



**THE EFFECT OF USING GUESSING AND SPECULATING GAME  
WITH PICTURES ON STUDENTS' ACHIEVEMENT IN SPEAKING**

**A THESIS**

*Submitted to Tarbiyah and Teachers Training Faculty, State Islamic University  
of North Sumatera Medan as a Partial Fulfillment of the Requirements for the  
Degree of Sarjana Pendidikan*

**By**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY  
NORTH SUMATERA  
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**2020**



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**SURAT PENGESAHAN**

Skripsi ini yang berjudul “**THE EFFECT OF USING GUESSING AND SPECULATING GAME WITH PICTURES ON STUDENTS’ ACHIEVEMENT IN SPEAKING**” yang disusun oleh **RATINDI AZHRIMA** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan  
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## **PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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## ABSTRACT

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Thesis Title : **The Effect of Using Guessing and Speculating Game with Pictures on Students Achievement in Speaking**

*(Keywords: Guessing and Speculating Game with Pictures, Effects, Speaking sill, Achievement)*

*This research aimed to find out whether there was a significant effect of using Guessing and Speculating Game with Pictures on Students Achievement in Speaking. This research was conducted by using the quantitative method, exactly experimental research. The samples used were two classes, they were A-1 which consisted of 25 students as the experimental class and the students of A-2 which consisted of 25 students as the control class. The instruments of collecting data used test. The result of the research was quite significant with the average scores of the experimental class were 49.5 for the pre-test and 80.4 for the post test, meanwhile the average scores for the control class were 49,5 for the pretest and 59,2 for the post-test. The result of the calculation using the t-test showed that  $t_{observed} = 5,81$  and  $t_{table}$  was 0,05. It could be concluded that there was an effect between the students' speaking achievements which were taught by using Guessing and Speculating Game with Pictures and the students' who were not. There was improvement of the students' achievement in speaking. Nevertheless, using Guessing and Speculating Game with Pictures during the teaching learning process could make the students more enthusiastic and more active in the class.*

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Alhamdulillah all praise and thanks to Allah SWT, because of His mercy and blessing the writer could finish this proposal entitled **“The Effect of Using Guessing and Speculating Game with Pictures on Students’ Achievement in Speaking”**.

Greeting and blessing to the prophet Muhammad SAW, his family and his close friends who have brought Moslems from the stupidity era to the brighter era. The writer realizes this proposal might not be completed on time without the help from many people. Thus, I would like to express my sincere gratitude to:

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The writer realizes that there are still many errors or mistakes in this proposal. Therefore, suggestions and criticism from the advisors and the readers are expected for making this proposal better.

The writer hopes this proposal could be useful for the writer and the readers as well as for the advancement of education in the future.

Medan, October 23<sup>rd</sup> 2020

**Ratindi Azhrima**

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

Language is the main tool of communication in human life. People do need language to communicate and interact with others. There are many languages in the world, one of which is English, which is an international language. Many countries use this language as an introductory language based on formal or informal activities. In Indonesia, English is a foreign language. Indonesia has also decided to make English a formal curriculum, and teach English as a formal curriculum from elementary school to university.

Language is succinctly a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. But frankly, language is far too complicated, intriguing, and mysterious to be adequately explained by a brief definition.<sup>1</sup>

Thus, It can be concluded that language is the order of communication that uses audio or audio visual content such as signals, gestures, and symbol.

There are so many functions of language, some of which are: providing information, transmitting information, expressing emotions, persuading people, entertaining people, and sharing opinions. One of the language skills that any foreign language learner must master is the ability to talk or communicate in the target language. In the 2013 Curriculum, it is clearly stated that one of the

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<sup>1</sup> Sholihatul Hamidah.2011.*Introduction to General Linguistics*.Medan : La-Tansa Press

objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing. Unfortunately, the fact has shown that the students still face some difficulties to improve their speaking ability because they are accustomed to using their native language in daily life than using English.

Speaking is one aspect that important in teaching and learning process. Speaking is the ability to express a sequence of ideas fluently.<sup>2</sup> Thus, it can be concluded that the aim of teaching speaking is to train the students to be able to express their ideas meaningfully in the real life.

Speaking a second language or foreign language is far from simple. In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language.

Since a century ago, language acquisition research has been affecting the way people think about how humans learn to speak. Recently, people have come to the conclusion that humans do not learn the elements of language, but put them together for conversation. Instead, children who have acquired a second language learn elements by interacting with people. This understanding has interesting meanings. If teachers believe that people learn language through interaction, learners should interact during class. In fact, we must understand how to interact with children so that they can have fun in the lessons.

There are many activities to uphold speaking in the classroom. The article on Teaching English as Second Language (TESL) stated that there are thirteen

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<sup>2</sup>Kayi. 2006. Teaching Speaking: *Activities to Promote Speaking in a Second Language*.

activities to uphold speaking, they are discussion, simulations, information gap, brain storming story-telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the differences, and role play.

However, based on the writer's experience when observing in Lembaga Kursus dan Pelatihan (LKP) Hero English Course Medan, the researchers found that students find it difficult to speak English. Some factors became the cause. First of all, the lack of student participation in the classroom, the learning process is only for the teacher, sometimes it is difficult for students to understand the teacher. The teacher gives materials and instructions, and the students follow the teacher's requirements, which makes the students passive learners. Secondly, this is a way of communication between teachers and students. Students only listen to the words of the teacher. The students are easily bored because the teacher's teaching method is too monotonous. In addition, they usually complete tasks independently. As a result, students rarely work together in class, which leads to restrictions on communication among students. In this research, the researcher was focus on the guessing and speculating games with pictures. The reason for using guessing and speculating games with pictures in speaking activity was to give more opportunities for students to practice in speaking during the times allocated.

In this research, the researcher used the guessing and speculating games with pictures that was applied in students speaking achievement under the title **“THE EFFECT OF USING GUESSING AND SPECULATING GAME WITH PICTURES ON STUDENTS' ACHIEVEMENT IN SPEAKING”**

## **1.2. Identification of Problem**

Based on the background of the problem above, the problem can be identified as follows :

- (1) The students lack motivation to speak in English
- (2) The lack of media and monotonous activities during the teaching and learning process.
- (3) The students are less interested in the English class

### **1.3.Limitation of the Problem**

Based on the identification of the study, the researcher limited the problem. This research was focus on The effect of using guessing and speculating game with pictures on students' achievement in speaking.

### **1.4.Research Problems**

Based on the limitation of the problem, the research problem formulated as “Is there any significant of using Guessing and Speculating Game with Pictures on students' achievement in speaking?”

### **1.5.The Objectives of the Study**

Based on the research problem above, this study aimed to investigate whether Guessing and Speculating Games with Pictures affect the students' achievement in speaking.

### **1.6.Significances of Study**

The result of this research will be expected to be useful for:

1. For the researcher, the result of this study can give the researcher a useful knowledge of the use of guessing games in teaching speaking skills.



2. For the English teacher, the result can improve the students' achievement in teaching speaking comprehension by using Guessing and Speculating Games with Pictures
3. For the students, It can improve their achievement in speaking comprehension by using Guessing and Speculating Games with Pictures.
4. For the future researchers, this study could be a source to conduct further research relevant to the problem.

