organize the idea, express the language in spoke form with good pronunciation and stressing.

Based on both these explanations, it can be concluded that learning speaking is students' process to get knowledge through interact with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also need teacher's guide to control the students when they in conversation. Learning speaking English must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation, and fluency. They are as follows:

a) Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible articulation.

⁹H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (White Plains, New York: Pearson Education, 2004), p.140

b) Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

c) Vocabulary

Vocabulary is total number of word that makes up a language. Those words are use in speaking. Vocabulary means the appropriate diction which used in communication.

d) Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking.¹⁰

It can be said that in learning speaking process instead of concerning to the components of speaking. Students learning English because they can be able to use the foreign language with real people in communication. It is supported by Harmer, many people learn English because they have moved into a target

¹⁰H. Douglas Brown, *Op.Cit.*, pp. 172-173

language community.¹¹ It means that all around the world and students of all ages is learning to speak English, because they think it will be useful in some way for international communication.

2. Students' Problem in Learning Speaking

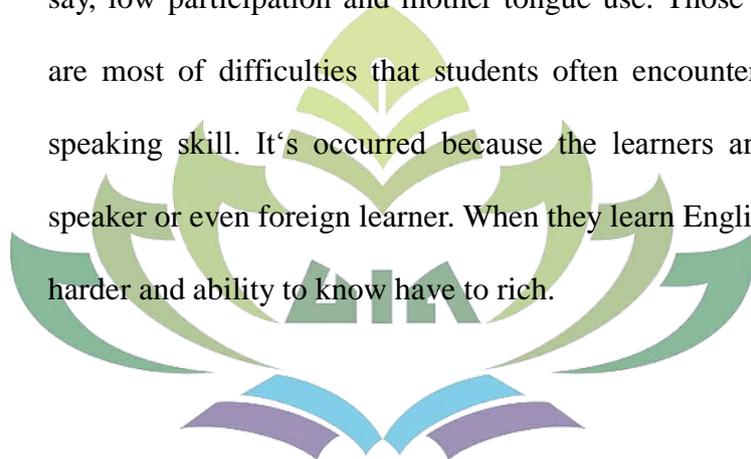
In order to know clearly about the problems in learning speaking that the students may have problems. They are as follows:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

¹¹Jeremy Harmer, Opcit, p.11

- d. Mother-tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it; because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less‘ exposed if they are speaking their mother tongue.¹²

Based on the explanation above, it can be concluded that there are four problems in learning speaking such as inhibition, nothing to say, low participation and mother tongue use. Those four reasons are most of difficulties that students often encounter in learning speaking skill. It’s occurred because the learners are not native speaker or even foreign learner. When they learn English lesson the harder and ability to know have to rich.



B. The Concept of Guessing Game

1. 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

¹² Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p.13

the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word.¹³

According to Klippel, “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.”¹⁴ 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 information deliberately withholds it, while others guess what it might be.”¹⁵

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.¹⁶

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.

¹³International,Omics. “Open Access Articles-Top Result For Guessing Game” .May 2015.Web.25 October 2016. <http://research.omicsgroup.org/index.php/Guessing_game>

¹⁴Klippel, Friederike, *Keep Talking* (USA : Cambridge University Press, 1994). p. 31

¹⁵Hadfield, Jill, *Beginners' Communication Games*, (Longman: Addison Wesley Longman, 1999), p. 7

¹⁶Ying-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.

2. Types of Guessing Games

There are many concepts of guessing games, which can be applied in teaching speaking. Among them are numbers guessing games that can be played at various levels:

a. Guess what is it? It is...?

The students' think 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 it 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 person guesses 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.

b. 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 sentences about 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 be made too easy (e.g. one should not say, if one is Shake speare. I lived in Stratford-on-Avonand wrote Hamlet).

c. Guess what is there 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 bringsit 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.*

d. Guess where is it?

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:

- 1) Is it behind the cupboard

- 2) Is it in Mr. Claus's bag
- 3) Is it mam's desk
- 4) In your shoe
- 5) 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.

3. Benefits of Using 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 most important function is to give practice in communication”¹⁷. 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. They also add that: Guessing games can be painless to develop or reinforce any number concepts. “Guessing what I am,” “Guess who I am” for example, can be used to teach about animals profession or people in different age groups (baby, child, teenager, young adult, elderly person).

4. Advantages and Disadvantages of Using Guessing Games

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

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

¹⁷Nita Herliani, *The Use of Guessing Game to Improve Student Speaking Skill*, (Jakarta: English Department School of Indonesia University, 2013), p. 9

2. Guessing games can make students happy speaking English.
3. Guessing games create the well condition and enjoyable in the classroom.
4. Guessing games can motivate the students to speak English easily.
5. Guessing games can make the students interested to speak English with try to guess word in the guessing games activity.
6. Guessing games can show the positive attitudes of each students in the process of learning.
7. Guessing games can enlarge knowledge, enrich vocabulary, receive and send message, and also problem solving.