## CHAPTER II

### THEORETICAL REVIEW

#### 2.1. Theoretical Framework

This theoretical framework is presented in order to give some concept being applied in this study that is using Guessing and Speculating Game with Pictures on students' achievement in speaking. To espouse the ideas of this research, some theories and some information would included to help the writer design this research.

##### 2.1.1. Achievement in Speaking

Students should do more exercises in oral English so that they can understand the achievements of oral English. In this case, students will use guessing and guessing games with pictures. The purpose of this activity is to understand how guessing and guessing games with pictures affect their oral English performance.

##### 2.1.1.1 Achievement

Oxford stated that achievement is a thing that somebody has done successfully, especially using their own effort and skill. While, Algarabel and Dasi explain that achievement is viewed basically as the competence a person have in an area of content.<sup>3</sup>

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<sup>3</sup> Lee, W. R. 2006. *Teaching Language Games and Contests*. Oxford University Press.

From the opinion of experts above, it can be concluded that achievement is the students' success in learning something which is measured from their competence.

Brown states that an achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction.

Thus, from those word above it can be concluded that students' achievement is the result from learning process that shows the ability of the students in educational learning.

#### **2.1.1.2 Speaking**

English has four language skills; listening, speaking, writing, and reading. Spoken language is one of the most important skills, because people can speak orally and make it easy for someone to understand the conversation. Spoken language is the second skill that people need to understand in chronological order in their lives. Interestingly, the first time someone came to the new world, he was just proud of his mother, Subbing and the surrounding environment. Then, they tried to give instructions to the adults as if they were adults.

Speaking is the process of exchanging or sharing information, ideas, and thoughts orally. We always speak to interact with others. Interaction with others can be a conversation between two people (face to face), among group of people, over the phone, etc. Speaking is the process of sharing and exchanging information, ideas, and emotions using oral language that uniquely did by human. Whether in daily information interaction or in more formal settings,

communications are required to organize coherent messages, deliver them clearly and adapt them to their listener.<sup>4</sup>

Speaking is Spoken language that is used to communicate with others. Speakers use language to communicate their ideas, and most speeches involve interaction with one or more participants. This means that effective speech requires the ability to develop language in one's own mind, and requires a lot of listening, an understanding of the feelings of other participants, and an understanding of the language knowledge to take turns or allow others to do so.

Speaking is a skill that is as worthy of attention as the first and second languages. This is a skill that students are often judged on. It is also part of the tool to achieve outstanding social solidarity, social ranking, professional development and business.

In line with those definition, it's clarified for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else<sup>5</sup>. It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying.

Another expert said that "speaking is intentional activity; it serves a purpose the speaker wants to realize". Therefore, speaking is somebody's aptitude that is uttered eagerly to make an expression for some reasons. Speaking is the presence of communication goal that has to be realized, for instance the speakers

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<sup>4</sup> Marihot Lubis. (2008). *Improving Students' Speaking Achievement through Group Discussion Method*. Medan.p.66

<sup>5</sup> Kushartanti. (2005). *Pesona Bahasa; Langkah Awal Memahami Linguistics*. Jakarta: Gramedia Pustaka Utama.

want to express wish and desire to do something; negotiate and solve particular problem; or establish and maintain social relationship with others.

The ability to speak is not enough to be a good speaker, because speaking is a complex skill that requires simultaneous use of a variety of abilities that language learners must master to express their feelings and appropriate thoughts.

The learners use a skill to produce language called production skills. In this case, you can directly observe and empirically measure the performance of the speaker during the speech. This situation implies that two people talking to each other means sharing understanding with each other.

The speakers expressed their intentions in an appropriate way so that the listener could understand the meaning. By using language to express meaning, the speaker expresses what they want to the audience so that the audience can get the main points from the speaker. Participants have the same knowledge, so they can easily convey the intended meaning of the speaker.

The main purpose of speaking is communication, which conveys the message from the speaker to the listener. The listener has to understand, encode or interpret the message that consist of information. Encoding is the process of receiving the information from the speaker.

On the other hand, speaking is a process that should be done for all educate people. It means that, the better you can chance of understanding or making yourself understood. In short, mastering speaking partly determines how qualified a language learners is:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: “And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right.”

(Q.S. Al-Baqarah:31)<sup>6</sup>

On the basis of the "qoran" verse above, it describes the teaching process given by Almighty God to the prophet Adam. This means that from the very beginning of human creation, the Almighty has followed the example of education. Therefore, at least in the poem display, the person was created without knowing (not understanding) anything.

Learning speaking can be seen from the process teaching as Allah taught Adam the names of the whole thing. When, a human life needs education as the process that must exist. Allah SWT has prepared human the ability to call out words.

Another verse in the Quran that talks about speaking in Q.S. Al-Baqarah ;  
83 :

وَقُولُوا لِلنَّاسِ حُسْنًا

Meaning : And talk to the people nicely

Another verse in the Quran that talks about speaking in Q.S. Al-Balad ; 9-  
10 :

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<sup>6</sup> Yusuf Ali Abdullah, *English Translation of Al-Qur'an*, (Retrieved December, 2016), from www.alqur'an\English\_Trans

# ا لِسَانًا وَشَفَتَيْنِ وَهَدَيْنَاهُ لِنَجْدَيْنِ

Meaning : A tongue, and two lips and shown them the two ways of right and wrong

Another hadith that talks about speaking is below :

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا وَأَلْيَسْمُتْ

Meaning : Whoever believes in Allah on the last day, he will either say good or remain silent.

Therefore, according to the writer, speaking is a process of using spoken language to share or exchange ideas or information with others and to send information to others. The main purpose of speaking is not only the interaction between people, but also the purpose of speaking is to be able to provide listeners with coherent, clear and adaptive information.

The grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

## 1. Novice

Novice level can be characterized as basic skills or the ability to communicate minimally with previously learned words and phrases in highly predictable common everyday situations. Novice-level speakers even have difficulty communicating with people who are accustomed to interacting with non-native speakers.

## 2. Intermediate

It is characterized by the ability to combine language elements of creative learning mainly in a reactive mode. Intermediate speakers can initiate, minimize, maintain, and end basic community tasks. Speakers can ask and answer questions, and can speak in different sentences and sentence strings on autobiographical or topics that are mainly related to their own surroundings.

## 3. Advanced

The advanced level is characterized by the ability to communicate fluently and has obvious participation. Speakers can describe and narrate current, past and future events, organize their thoughts into paragraph-like discourses when appropriate, and complete various communication tasks. At this level, speakers can discuss specific facts about the personal and public interests of non-native speakers least used to.

## 4. Superior.

The superior level is the ability to effectively participate in most formal and informal conversations on practical, social, professional, and abstract topics. Speakers can use extended arguments to explain specific hypotheses and details of abstract topics, hypotheses, and support or defend controversial issues.

### **2.1.1.3 The Element of Speaking**

Speaking is not only about produce the language orally and knowing the language it self. Harmer state that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.



There are four elements that applied in the language features. Among the elements necessary for spoken production are following:

1. Connected speech: An effective English speaker not only needs to be able to produce a single phoneme of English (such as speaking/disappearing). The first element is associated speech. The speaker should not only be able to produce a single phoneme of English. In the connected speech, the sound is modified (assimilated), omitted (eliminated), added (link r) or weakened (through structure and stress patterns).

2. Expressive devices : English speakers change the pitch and pressure of certain parts of speech, change the volume and speed, and express their feelings (especially face-to-face interaction) through other bodies and nonverbal (para-language). English speakers should be able to do like English speakers. Native English speakers will change the pitch and stress (very loud volume and speed) of certain parts of their speech, and use the sub-language function to show how they feel. The use of these devices helps convey meaning. They provide an additional opportunity for expression of emotion and intensity.

3. Lexis and Grammar : Spontaneously use a variety of common vocabulary to mark English speech, especially in certain language functions. Speakers can speak spontaneously by using many common vocabulary, especially in the execution of certain language functions. Therefore, teachers should provide various phrases for different functions, such as agree or disagree, express surprise, shock or agreement.

4. Negotiation language : The benefits of speaking effectively from the language of the negotiator are used to clarify issues and demonstrate the structure of our

speech. Reaching the peak requires the speaker to have the ability to negotiate for clarification and show the meaning of their speech structure.

#### **2.1.1.4 The Teaching of Speaking**

Teaching is a process of transfer the knowledge and give the guidance to the students to reach the goals. Teaching is also known as “Instruction”, it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

When someone can speak a language it means that he able to stand for a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.<sup>7</sup>

From a the purpose of communication, speaking is so closely related to listening. The interaction between these two skills is shown in a conversation. There are seven principles for designing speaking techniques :

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Improve the use of authentic language in meaningful contexts.
- d. Provide the suitable feedback and correction.

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<sup>7</sup>Brown. 2006. *An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education, Inc.

- e. Take the advantage of the natural connection between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Teaching is an exciting job. It requires professional skills to become a teacher. There are so many challenges in the teaching and learning process. Nowadays, so many reference materials can help teachers obtain some problem-solving methods in the teaching and learning process. Before starting the class, the teacher should do a lot of work. According to Brown,

*“Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches. Syllabus, technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.”*

It can be stated from the definition above that teaching is not always about knowledge and presenting the information to students. Teaching also needs strategies to achieve the goals from the students’ and teachers’ expectation.

### **2.1.2. The Nature of Game**

According Andrew, David and Michael that game means the activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>8</sup> Thus, game is an activity that make the people feel joyful and they can interact with other people.

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<sup>8</sup> Andrew Wright, David Betteridge and Michael Buckby, 2006. *Games for Language Learning*, United Kingdom : Cambridge University Press. p.1

Lewis expresses that games supply a non-intimidating environment for coping with new learning. When the learners are having fun, they are likely to accept risks, make mistakes without thinking of feeling and failure, and try to resolve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take place. A learner who encounters a new English word, expression, pattern or even reading English text she/he is immersed in a game, is far more motivated to learn it and much more likely to internalize it than a child who receives the new knowledge from her/his teacher before game.

Lewis writes that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning. Through games the students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children. It brings the language life.

The description above shows that games will always have a positive impact on students in the process of English teaching. Students will feel interesting and confident, so they prefer to learn English. It provides students with the best opportunity to use English, and they don't seem too embarrassed. Because games can provide excitement, English is very useful and meaningful for students.

#### **2.1.2.1 The Characteristics of Game**

Games have many characteristics, they are:

1. A game is governed by rules. To make a simple activity into a game rules is important.
2. A game has objectives. One of the rules is the achievement of an objective. This objectives can be something like making points correctness of finishing an activity first.
3. The game is a closed activity. This means that the game must have a beginning and an end. Players and teachers must easily know who is going to achieve the goal.

Thus, it can be concluded that games is the interesting way to teach the student in the class with motivating and challenging way to create a meaningful thoughts.

#### **2.1.2.2 The Kinds of Games**

There are several types of games:

##### 1. Picture games

A picture game is a game in which is use the pictures and plays a major part. This games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

##### 2. Psychology Games

This game contains a variety of games that may lead to a greater understanding of how people's thoughts and feelings work. In psychology games, there are many individual differences in opinions and experiences, and concentration and the use of language are also encouraged.

##### 3. Magic Trick

In magic trick games repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.

#### 4. Caring and Sharing Games

All games in this section will include a sense of trust and interest between students and others. The difficulty of this game is that students will feel shy or unwilling to share their feelings and experiences with other class members. Only teachers who can take the lead and determine how and when to try to introduce learners to learner caring and sharing activities.

#### 5. Sound Games

Sound effects will create a new experience for students to listen to music, which is related to the impression of people, places and actions. The audience is required to contribute through imagination. This will definitely lead to explanations and opinions, and to express opinions and ideas.

#### 6. Card and board games

The samples of these games are snake and ladders. We can make variations in order for the full value of achievement.

#### 7. Story Games

This game will provide students with long-form oral and writing structures instead of short-term communication. Teachers should decide that it may be helpful to correct some of the mistakes made by redoing. They will write down these mistakes in writing or mentally during the storytelling process, but delay them until later.

#### 8. Word Games

The purpose of this game is to make students have an intention for words rather than sentences: spelling, meaning, words used in sentence formation, words inferred from context or words classified according to grammatical usage. However, in many cases, learners need to go beyond the initial focus and communicate in complete sentences, sometimes pursuing ideas and having a certain degree of debate.

#### 9. True/false games

This game is to decide which it is, someone makes a statement which is either true or false.

#### 10. Memory Games

Usually, these games challenge the player's memory ability. The inevitable differences between what players remembered led to discussions in which opinions and information were exchanged.

#### 11. Question and answer games

This change in the game aims to create a context in which learners must ask questions in order to find out what is usually related to grammatical points.

#### 12. Guessing and speculating games

In this game, the teacher will show pictures to the students. The teacher knows something, others must find out what it is. It is useful for less proficient learners and/or learners with limited English proficiency. However, learners with higher English proficiency should be required to think and speak in a broader and closer connection.

#### 13. Miscellaneous Games

The samples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip.<sup>9</sup>

There are four types of games :

1. A cooperative game.

In this type of game, The main actions are focused on trying to achieve cooperation goals. This type of game is very suitable for encouraging shy students because it requires the participation of all members of the team, group or pair. Some typical activities might include completing drawings, organizing things, grouping things, finding the right or finding hidden things. Students participate in information exchange to complete tasks and provide/follow instructions

2. Competitive games

As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class ( as in 20 Questions ). The competition will be held between one person with another person. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The requirement and the rules of this game is the players have to produce the correct language as part of the game and force students to draw conclusions more quickly.

3. Communication Games

Communicating information to other players and reacting appropriately to their information is the main goal of this game. For example, when giving instructions,

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<sup>9</sup> Wright, Andrew. , Betteridge, David. , Buckby, Michael. 2006. *Games for Language Learning*. Cambridge: Cambridge University Press.



players must clearly give instructions, and players who follow these instructions should do exactly what they want. There are usually some practical tasks, such as following instructions, drawing, persuading other players, etc.

It can be concluded that the participants will focus on the task instead of the language. In addition, the students can immediately see the results of their use of the language, which will help build the students' self-confidence.