Based on the advantages of Guessing Games above, there is also disadvantage of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently. So, the researcher should manage the time as well as possible.

5. Procedure of Guessing Game

Steps of guessing games, according to Lishikawa:

- a. Divide the whole class into group and the number students in each group is defend the condition of the students in the class,
- b. Each group has to come to in front of the class,
- c. Each students in the group receives the topic that they take randomly and the students have to hold the topic that they get, and may not show the topic to their friend.

- d. Each student has to tell to his/her partner or group about the material that they get without mentioning it. So the students have to describe the topic with their own words.
- e. And others student in each group has to try to guess what their friend says.
- f. This activity continues after all students get the part to describe material. Which group that finished this game quickly is the winner of this game.¹⁸

Here are some of the procedures in apply guessing games technique in the classroom according to Heralut:

- a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.
- b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explains both teams that you will be giving their selected teammate a secret word that can be anything.
- c. The winning team will get three options:
 - a) They can make the other team come to the front and sing a song in English.
 - b) They can make the other team come to the front and do 20 jumping jacks.

¹⁸The Use of Guessing Game in Teaching Speaking an Experimental Study” (On-Line), tersedia di <https://paperizal.wordpress.com/2014/05/05/html> (06Oktober 2017).

- c) They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.¹⁹

Based on the procedure of playing guessing games above, it can be concluded that, there are many ways to apply the guessing games, the teacher just need to adapted the games based on the situation on the class and students.



¹⁹Stephanie Hercul, "Guessing Game" (On-Line), tersedia di:
<http://www.eslcafe.com/ideaindex.cgi?display:913582787-24086.txt>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. According to Anderson and Arsenault research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.¹ According to McMillan and Schumacher state that qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts and perceptions.² In addition, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations.³

The Researcher concluded that qualitative research is a form of inquiry to get information in way of analyzes people's individual or phenomena in their natural settings. According to description above, this research use qualitative research and the researcher was functioned as an observer. Thus, in this research, the researcher was know the teachers procedure

¹ Gary Anderson and Nancy Arsenault Fundamental, *Fundamentals of Educational Research* (London: The Falmer Press, 2005), p.126.

²James H. McMillan and Sally Schumacher, *Research in Education: A Conceptual Introduction*, (New York: Longman, 2001), p.395.

³Natasya Mack, *et. al.* *Qualitative Research Methods: A Data Collector's Field Guide* (New York: Asaid, 2005), p.1.

in teaching and learning speaking, the students' problem in learning speaking and the teacher's problem in learning speaking.

B. Research Subject

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. According to Sugiyono, population is the whole subject and object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population. According to Arikunto, purposive sampling technique is technique which is done because limited time and finding. In another statement, to say one will engage in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one's research. It means that in this research, the researcher chose the subject according to need and purpose of the research. The researcher chose the English teacher and the students of the seventh grade of MTs Al-Ikhlâs Gunungrejo Way Ratai as the participant of this research. There are two classes which consist of 53 students. The table of class distribution of seventh grade students is displayed below:

Table 2

The Number of Students at the Second Semester of Seventh Grade of MTs Al-Ikhlâs Gunungrejo Way Ratai in the academic year of 2018/2019

No.	Class	Gender		Total	Average Score
		Male	Female		
1.	VII A	11	15	26	73,9
2.	VII B	15	15	30	75,5

From the table, it can be seen that the students at seventh grade had various score. The class that had low score was VII A. So, the researcher chose class VII A as a sample of this research because class VII A had the lowest score. It was possible to found difficulties in speaking ability. Thus, it appropriates with purposive sampling technique that had been explained.

C. Data Collecting Technique

The next step is to choose the data collection technique that was used. According to Sugiyono, data collecting technique is the main step of a research, because the purpose of the research is to collect data.⁴ In this research, the researcher collect the data using the following technique:

1. Observation

Observation is a way of collecting data in the research which the researcher observes in the field. According to Marshall in Sugiyono, through observation the researcher is going to learn about behavior and the meaning attached to that behavior.⁵ Observation was proper to be used in this research, which related to teaching and learning process, students' activity, and problem which may arise. In this research, the researcher was an observer. The researcher was not involved directly in the classroom activity. The researcher was made a note during the teaching and learning process. In this case the researcher was only notes, analyzes and makes inference about object under study.

⁴Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2012), p.208.

⁵Sugiono, *opcit.*136

2. Interview

Interview is meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.⁶ The interview is use in collecting the data from the teacher as supporting instrument. The researcher ask the teacher about her problem in teaching speaking. The intended of interview is to gain deeper understanding from the teacher's opinion about the students' problem in learning speaking.

3. Questionnaire

Sugiyono states that Questionnaire is data collection technique that uses to giving questions for the respondent to answer the questions.⁷ Questionnaires are documents that ask the same questions of all individuals in the sample. Respondents record a written or typed response to each questionnaire item.⁸ The researcher use the type of an close-ended question. Close-ended questions limit the respondent to the set of alternatives being offered. In this research, the researcher gave the questionnaire to all of the students in the VII A after learning the speaking process.

D. Research Instrument

In this research, the researcher was the key instrument.⁹ The instrument in naturalistic inquiry is the human. Thus, the researcher is as an instrument in this

⁶*Ibid*, p.231.

⁷Sugiyono, *Op.Cit.*, p. 199.

⁸Eliyana, *Loc. Cit*

⁹*Ibid*,p.223.

research. In this case, the researcher was used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.¹⁰ Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments are as follows:

1. Observation

Observation is collecting data process which in this research the researcher observes the research situation.¹¹ Observation is properly used in the research which is related to teaching learning process, student's activity, and problem which may arise.

In this research, the researcher is collecting the data used observational checklists when observing participants in a natural setting. The researcher wrote a note during the learning speaking process. In this case, the researcher wrote, analyzed and made inference about the object under study. The researcher used specification as follows:

Table 3

Specification of Observation

NO	Aspects	Phases	Pointers	Notes
1	Teaching and Learning Process	Pre-Speaking	1. Arouse student's interest in planning task.	
			2. The teacher makes a group. Small and big	

¹⁰Ag. Bambang Setiyadi, *Op. Cit.*, p.219.

¹¹*Ibid*, p.239.

			group	
			3. The teacher develops a topic	
			4. The teacher asks the students about their thoughts and takes notes on their activities.	
			5. The teacher sets up chairs or table into Guessing Games design. (circle)	
			6. The teacher is demonstrating and giving clear instruction.	
		Whilst-Speaking	7. The teacher is starting the activities.	
			8. The teachers gives the students a time to discuss, add to, or modify the ideas.	
			9. The teachers is telling the students to listen carefully and takes notes.	
			10. The teacher gives the students questions for discussion or asks the students.	
			11. The teacher allows the	

			students to switch the positions.	
			12. The teacher gives the group a time to complete planning task.	
		Post-Speaking	13. The teacher asks the students to report the result of their discussion.	
2.	Teachers' Problem in Teaching Speaking.	1.	The duration of teaching and learning is limited.	
		2.	The material on the text books is different from the lesson plan.	
		3.	The teacher only has knowledge from the text books.	
		4.	The students do not say anything.	
		5.	The students keep using their own language.	
		6.	It is difficult to handle large class size.	
		7.	The students are not disciplined in classroom.	
		8.	The materials do not fulfill the need of students.	
		9.	The students have low motivation to learn English.	
		10.	Any others possible problems occur in teaching speaking using Guessing Games.	
3.	Students' Problem in Learning Speaking	1.	The students are inhibited.	
		2.	The students have nothing to say.	
		3.	The students perform low or uneven participation.	
		4.	The students use mother-tongue.	
		5.	Any other problems possibly occurring in learning speaking through Guessing games.	

2. Interview

Interviews are good research techniques when you want to know what people think or feel about something.¹² According to Stainback in Sugiyono, interviewing provide the writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.¹³ It means that interview is a conversation between two people where asked by the interviewer to gain deeper understanding through observation.

In this research, the interview used in collecting data for the teacher as supporting instrument. The researcher interview the teacher about her opinion of the problems in teaching speaking that she faced in the class. Futhermore, this interview aims to make sure about the result of the observation and got more data relating to this research. The topics of interview could be described as follows :

Table 4

Interview Guideline

NO	Aspect (s)	Indicator	Number of Question	Total Item
1	To know the teachers' procedure in teaching and learning speaking	To know the teachers' procedure in teaching and learning speaking in classroom	1,2,3,4	4
2	The Problem in Learning Speaking	The students' problem in learning speaking	5,6,7,8	4

¹²Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.Graw Hill,2002), p.37.

¹³Sugiyono, *Op.Cit.*, p.232.

3	The teacher's problem in teaching speaking	The teacher's problem in teaching speaking	9,10,11	3
				11

3. Questionnaire

Instrument in this research is questionnaire. In this research, the researcher was used the type of close questionnaires. Based on Arikunto close questionnaires is the question which the respondents can directly answer.¹⁴ Question formats in this research was used multiple choices. Multiple choice questions except the respondent are given a choice of answers and must check one. Distinct choices may make the analysis easier and they provide natural groupings for comparing respondents of various types.¹⁵

In conclusion, the researcher used close questionnaire to get the detail information of students' problem in learning speaking and teachers problem in teaching speaking was used the specification of questionnaire as follows:

Table 5
Specification of Questionnaire

NO	Component of Questionnaire	Number of Question	Total Item
1	To know students' problem in learning speaking	1,2,3,4,5	5

¹⁴Marguerite G. Lodico, *Op. Cit.*, p.113.