#### 4. Code-control Games

This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

##### **2.1.2.3 Guessing and Speculating Game with Picture**

Guessing games can be used in teaching speaking. Through the process of guessing, students are encouraged to pattern of usage and to create the correct words and sentences. Students will guess words and sentences that have not yet been taught to them. Through guessing, students work out the rules of deriving new word for themselves. Guessing games can be used to develop or reinforce 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.<sup>10</sup>

As we all know, guessing games are not only for kids who like guessing games, but also for adults, which is shown by many popular TV show producers. He added that guessing is a real communicative situation, which is very important for fun and interesting practice of foreign languages.

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<sup>10</sup> Thirumalai, MS. 2006. *An Introduction to TESOL: Teaching English to Speaker Other Languages*.

From the statements of the above experts, it can be concluded that the guessing game is very interesting for students of all ages, from children to adults, it is encouraging.

Guessing game is a kind of game to play, that include interactions among of group of people.<sup>11</sup> Guessing game is an important and natural part of growth and learning. Students conduct experiments, discover and interact with the environment. Guessing games increase the diversity of the learning environment. Another important reason is that the class is relaxed after the class, and sometimes the class is difficult to run, which requires the creativity of the teacher. The teacher should make a game at the end of this section because it will change the atmosphere. Maybe in class, students will study hard, just because they know they will play games after class, and games are also one of the best ways to inspire and motivate them. Guessing games can be used to change the course of the course to maintain motivation.

The guessing game in oral teaching aims to provide materials and help students express sentences to make students speak. Guessing games can "hide" specific language points, but students are not aware of this. It encourages student participation and can remove barriers for those who feel intimidated by the formal classroom environment. The guessing game can change the role of the teacher from the role of a formal lecturer to that of the manager or organizer of the activities that students like to participate in. Games can improve student communication.

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<sup>11</sup> Anggreyni, Devi. *Improving Students' Speaking Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni Volume XV No. 1 Maret 2014 (hlm.1-15)*

#### **2.1.2.4 Make a Match Game**

In this research, Make a match is applied in control group. Make a match is a method of learning by using card. It consists of questions card and the other card consists of answer from this question.<sup>12</sup> In make a match method, the teacher should prepare two cards with the topic, they are question card and answer card. Every student has one card. Every student would think about question or answer that they have. They looks for a couple that have a match card with the question. From some steps that mentioned above, make a match is one of the suitable method that can be used in teaching speaking because make a match is not only teaching learning process that is emphasized but also fun. Many problems in teaching speaking, they are; the student doesn't know how to answer the question appropriately, low motivation to speak, and feel bored to learning English.

Based on the previous research about speaking learning of using Make a Match, there are weaknesses when learning process in the class, there is no active interaction between student and teacher. The student is not active to answer the teacher's question. To improve this learning process, we need on appropriate method.<sup>13</sup>

#### **2.1.2.5 The Procedures How to Play Guessing and Speculating Game with Pictures**

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<sup>12</sup> Suprijono, Agus.2009. Cooperative Learning. Yogyakarta: Pustaka Pelajar

<sup>13</sup> Tarmizi.2008.The advantage of make a match method.<http://www.Tarmizi.wordpress.com/2008/12/03/>.

In the process of teaching by using guessing game, the students are intended to be active in speaking class activity; and they are suggested to be brave to think what they want to say.

The majority of speaking practice activity includes games which are useful to improve students' speaking. One of those games is Guessing and Speculating game with pictures. Wright stated that essentially in Guessing and Speculating game with pictures, someone knows something (picture) and the others must find out what it is.<sup>14</sup>

- 1) The teacher divides class into four groups.
- 2) The teacher shows the students a hidden picture
- 3) The teacher gives the first clue and let the first group to guess what it is
- 4) The teacher gives the second clue and let the second group to guess what it is
- 5) The teacher gives the third clue and let the third group to guess what it is
- 6) The teacher gives the last clue and let the fourth group to guess what it is.
- 7) After there is a group can guess the picture, The teacher shows the real picture and the answer.
- 8) The group who can guess it correctly gets the score and the one who gets the highest score will be the winner of this game.

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<sup>14</sup> Wright, A. Betteridge D. and Buckby, M.2006. *Games for Language Learning Third Edition*. UK : Cambridge University Press.

### **2.1.2.6 The advantages of Guessing and Speculating Game with pictures in teaching speaking**

It has been stated before, game is interesting and fun activities and it helps students learn the language in a good classroom atmosphere in order to achieve their learning goals. Games help and encourage many learners to sustain their interest and work.<sup>15</sup>

Using pictures to guess and infer that the game is a real communication situation, which is very important for foreign language learning. This game combines language practice with fun and excitement, so it is generally welcomed by students of all ages. As a teaching strategy, guessing and guessing games with pictures is a useful technique that can help students learn language in a good classroom atmosphere, thereby achieving their learning goals.

Game is often based on real-life activities, they offer an opportunity to practice the realistic use of language to communicate. It also enable learner to acquire new experiences within a foreign language which are not always possible during a typical lesson.<sup>16</sup>

## **2.2 Related Study**

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researches discuss about in their research. And the

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<sup>15</sup> Wright, A. Betteridge D. and Buckby, M.2006. *Games for Language Learning Third Edition*. UK : Cambridge University Press.

<sup>16</sup> Dalton, E. 2006. *Language Learning games : Why,When, and How*. Southern New Hampshire : Southern New Hampshire University

writer will take some points of their researchers that are related to the writer's study.

1. The first related study is "The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course" this research was conducted by Putri Ramadhani in her Skripsi from University of Muhammadiyah Sumatera Utara.<sup>17</sup>

There are some differences and similarities between this research and her research. Her research was about The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course. Same as this research, her research also used the same technique in teaching the student which is the guessing word method and she also used an Experimental Design.

In her research, she would like to find out whether this method is effective or not, and with her research, she proved that guessing game is effective on teaching students' vocabulary. It proved from the total scores of pre-test and post-test, 1.980 and 2.695 respectively. It was found that was t-test higher than t-table or  $16.72 > 1.67$ . It means that the H (null hypothesis) is rejected and H (alternative hypothesis) is accepted. Based on the questionnaire, most of the students said that the effect of fun learning by using guessing word method on students' vocabulary could help them in mastering vocabulary. Moreover, guessing word method answer the problem of the study whether it motivate students to learn English vocabulary. The difference between this research and her is her research focused

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<sup>17</sup> Putri Ramadhani, (2019), *ASkripsi: The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course*, Medan: UMSU.

on students' vocabulary, while this research will be focus on students' achievement in speaking.

2. The second related study is a scientific journal by Sri Wahyuni and Fitri Yulianti "The Use of Guessing Game to Improve Students' Speaking Skill".<sup>18</sup>

This research in this journal have some similarities and differences. In this journal, the researcher used guessing game, same as the journal, this research will use guessing game. The participants in this research are junior high school students while in her research the participants were the senior high school students. The same as this research, in conducting the research, she also used experimental- research design with pre test and post test. her research was aimed to see is there any significant effect on students' speaking skill by using guessing game, and finally it was found that the score of  $t \text{ test} > t \text{ table}$  ( $3.23 > 2.093$ ). It means that there is a significant effect of guessing game to improve students' speaking skill.