¹⁵Gary Anderson and Nancy Arsenault, *Op. Cit.*, p.182.

E. Research Procedure

To obtain the accurate data, the researcher follows the procedures of research in the following steps, they are :

1. The researcher chose the school and the subject of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process was conducted.
3. After teaching learning process has been finished by the teacher, the researcher was gave the questionnaire to the students.
4. The researcher was interview the teacher to know her opinion referring to the students problem faced in learning speaking.
5. Analyzing the data and interpreting the data.

To count the percentage of students' response in questionnaire, researcher use the formula as follow:

$$P = f/n \times 100 \%$$

P = Number of percentage

f = Obtained value

n = Total number of sample

Those steps are the procedures of this research. Firstly, the researcher identify the research problems. Here, the researcher observe the process of teaching learning speaking, recognizes the students' problem in learning speaking and the teachers problem in teaching speaking. Secondly, the researcher review the literature. It means that the researcher has some basic theories that related to

the research. The grand theories that the researcher used in this research were theory of the problems in learning speaking. The third procedure of this research is specified a purpose for this research. The purposes of this research in the answers of research problem that the researcher made. Next procedure collected the data. The researcher collect the data by observing, interviewing and giving questionnaire. The last procedure is reporting and evaluating research. After conducting the research, the researcher develop a written report.

F. Trustworthiness of the Data

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To made the data valid triangulation is employed. Qualitative validity means that the researcher was checked for the accuracy of findings by employing certain procedures.¹⁶

In this research, the researcher used triangulation of method. In triangulation of method, the researcher used three data collecting techniques; they are observation, interview, and questionnaire. The observation was focused on the teachers' procedure in teaching and learning speaking and to know students' and teacher's problem in learning and teaching speaking. Interview and questionnaire were conducted to get the detail information of students' problem in learning speaking and the teachers problem in teaching speaking.

¹⁶*Ibid*, p.190.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three current flows of activity : data condensation, data display, and conclusion drawing or verification.¹⁷ These are clear explanation about data analysis process of this research:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.¹⁸ Referring to the explanation, the researcher was selected the data derived from observation on teaching and learning process, interviewed to the English teacher and gave the questionnaire to the students.

2. Data Display

Data display is a second component or level in Miles, Huberman and Saldana model of qualitative data analysis. Generically, a *display* is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something—either analyze further or take action

¹⁷Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10.

¹⁸Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10.

based on that understanding. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data condensation.¹⁹

3. Conclusion Drawing/Verivication

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.²⁰

In this step, the researcher draw the conclusion and verify the answer of research question that have been done in displaying the data by comparing the observation data, interview data and documentation data. Thus, the researcher get the conclusion about students' problem in learning speaking ability at the first semester at the seventh grade of MTs AL-IKHLAS Gunungrejo.

¹⁹ *Ibid*, p.11

²⁰ *Ibid*, p.34.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Result of the Research

In the research, the researcher used qualitative research, this research used three method, there is observation, interview and questionnaire. There is the result of observation, interview and observation;

1. The Result of Observation

The observation was conducted to know the process of teaching and learning speaking through Guessing Games Technique in one meeting. In the meeting was about the speaking activities. The teacher conducted opening, mean-speaking, and closing. The research observed the process of teaching and learning speaking through Guessing Games Technique, the students' and the teacher's problem finding during teaching and learning speaking through Guessing Games Technique.

The research conducted the research on Saturday, April 19th 2019, in the morning. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching learning speaking through Guessing Games Technique in the meeting was as follows:

1. Opening

In the opening, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm. After that the teacher checked the students' attendance.

2. Mean-Activity

Identification main idea in descriptive text, the students must understand meaning of descriptive text. After that, the students ask question about the descriptive text, the teacher guides the students to know point in descriptive text. Teacher give example about descriptive text, then the teacher leads how to make descriptive text. The teacher asked the students to listen carefully and explained about Guessing Games Technique in teaching and learning speaking and also mentioned the purposes and goals of using Guessing Games Technique in speaking. Then, the teacher constructed Guessing games Technique. The teacher divided students into 3 groups with inner and outer circle. Each groups consisted 3-4 students as inner circle and the rest of students were outer circle. And then, the teacher started discussion from the inner circle to talk. While the inner circle talked, the outer circle only listened and wrote down what the inner circle discuss, but some of the students still looked afraid and difficulty to give their ideas or opinion related to the topic.

3. Closing

In the post activity, the students reported the result of discussion and the teacher concluded the material. Then, she closed the meeting.

2. The Result of Interview

The research also employed interview to support the data of observation. The interview was composed based on the stages of teaching speaking, teacher's

problems in teaching speaking. The interview was intended to find out the teacher's opinion about the activity in teaching and learning speaking process and the problems in teaching speaking through Guessing Games Technique. There were 10 questions that the researcher asked to the teacher about the problems and her opinion in teaching speaking through Guessing Games Technique. The first was about the problem in teaching speaking.

3. The Report of Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of five questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning speaking and also the students' practice in learning speaking through Guessing Games Technique. It was intended to find out the students' problem in learning speaking and the students' practice in learning speaking through Guessing Games Technique. It was intended to find out the problems faced by students in learning speaking through Guessing Games Technique.

B. The Result of Data Analysis

After collecting the data, the researcher analyzed the data gained from observation, interview, and questionnaire. According to Sugiyono¹, there are three major phases of data analysis, they are data reduction, data display, and conclusion drawing of verification.

1. Data Condensation

In this case, the researcher selected which data that were used to collect the data: observation, interview, and questionnaire. The researcher became the key instrument in this research, whereas aforementioned instruments became the supporting instruments. In this step, the researcher analyzed the data based on observation.

a) Observation

Based on the observation the researcher got some data that not used, there is greeting, check attendance, and review previous lesson because there not were in the procedure of teaching used guessing game technique.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Sugiyono's theory. A display can be extended piece of the text or a diagram, graph, chart, table or matrix that provides a new way of arranging

^{1 1} Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, kualitatif and R and D* (Bandung: Alfabeta, 2012), p.341.

thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a) Observation

Based on the data showed in the data reduction, in this part the data going to be identified and displayed the result of observation for one meeting to know the process of teaching and learning speaking, the teachers problem in teaching speaking and the students' problem in learning speaking. The observation was in form of the table that contained the aspect that measured the teacher teaching learning process and teachers problem and the students problem (see appendix

3).

Table 6

Observation Report

Aspects	Phases	Pointers	Yes	No	Notes
Teaching and Learning Process	Pre-Speaking	The teacher asks the students their thoughts and takes notes on their activity		✓	Teacher did not ask the students thoughts and takes notes on their activity about their opinions related to the topic because she just introduced the technique and did not give opportunity to the students to say their opinion and ideas related to the topic.
		The teacher gives the students questions for discussion or asks the students to have		✓	Teacher did not give the students questions for discussion or ask the students to have responses because she skips this step and only focuses on inner circle students.

	Whilst-Speaking	responses. The teachers allows the students to switch the position.		✓	Teacher did not allow the students to switch their position because it needs more time or lack of time to change their position and the time almost ended.
Teacher problems in teaching speaking	The duration of teaching and learning are limited.		✓		The time in teaching and learning is limited in speaking class. The teacher only has 90 minutes to teaching and learning with students with speaking class.
	The students do not say anything.		✓		There are some students less talk or even not say anything because they are afraid to talk or don't know what they are going to say.
	The students keep using their mother tongue.		✓		When the teacher is teaching in speaking class, there is a lot of students keep using their mother tongue and not using English because it's easy for them to understand each other.
	It is difficult to handle large class size.		✓		The teacher is difficult to handle large class size because the students are too many and it's really hard to control it.
	The materials do not fulfill the students' need.		✓		The material did not fulfill the students' need because there are some problems with the students' ability.
	The students are inhibited.		✓		The students are having some problems in grammar, pronunciation, and fluency.
	The students have nothing to say.		✓		Sometimes the students are getting nervous or afraid that make them less talk or even nothing to say.
	The students are use mother-tongue		✓		The students are still using their mother tongue in speaking class that makes them easy to

Students problems in learning speaking				understand each other.
	Any other problem possibly occurring in learning speaking through Guessing games occurring.	✓		The students have other problems in learning speaking. The students are feel not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words.

b) Interview

The research also employed interview to support the data of observation. The interview was composed based on the stages of teaching speaking, teacher's problems in teaching speaking. The interview was intended to find out the teacher's opinion about the activity in teaching and learning speaking process and the problems in teaching speaking through Guessing Games Technique. There were 10 questions that the researcher asked to the teacher about the problems and her opinion in teaching speaking through Guessing Games Technique. The first was about the problem in teaching speaking,

No	Question	Answer	Explanation
1.	Is the time duration of teaching and learning speaking is limited?	Yes. Because we had the curriculum and curriculum has to limit the time especially for reading, speaking and also the other subject in the classroom. So, the curriculum is one of ours that we have the time for	It seemed the teacher had a limit time in the classroom because he followed the rules of curriculum in teaching speaking in the class. Therefore, it is impossible for the teachers to develop the students speaking ability in

		teaching one topic in the classroom, the time is limited. And it is impossible for us to develop their speaking ability in the classroom because we have limited time in teaching some subject in the classroom.	the classroom with limited time in teaching some subject in the classroom.
2	Is the material on the text book different from the lesson plan?	Sometimes, because when in the classroom, we have to see the situation of the condition of students. Sometime we have to setting the material that we should try to give to the students in the classroom because of the situation develops in the classroom; we can change or develop much more material.	The teacher was sometimes or rarely setting the material with the situation in classroom also the condition of the students. So, it was make the teacher change or develop much more material not very often.
3	Is the teacher only has knowledge from the text books for the students?	Not always. But there are some source of teaching from other source and sometimes we ask the students to provide the material by themselves unless if we have some variations of material in the classroom.	It seemed the teacher not always come from the availability of text books. So, there was some other resource not only from the books to provide the material by asking the students or by the teacher herself
4	Do the students not talk or say	Actually, we have	The teacher had