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<sup>18</sup> Sri Wahyuni and Fitri Yulianti, (2015), The Use of Guessing Game to Improve Students' Speaking Skill

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Setting

This research was conducted in Hero English Course Medan in Jl. Tuasan Komplek Tuasan City, Kecamatan Medan Tembung, Sumatera Utara. There were some consideration to choose the research setting such as :

1. The location of study is near to the writer's house in order making easy to collecting the data.
2. The location is more practical and economical in terms of cost and effort.

#### 3.2. Research Design

The study was classified as an experimental study because it found how much the use of guessing and guessing games with pictures had an impact on students' oral scores. This study is designed with pre-test and post-test. Participants will be randomly divided into two groups, an experimental group and a control group.

The researcher used pre test and post test to both the controlled class and the experimental class. In the experimental class, the researcher used guessing and speculating game with pictures of teaching speaking. Meanwhile, in controlled class, the researcher used make a match game. The pre-test and post-test were given to both groups. So, the design of this research would be figured as :

#### The Research Design

| Group              | Pre-Test | Treatment | Post-Test |
|--------------------|----------|-----------|-----------|
| Experimental class | $O_1$    | X         | $O_2$     |
| Controlled class   | $O_1$    | Y         | $O_2$     |

O = Measurement

X = Treatment



Y = Treatment

This research has two variables, independent and dependent variables. Guessing and speculating game with pictures was the independent variable and the dependent variable was students' achievement in speaking skill.

### 3.3. Population and Sample

The population of this research was the students of Hero English Course Medan exactly at the first level. The researcher used the total population sampling. Therefore, both of these classes will be used as the sample. In this research, the researcher needed to use two classes which will be divided into experimental class and controlled class.

### 3.4. Assessment and Scoring Speaking

The theory of Brown stated that there are five types basic of speaking and each other of them has a distinct assessment to do. Moreover, the five indicators that will assess in this research are grammar, vocabulary, comprehension, fluency, and pronunciation. The details of the assessment components are completely explain below :

#### Scoring Speaking Test

| COMPONENT      | DESCRIPTION  | SCORE        |
|----------------|--|--------------|
| <b>Grammar</b> | <b>Unsatisfied</b><br>Grammatical errors are common, but can be understood by a native speaker who has dealt with foreigners trying to speak his language.   | <b>1-4</b>   |
|                | <b>Fair</b><br>Can usually handle basic structures fairly accurately, but does not have thorough or uncertain control over grammar   | <b>5-8</b>   |
|                | <b>Good</b><br>The grammar control is very good. Able to speak sufficiently structured and accurate language to effectively participate in most formal and informal conversations on practical, social and professional topics | <b>9-12</b>  |
|                | <b>Very Good</b><br>Able to use the language accurately on all levels normally   | <b>13-16</b> |

|                      |  |              |
|----------------------|--|--------------|
|                      | pertinent to professional needs. Errors in grammar are quite rare.   |              |
| <b>Vocabulary</b>    | <b>Excellent</b><br>Equivalent to that of an educated native speaker.  | <b>17-20</b> |
|                      | <b>Unsatisfied</b><br>Speaking vocabulary inadequate to express anything but the most elementary needs.  | <b>1-4</b>   |
|                      | <b>Fair</b><br>Has speaking vocabulary sufficient to express him simply with some circumlocutions.   | <b>5-8</b>   |
|                      | <b>Good</b><br>Can speak a language with sufficient vocabulary to effectively participate in most formal and informal conversations on practical, social and professional topics. The vocabulary is broad enough that he hardly needs to fumble. | <b>9-12</b>  |
|                      | <b>Very good</b><br>Able to understand and participate in any dialogue within the scope of his experience with a high degree of precise vocabulary.  | <b>13-16</b> |
|                      | <b>Excellent</b><br>A well-educated native speaker will fully accept all levels of speech with all its functions (including the breadth of vocabulary and idioms, colloquialization and relevance).  | <b>17-20</b> |
| <b>Comprehension</b> | <b>Unsatisfied</b><br>Within the scope of his limited language experience, if speaking, repetition or retelling is slow, he can understand simple commands and statements.   | <b>1-4</b>   |
|                      | <b>Fair</b><br>Can get the gist of most conversations non-technical subjects.  | <b>5-8</b>   |
|                      | <b>Good</b><br>Comprehension is quite complete at a normal rate of speech  | <b>9-12</b>  |
|                      | <b>Very Good</b><br>Can understand any conversation within the range of his experience   | <b>13-16</b> |
|                      | <b>Excellent</b><br>Equivalent to that of an educated native speaker.  | <b>17-20</b> |
| <b>Fluency</b>       | <b>Unsatisfied</b><br>(No specific fluency description, refer to other four language areas implied level of fluency).  | <b>1-4</b>   |
|                      | <b>Fair</b><br>Can handle with confidence, but cannot handle most social situations, including introductions and casual conversations about current affairs and work, family, and autobiographical information.                                  | <b>5-8</b>   |
|                      | <b>Good</b><br>Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words   | <b>9-12</b>  |

|                      |  |              |
|----------------------|--|--------------|
|                      | <b>Very Good</b><br>Ability to use language fluently at all levels usually related to professional needs. Can fluently participate in any conversation within the scope of their own experience. | <b>13-16</b> |
|                      | <b>Excellent</b><br>Fully fluent in the language, so well-educated native speakers can accept his speech   | <b>17-20</b> |
| <b>Pronunciation</b> | <b>Unsatisfied</b><br>Pronunciation errors are common, but native speakers can understand, this language is usually used to deal with foreigners who try to speak his language                   | <b>1-4</b>   |
|                      | <b>Fair</b><br>Accent is intelligible though often quite faulty  | <b>5-8</b>   |
|                      | <b>Good</b><br>Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign  | <b>9-12</b>  |
|                      | <b>Very Good</b><br>Errors in pronunciation are quite rare   | <b>13-16</b> |
|                      | <b>Excellent</b><br>Equivalent to and fully accepted by educated native speaker  | <b>17-20</b> |

### 3.5 Technique of Collecting data

#### 1. Instruments of the Research

In this research, the researcher used a test as the instrument. Before treatment, students would be tested to measure their oral performance before the treatment; after the treatment, students will be tested to observe the impact of using guessing and speculative games with pictures on student achievement. Speaking. The teacher divided the students into two halves, and then the teacher explained the general structure of the descriptive text to the students. The teacher showed them the picture and the description of the picture, and then asked them to describe the picture in their own words before the class. The teacher paid attention to the students and scored the students according to the following 5 aspects such as oral score, grammar, vocabulary, comprehension, fluency And pronunciation. After evaluating and scoring their oral English scores, the experimental group and

the control group were pre-tested and post-tested to understand the effects of guessing and inferring games with pictures in the experimental class. The test should be valid

### **1.1. Validity of the Test**

Validity is the most important consideration in developing and evaluating measuring instrument.<sup>19</sup> There are several different types of validity, content, construct, concurrent, and predictive validity. This study would apply construct validity in which the result of the test could confirm the theoretical views.