	anything in the classroom in speaking class?	three kinds of students in the classroom. Empirics one, lower one and also the superior. The superior and empirics students are of course good especially in teaching speaking. But the lower students or the weak students can to be silent.	problems with the lower students who did not talk or say anything. Many of his students were weak in speaking and only few students were good in speaking. It would be harder for the teacher instead the students. Therefore, the students had less of knowledge in speaking and also lack of grammar.
5	Have you make a small group of students and remain students form a larger circle?	Yes, sometimes. I think that's the key.	The teacher did make a small group of students and remain students form a larger circle in guessing games design. Therefore, the teacher knew how to apply the technique by looked the situation in the classroom, it is possible or not to make a guessing games design.
6	Do the students just end up chatting with their mother tongue when they work in pairs or groups in speaking class?	Yes, it's rarely. Actually, I've to reminds them about how they want to speaks English be having some practices and then we about making our own language. So, it means that we have to motivate	It made the teacher need more extra energy to remind them in the classroom by motivated them to practice more. They tended to enjoy fun activities without being serious, but not end up chatting

		them to practice more.	with their mother tongue.
7	Do your students not discipline in the classroom?	There is an attendance about the students to learn the situation, but for me because I've been teaching for long time about 30 years more than that. They are already respecting us when we are teaching in the classroom. It means that they attend to be discipline.	The teacher had no difficulty with the students' discipline in the classroom. It can be seen that the students were learn the situation instead experience of the teacher in teaching that make them respected the teacher in the classroom. Therefore, the students attended to be discipline in the classroom.
8	Do the materials that you taught to the students not fulfill the students need?	We have the curriculum. So, we have to follow the curriculum and the problems sometimes based on the students' ability, sometimes the students are be able to understand English easily. But, in other hand that some of the students have difficulty in getting the knowledge from us as a teacher in the classroom.	The teacher had problems with the students' ability because sometime the students were able to understand English easily, but in other hand that the students had difficulty in getting the knowledge from the teacher in the classroom. It can be concluded that the materials did not fulfill the students need because there was a problems with the students' ability.
9	Do the students have low motivation in learning English?	I don't think so, they have good motivation. When they come to the classroom, they are	The teacher did not have problem. It can be seen that the students were not have problems with

		interested enough for learning English in the classroom activities.	their motivation in learning English. The students were interested enough for learning English in the classroom.
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c) Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of five questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning speaking and also the students' practice in learning speaking through Guessing Games Technique. It was intended to find out the students' problem in learning speaking and the students' practice in learning speaking through Guessing Games Technique. It was intended to find out the problems faced by students in learning speaking through Guessing Games Technique. Based on questionnaire filled by students, the researcher could describe that the students' response was various and could be seen in table below:

NO	QUESTION	ANSWER	TOTAL ANSWER
1.	Is there something inhibit you when you try to speak using English especially in speaking class?	a. Yes	50%
		b. Sometimes	25%
		c. No	20%
		d. indifferent	5%

The data showed that 5 % students did not have something inhibited them to speak English in speaking class. Besides, the students searched the meaning of the words in the dictionary or asked the teacher and their friend to find the meaning of the words and also they have good in grammar and knowledge in speaking. However, it showed that, 50% students were inhibited by something to speak English in speaking class.

NO	QUESTION	ANSWER	TOTAL ANSWER
2.	Do you feel that difficult to express yourself or even not talk using English especially in speaking class?	a. Yes	40%
		b. Sometimes	50%
		c. No	10%
		d. indifferent	0%

From the data number 2 showed that 40% students felt difficult to express themselves or even not talk used English in speaking class. It showed that, the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already said. Their reason indicated that they still asked the teacher and their friends to know the meaning of the words in the sentences. Besides, most of students felt difficult to speak English in speaking class. Thus, it was the students' problems in learning speaking.

NO	QUESTION	ANSWER	TOTAL ANSWER
3.	Are you lacking or even not participating in class when you are learning English, especially in speaking class?	a. Yes	20%
		b. Sometimes	50%
		c. No	15%
		d. indifferent	15%

The data above showed that 50% students were participated in class when learning English in speaking class. Besides, most of them had no lacked or participated in class when learning English in speaking class. From the essay that they wrote, most of them said that they were had no lack and participate in speaking class. However, 20% of students said they were lack and not participated in learning English in speaking class because they were confuse or not understand what being discussed also they were afraid to make a mistake. Thus, it could be concluded that it was one of students' problems in learning speaking.

NO	QUESTION	ANSWER	TOTAL ANSWER
4.	Do you use Indonesian in class when learning English, especially in speaking class?	a. Yes	70%
		b. Sometimes	20%
		c. No	10%
		d. indifferent	0%

The data showed that 70% students used Indonesian when learning English in speaking class. It was indicated that the students less of vocabulary and not used English or even not used when learning English in speaking class. From the essay most of students said that easy to understand the conversation or discuss something to each other. However, 10% students were used English when learning English in speaking class. Thus, it was the one of students' problem.

NO	QUESTION	ANSWER	TOTAL ANSWER
5.	Are there other problems that you often face in learning English, especially in speaking class?	a. Yes	60%
		b. Sometimes	20%
		c. No	10%
		d. Indifferent	10%

Based on the data, there were 60% students had another problem that often faced by

them when learning English in speaking class. Besides, 10% students did not have other problems that often occur when learning English in speaking class. From the essay most of students said that they were not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words. It meant that most of the students had difficulty or other problems that they were often faced when learning English in speaking class.

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in the model of qualitative data analysis of Sugiyono theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: teaching and learning speaking through guessing games technique, the teachers problem in teaching speaking and the students problem in learning speaking.

1. Process of Teaching and Learning Speaking Through Guessing Games Technique

From the data gained through observation, the researcher assumed that teaching and learning speaking through Guessing Games Technique was still less effective and not maximum. There were many problems that could not manage well by teacher despite the teacher had followed the procedure, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in Guessing Games Technique

sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning speaking through Guessing Games Technique.

There were some steps that was skip in teaching and learning process, in pre-speaking activity and also whilst-speaking activity. The teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the topic. In addition, the students were not got the feedback from the teacher and looked bored in teaching and learning process. That was indicated that the students were not had interest in learning speaking through Guessing Games Technique. By it reason, the teacher should be able to gave the feedback to the students interest in learning speaking through Guessing Games Technique.

2. Problems Faced by Teacher in Teaching Speaking Through Guessing Games Technique

Having conducted the research, the researcher found the problems during the applying of Guessing games Technique in teaching speaking at Seventh grade of MTs Al-Ikhlas Gunungrejo Way Ratai. They are as follows:

- a. Teacher had problem in teaching and learning speaking duration in the classroom.
- b. The teacher had problem with the lower students who did not talk or

say anything.

- c. The teacher had problem with the students who just end up with their mother tongue.
- d. The teacher had problem in handle or control large size.
- e. The teacher had problem with the students' ability that the material did not fulfill the students' need.
- f. The teacher had problem in asking the students through about their ideas and opinion related the topic.
- g. The teacher had problem to give a questions to have the students' responses.

3. Problem Faced by Students in Learning Speaking Through Guessing Games Technique

Having conducted the research, the researcher found the problems during the applying of Guessing Games Technique in learning speaking at seventh grade of MTs Al-Ikhlas Gunungrejo Way Ratai. They are as follows:

- a. The students had no good in grammar, vocabulary and fluency.
- b. The students had problem to talk or even not say anything in the classroom.
- c. The students had problem by using their mother tongue when work in groups or pairs.

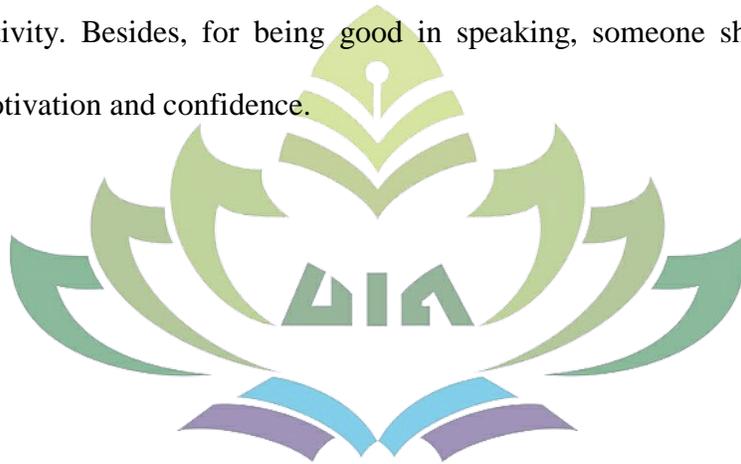
- d. The students had problem in confident and difficulty how to pronoun, spelled or say instead understand the meaning of the words.
- e. The students had problem to follow the teacher's direction.

C. Discussion

Based on previous research from Tika Pertiwi, entitled Teaching and Learning Speaking through Guessing Games to the Seventh Grade Students of MTs Mathlaul Anwar Sidowaluyo South Lampung 2013/2014 that the difficulties faced by the students in learning speaking through picture guessing games are some students' had difficulty in managing time given by the teacher and the students had less motivation. Another studies had done by Danis, entitled The Implementation of Guessing Games Technique in Teaching Students' Speaking Skill (A Qualitative Study of Second Graders in Junior High School) in Bandung. The students knew what guessing games was, but they rarely did a game in speaking so they felt very hard in played guessing games because they afraid to speak in front of the class, and they had less motivation.