## **2. The Data Collection**

The techniques which used by the researcher to collect the data were:

### **2.1. Pre-test**

Before treatment, the two groups (experimental group and control group) were pre-tested. Ask each student in the control group and the experimental group to perform in class and briefly describe their pets in their own words. The researchers conduct this activity to understand the effectiveness of students' speaking achievement before treatment.

### **2.2. Treatment**

The Treatment was conducted after the administration of the pre-test. The experimental group were taught by using The Guessing and Speculating game with Pictures while the control group were taught by Make a match Method.

## **Teaching Procedure**

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<sup>19</sup> Ary, D., Jacobs. L.C., and Razavieh. A. 2006. Introduction to Research in Education Sixth Edition. USA : Wadsworth.

| <b>Experimental Group</b>  | <b>Control Group</b>  |
|--|---|
| <b>Treatment 1</b><br><b>Pre-Test</b><br>The students get the pre-test from the teacher                              | <b>Pre-Test</b><br>The students get the pre-test from the teacher                                       |
| <b>Step 1</b><br>The apperception has given by the teacher and asking the leading questions.                         | <b>Step 1</b><br>The apperception has given by the teacher and asking the leading questions.            |
| <b>Step 2</b><br>The students are divided into some groups   | <b>Step 2</b><br>The students are divided into some groups  |
| <b>Step 3</b><br>The generic structure of descriptive text to the students are explain by the teacher                | <b>Step 3</b><br>The generic structure of descriptive text to the students are explain by the teacher   |
| <b>Step 4</b><br>The students are invited by the teacher to play Guessing and Speculating Game with Pictures         | <b>Step 4</b><br>The students are invited by the teacher to play Make a match game                      |
| <b>Step 5</b><br>Teacher shows the students a hidden picture   | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                          |
| <b>Step 6</b><br>the students get the clues of the hidden picture from the teacher                                   | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                      |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                      | <b>Step 7</b><br>Asking the students to think about the content of the card                             |
| <b>Step 8</b><br>Teacher announces the group score   | <b>Step 8</b><br>Teacher asks students to find the person who has a matching card with them             |
| <b>Step 9</b><br>Teacher asks each group to present with their own words about the pictures which is given randomnly | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and shares it to te students randomnly |
| <b>Step 10</b><br>Teacher asks the students to do the exercises  | <b>Step 10</b><br>And soon  |
| -  | <b>Step 11</b><br>Teacher asks the students to do excercises  |
| <b>Treatment 2</b>   |   |
| <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                                     | <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                        |
| <b>Step 2</b><br>Teacher divides the students into some groups   | <b>Step 2</b><br>Teacher divides the students into some groups  |
| <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.                         | <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.            |
| <b>Step 4</b><br>Teacher invites the students to play Guessing   | <b>Step 4</b><br>Teacher introduces about using Make a Match to   |

|   |  |
|---|--|
| and Speculating Game with Pictures  | students.  |
| <b>Step 5</b><br>Teacher shows the students a hidden picture  | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                         |
| <b>Step 6</b><br>Teacher shows the students the clues of the hidden picture   | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                     |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                     | <b>Step 7</b><br>Asking the students to think about the content of the card                            |
| <b>Step 8</b><br>Teacher announces the group score  | <b>Step 8</b><br>Teacher asks students to find the person who has a matching card with them            |
| <b>Step 9</b><br>Teacher asks each group to present with their own words about the pictures which is given randomly | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and shares it to te students randomly |
| <b>Step 10</b><br>Teacher asks the students to do the exercises   | <b>Step 10</b><br>And soon   |
|   | <b>Step 11</b><br>Teacher asks the students to do excercises   |
| <b>Treatment 2</b><br><b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.              | <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                       |
| <b>Step 2</b><br>Teacher divides the students into some groups  | <b>Step 2</b><br>Teacher divides the students into some groups   |
| <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.                        | <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.           |
| <b>Step 4</b><br>Teacher invites the students to play Guessing and Speculating Game with Pictures                   | <b>Step 4</b><br>Teacher introduces about using Make a Match to students.                              |
| <b>Step 5</b><br>Teacher shows the students a hidden picture  | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                         |
| <b>Step 6</b><br>Teacher shows the students the clues of the hidden picture   | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                     |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                     | <b>Step 7</b><br>Asking the students to think about the content of the card                            |
| <b>Step 8</b><br>Teacher announces the group score  | <b>Step 8</b><br>Teacher asks students to find the person who has a matching card with them            |
| <b>Step 9</b><br>Teacher asks each group to present with their  | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and                                   |

|   |  |
|---|--|
| own words about the pictures which is given randomly            | shares it to te students randomly                              |
| <b>Step 10</b><br>Teacher asks the students to do the exercises | <b>Step 10</b><br>And soon                                     |
|   | <b>Step 11</b><br>Teacher asks the students to do excercises   |
| <b>Post-test</b><br>Teacher gives a post-test to the students   | <b>Post-test</b><br>Teacher gives a post-test to the students. |

### 2.3 Post-test

After treatment, a post-test was performed. After the test, the control group and the experimental group were asked to perform in front of the class, briefly describing their pets in their own words. The results of the post tests have been corrected correctly. The results of the two groups indicate whether there is any improvement after using the treatment.

### 3.6. Technique of Analyzing Data

This research used t-test. It was compared means of the two groups by applying the t-test. The formula was as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{Na + Nb - 2}\right] \left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

Ma : The mean of experimental group

Mb : the mean of control group

da : the standard deviation of experimenter's score

db : the standard deviation of control's score

Na : the total number samples of experimental group

Nb : the total number sample of control group.

## CHAPTER IV

## RESEARCH FINDING

### 4.1 Research Findings

The research was conducted on 15-21 October 2020. The data was obtained from the result of pre-test and post-test of both the experimental and control class, in which the experimental class (A-1) consisted of 25 students who was taught with Guessing and Speculating game with pictures while the control class (A-2) consisted of 25 students were not given special treatment, they were just taught only by using conventional method like make a match game. Both experimental and control group scores can be seen in the following tables.

#### 1. Experimental Class

**Table 4.1**  
**The Score of Experimental Class**

| No | Name                | Pre-Test | Post-Test |
|----|---------------------|----------|-----------|
| 1  | Adinda Meira        | 37       | 75        |
| 2  | Ade Sunandar        | 37       | 73        |
| 3  | Amy Almira          | 52       | 84        |
| 4  | Andine Chandra      | 52       | 83        |
| 5  | Attamimi Ishaq      | 47       | 78        |
| 6  | Avaro Muhammad      | 47       | 76        |
| 7  | Bambang             | 62       | 95        |
| 8  | Bilqis Salimah      | 37       | 77        |
| 9  | Cantika Alamanda    | 47       | 74        |
| 10 | Christian Sihombing | 62       | 77        |
| 11 | Celvin Putra        | 37       | 76        |
| 12 | Eva Tari Ristanti   | 52       | 77        |
| 13 | Endah Wahyuni       | 52       | 86        |
| 14 | Farel Rizky         | 72       | 85        |
| 15 | Fitri Handayani     | 52       | 84        |
| 16 | Halim Winanto       | 57       | 86        |
| 17 | Hannah Nindita      | 57       | 86        |
| 18 | Irwansyah Mahfudz   | 53       | 75        |
| 19 | Karim Salim         | 47       | 77        |
| 20 | Lolita Amira        | 47       | 80        |
| 21 | Nadia Fatimah       | 42       | 80        |
| 22 | Namira Hanifah      | 47       | 83        |
| 23 | Nur Gibran Siddiq   | 43       | 80        |



|             |                |       |       |
|-------------|----------------|-------|-------|
| 24          | Olive Wijaya   | 64    | 90    |
| 25          | Yanti Fitriani | 37    | 75    |
| <b>Σ</b>    |                | 1.239 | 2.012 |
| <b>Mean</b> |                | 49,5  | 80,4  |

According to the above data, the average score before the test is 49.5, and the average score after the test is 80.4. From the pre test to the post test, the average score increased by 30.9. The highest score before the exam is 72 points, and the highest score after the exam is 95 points.