After the researcher did the research, the researcher assumed that the teaching and learning process especially in speaking through guessing games technique did not run effectively. There are objectives and indicator of learning could not be achieved. Therefore, actually the teacher can be

suggested to apply the technique and method which is appropriate with the condition of the students, so the good result of the using of the technique can give good impact to the speaking ability of the students in learning speaking. Hopefully the researcher tries to give contribution of the research to the teaching learning speaking for better way. Learning speaking should be supported be learning pronunciation, rich vocabulary, therefore the students can make a good sentence and pronounce the words well in every oral activity. Besides, for being good in speaking, someone should have good motivation and confidence.



CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning speaking through Guessing Games Technique.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process by using Guessing Games Technique was still less effective and not maximum. It happened because there were some steps were skipped by the teacher. There were many problems faced by the teacher and the students during the process of teaching and learning speaking through Guessing Games Technique.
2. The problems faced by the teacher in teaching speaking through Guessing Games Technique were as follows:
 - a. Teacher had problem with the lower student who did not talk or say anything in teaching speaking.
 - b. Teacher had problem to the students who just end up chat with their mother tongue when in pairs or group in teaching speaking.
 - c. The teacher had problem to handle and control the large class size because the students were too many in teaching speaking.
 - d. The teacher had problem with the material which not fulfill the

students' need because the problems were based on the students' ability in teaching speaking.

- e. The teacher had problem in asking the students thought about the ideas and opinion related to the topic in teaching speaking.
- f. The teacher had problem to give the students questions to have the students' responses in teaching speaking.
- g. The teacher had problem in allowing the students to switch position by tap or raise a hand in teaching speaking.
- h. The teacher had problem to manage the time in teaching speaking.

3. The problems faced by students in learning speaking through Guessing Games Technique were as follows:

- a. The students had not well in grammar, vocabulary and fluency.
- b. The students had problem to talk or even not say anything in the classroom.
- c. The students had problem by using their mother tongue when work in groups or pairs.
- d. The students had problem in confident and difficulty how to pronoun, spelled or say instead understand the meaning of the words.
- e. The students had problem to follow the teacher's direction.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the English Teacher

- a. The teacher should know how to motivate the lower students to make them interested in learning speaking. So, it can make the lower students talk and active in speaking class. Therefore, it can make the students easier and more interested to learning speaking in the classroom. In addition, he must follow all of the procedure of teaching speaking through Guessing Games Technique well by modify his lesson plan and match it with students' situation so the teacher has time to doing all the steps.
- b. The teacher should make English very interesting for the students in teaching speaking to make them want to speak English in the classroom. By engage them with basic words or sentences that they already understand. It can make the students easier to speak English in the classroom.
- c. The teacher needs some approach to handle and control the large class size. The approach that can make the students interested and want to followed the teacher's instruction. It will be easier to handle or control the large class size.

- d. The teacher should prepare the material well before she teaches and she must find the other teaching material in many source like internet, books, magazine and other source that match with the students' situation. So, it can fulfill the students' need.
- e. The teacher should give the students a chance to point out their ideas and opinion related to the topic. She needs to hear their ideas and opinion in order to know the students need and their ability in engage the problems in the speaking class.
- f. The teacher supposed to give a feedback and does reflection for the students. It is very important to get the students responses in speaking class to know that they understand in discussion. So, it can make the teacher know whether the students understand or not.
- g. The teacher should allow the students to switch the position by tap or raise a hand teaching speaking through Guessing Games Technique. It is very important because the students can share their ideas and opinion related to the topic.
- h. The teacher should manage time as good as possible in order that the implementation of technique running well and success. She should make the students focus on teaching and learning process.

2. For the Students

- a. The students should learn more about tenses and look dictionary

after they find difficult word also practice more in speaking.

- b. The students need to be brave and try to express their ideas in speaking class also don't afraid of making mistake. They need to be active and talk often in speaking class.
- c. The students should build habit to use English in speaking by hearing and copying an audio or movie. So it can make them not use their mother tongue in speaking class.
- d. The students need to believe and trust themselves also don't afraid of making mistake in speaking class. It can make them easier to speak in the speaking class.
- e. The students need to get pay attention and focus when study English. They should not chat with others using their mother tongue and only focus to teaching and learning process. So they can focus to hear and follow the teacher's direction.

3. For Other Researchers

The next researcher can conduct a study about teaching and learning speaking with other strategies, method or technique that make students enjoy and effective in learning speaking to increase and improve their speaking ability. The strategies or techniques that will take shorter time implementation in teaching speaking. While in gathering the data, the others researcher can use some tools that common handy at the field, such as camera, recorder, and etc.

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