## 2. Control Class

**Table 4.2**  
**The Score of Control Class**

| No          | Name               | Pre-Test | Post-Test |
|-------------|--------------------|----------|-----------|
| 1           | Abel Cantika       | 43       | 49        |
| 2           | Afira Hakim        | 53       | 57        |
| 3           | Akbar Hazzana      | 68       | 71        |
| 4           | Bila Faigah        | 41       | 56        |
| 5           | Carla Salim        | 52       | 61        |
| 6           | Celvin Mokodompit  | 54       | 67        |
| 7           | Dilla Novita Rizky | 38       | 56        |
| 8           | Elma Sianipar      | 56       | 59        |
| 9           | Endah Tobing       | 44       | 48        |
| 10          | Ermyna Sari        | 47       | 58        |
| 11          | Fania Zafira       | 53       | 62        |
| 12          | Fetty Belo         | 44       | 59        |
| 13          | Gandhi Nainggolan  | 48       | 68        |
| 14          | Handayani Nuriyah  | 53       | 54        |
| 15          | Herman Muh         | 51       | 64        |
| 16          | Hilmi Armada       | 48       | 54        |
| 17          | Imam Hakim         | 50       | 57        |
| 18          | Intan Nur Aulia    | 46       | 59        |
| 19          | Jayid Al Farabi    | 67       | 79        |
| 20          | Jihan Mahirah      | 50       | 54        |
| 21          | Karina Sanda       | 44       | 54        |
| 22          | Kimmy Sabrina      | 34       | 44        |
| 23          | Manda Dian Sucia   | 52       | 65        |
| 24          | Nuh Fedrian        | 45       | 49        |
| 25          | Ratri Dianty       | 64       | 78        |
| <b>Σ</b>    |                    | 1.245    | 1.482     |
| <b>Mean</b> |                    | 49,8     | 59,2      |

Based on the data above, the mean score in pre test was 49.8, meanwhile the mean score in the post test was 59.2. The mean score raised 9.4 from the pre test to the

post test. The highest score of the pre test was 68 and the highest score of the post test was 79.

## 4.2 Data Analyzing

Data analyzed were taken from the results of post-test tests that have been carried out in both experimental and control classes. This data analysis was aimed to find out the significant differences between the effect of Guessing and Speculating game with pictures and Make a Match Method in Speaking.

### 1. Analyzing the Data by Using T-Test

In order to understand whether the use of Guessing and Speculating Game with Pictures has a significant impact on students' speaking scores, the test results are calculated by using the "independent sample" t-test formula.

#### a. The Calculation of The T-Table

$$Df = (N_x + N_y) - 2$$

$$Df = (25 + 25) - 2$$

$$Df = 50 - 2$$

$$Df = 48 \dots \dots \dots \text{ with } (\alpha = 0,05)$$

**Table 4.3**

**The Percentage Points of the T-Distribution with “one tail” Probability**

|           |             |             |              |
|-----------|-------------|-------------|--------------|
| <b>Df</b> | <b>0,01</b> | <b>0,05</b> | <b>0,025</b> |
|-----------|-------------|-------------|--------------|

|    |       |              |       |
|----|-------|--------------|-------|
| 40 | 2.423 | <b>1.684</b> | 2.021 |
| 50 | 2.403 | 1.676        | 2009  |
| 60 | 2.390 | 1.671        | 2000  |

From the table of the percentage points of the T-Distribution with “one tail” probability, we can draw a conclusion that “**t-table = 1.684**”.

a. The Calculation of T-Observed

To find the differences of the students’ ability in speaking between the students in experimental and control group, the researcher used T-test as in the following :

$$\begin{aligned} \text{Ascertainable :} \quad Ma &= 30,9 & Mb &= 9,4 \\ da^2 &= 2.024 & db^2 &= 6.652 \\ Na &= 25 & Nb &= 25 \end{aligned}$$

$$t_{obs} = \frac{Ma - Mb}{\sqrt{\left[ \frac{da^2 + db^2}{Na + Nb - 2} \right] \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$t_{obs} = \frac{30,9 - 9,4}{\sqrt{\left[ \frac{2.024 + 6.652}{25 + 25 - 2} \right] \left[ \frac{1}{25} + \frac{1}{25} \right]}}$$

$$t_{obs} = \frac{21,5}{\sqrt{\left[ \frac{8.676}{48} \right] \left[ \frac{2}{25} \right]}}$$

$$t_{obs} = \frac{21,5}{\sqrt{180,7 \times 0,08}}$$

$$t_{obs} = \frac{21,5}{\sqrt{14,4}}$$

$$t_{obs} = \frac{21,5}{3,7}$$

$$t_{obs} = 5,81$$

The result of data analysis shows that  $t_{obs}$  was 5,81. It means that  $t_{observed}$  was higher than  $t_{table}$  ( $5,81 > 1,684$  ;  $\alpha = 0,05$ )

## 2. Testing Hypothesis

Hypothesis was aimed at showing the result of the analysis. In this case the null hypothesis ( $H_0$ ) was rejected because  $t_{obs}$  (5,81) was higher than the value of  $t_{table}$  at the level of significant of 0,05 (1,684), the alternative hypothesis ( $H_a$ ) accepted. As the result, the hypothesis formulated that the students' achievement taught by using Guessing and Speculating Game with Pictures was higher than taught by using Make a Match Method.

## 3. Discussion

Based on the data, It can be concluded that there was a significant effect on students' speaking achievement taught by using Guessing and Speculating Game with Pictures than by using Make a Match method. When conducted the game, most of the students feel happy and enjoy learned English especially speaking, they were work together with friends, argued, brainstormed, and dicussed the material together in group. The spoke English clearly and performed in front of the class with the high self confidence.

Based on these data, it can be concluded that the students' speaking achievement taught by using Guessing and Speculating Game with Pictures has a significant impact better than by using Make a Match method. When playing

games, most students speak English, so they are happy and like learning English. They work with friends, argue, brainstorm, and discuss materials together. The spoken English is clear, confident, and outstanding in class.

On the other hand, the control class taught by the "Make a Match" method no longer represents improvement. This happens because the method is not suitable for teaching speaking. When the researchers used the "make a match method" in the control group, there was no positive interaction between students and teachers. The student did not actively answer the teacher's question. Their performance is not as good as the experimental class, so their scores are lower than the experimental group.

Furthermore, both pretest and posttest in those two groups indicated some betterment and improvement too. From the previous calculation, it can be seen that the mean of the students' pre test score in control group was 49,8 and 59,2 for the post test, the mean of students' pretest score in experimental group was 49,5 and 80,4 for the posttest. In other words, Guessing and Speculating Game with Pictures gives good result to the students' speaking achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the data analysis that has been calculated by using t-test. It can be seen that t-observed was higher than t-table ( $t\text{-observed} > t\text{-table}$ ) ( $5,81 > 0,05$ ) at the significant level of 0.05. It means that the alternative hypothesis ( $H_a$ ) acceptable there was a significant effect of using Guessing and Speculating Game With Picture on students' achievement in speaking. It was comparing with the students' score in the experimental class with the average score of the pre- was 49,5 and the post-test was 80,4 meanwhile the average score of pre-test in the control class was 49,8 and the post-test was 59,2.

The students in the experimental class were more enthusiastic and active in the learning process than the students in the control class, because they were excited to play the games.

#### 5.2 Suggestion

Related to the research that has been done, the researcher would like to give suggestion as follow:

1. The teacher should be creative in English teaching in the classroom. Especially in oral teaching, because most students' oral expression is very difficult, it is very necessary to use innovative technologies, such as the use of "guess, guess and picture games" in oral teaching, so that students will be more excited and active in the classroom . Work together and play games.

2. The English teacher should be in the class when students of universities doing research or microteaching in the class, so that teacher can give any feedback or suggestion to the students, and can learn from those students too, especially about new method in teaching in the class. In this case, teachers and students learn together for a better strategy in teaching learning English.
3. In applying the Guessing and Speculating Game with Pictures in teaching speaking in the class, teacher should be patient and give more attention to the students, because during the process of playing game, the students may be so noisy and uncontrolled.
4. Hopefully the further research can be conducted with another variety of using Guessing and Speculating Game with Pictures for teaching other skills in English and can be applied for a better English learning process.

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## APPENDIX 1

### Teaching Procedures in Experimental and Control Group

| Experimental Group   | Control Group   |
|--|---|
| <b>Treatment 1</b><br><b>Pre-Test</b><br>The Teacher gives pre-test to the students                                  | <b>Pre-Test</b><br>The teacher gives pre-test to the students.  |
| <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                                     | <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                        |
| <b>Step 2</b><br>Teacher divides the students into some groups   | <b>Step 2</b><br>Teacher divides the students into some groups  |
| <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.                         | <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.            |
| <b>Step 4</b><br>Teacher invites the students to play Guessing and Speculating Game with Pictures                    | <b>Step 4</b><br>Teacher introduces about using Make a Match to students.                               |
| <b>Step 5</b><br>Teacher shows the students a hidden picture   | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                          |
| <b>Step 6</b><br>Teacher shows the students the clues of the hidden picture  | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                      |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                      | <b>Step 7</b><br>Asking the students to think about the content of the card                             |
| <b>Step 8</b><br>Teacher announces the group score   | <b>Step 8</b><br>Teacher asks students to find the person who has a matching card with them             |
| <b>Step 9</b><br>Teacher asks each group to present with their own words about the pictures which is given randomnly | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and shares it to te students randomnly |
| <b>Step 10</b><br>Teacher asks the students to do the exercises  | <b>Step 10</b><br>And soon  |
| -  | <b>Step 11</b><br>Teacher asks the students to do excercises  |
| <b>Treatment 2</b><br><b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.               | <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                        |
| <b>Step 2</b><br>Teacher divides the students into some groups   | <b>Step 2</b><br>Teacher divides the students into some groups  |
| <b>Step 3</b>  | <b>Step 3</b>   |

|  |   |
|--|---|
| Teacher explains the generic structure of descriptive text to the students.  | Teacher explains the generic structure of descriptive text to the students.                             |
| <b>Step 4</b><br>Teacher invites the students to play Guessing and Speculating Game with Pictures                    | <b>Step 4</b><br>Teacher introduces about using Make a Match to students.                               |
| <b>Step 5</b><br>Teacher shows the students a hidden picture   | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                          |
| <b>Step 6</b><br>Teacher shows the students the clues of the hidden picture  | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                      |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                      | <b>Step 7</b><br>Asking the students to think about the content of the card                             |
| <b>Step 8</b><br>Teacher announces the group score   | <b>Step 8</b><br>Teacher asks students to find the person who has a matching card with them             |
| <b>Step 9</b><br>Teacher asks each group to present with their own words about the pictures which is given randomnly | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and shares it to te students randomnly |
| <b>Step 10</b><br>Teacher asks the students to do the exercises  | <b>Step 10</b><br>And soon  |
|  | <b>Step 11</b><br>Teacher asks the students to do excercises  |
| <b>Treatment 2</b>   |   |
| <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                                     | <b>Step 1</b><br>Teacher gives the apperception by asking the leading questions.                        |
| <b>Step 2</b><br>Teacher divides the students into some groups   | <b>Step 2</b><br>Teacher divides the students into some groups  |
| <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.                         | <b>Step 3</b><br>Teacher explains the generic structure of descriptive text to the students.            |
| <b>Step 4</b><br>Teacher invites the students to play Guessing and Speculating Game with Pictures                    | <b>Step 4</b><br>Teacher introduces about using Make a Match to students.                               |
| <b>Step 5</b><br>Teacher shows the students a hidden picture   | <b>Step 5</b><br>Teacher prepares some cards consist of pictures and sentences                          |
| <b>Step 6</b><br>Teacher shows the students the clues of the hidden picture  | <b>Step 6</b><br>Teacher shares the cards to each student randomly                                      |
| <b>Step 7</b><br>Teacher asks each group to guess the picture base on the clues                                      | <b>Step 7</b><br>Asking the students to think about the content of the card                             |
| <b>Step 8</b>  | <b>Step 8</b>   |

|   |   |
|---|---|
| Teacher announces the group score   | Teacher asks students to find the person who has a matching card with them                              |
| <b>Step 9</b><br>Teacher asks each group to present with their own words about the pictures which is given randomly | <b>Step 9</b><br>After a phase, teacher shuffles the cards again and shares it to the students randomly |
| <b>Step 10</b><br>Teacher asks the students to do the exercises   | <b>Step 10</b><br>And soon  |
|   | <b>Step 11</b><br>Teacher asks the students to do exercises   |
| <b>Post-test</b><br>Teacher gives a post-test to the students   | <b>Post-test</b><br>Teacher gives a post-test to the students.  |

## APPENDIX 2

### The Score of Pre-Test by the Students of the Experimental Group

| No                         | Name                | G  | V  | C  | F  | P | Pre-Test |
|----------------------------|---------------------|----|----|----|----|---|----------|
| 1                          | Adinda Meira        | 5  | 9  | 10 | 7  | 6 | 37       |
| 2                          | Ade Sunandar        | 5  | 9  | 10 | 4  | 9 | 37       |
| 3                          | Amy Almira          | 10 | 14 | 10 | 9  | 9 | 52       |
| 4                          | Andine Chandra      | 10 | 14 | 10 | 9  | 9 | 52       |
| 5                          | Attamimi Ishaq      | 10 | 9  | 10 | 9  | 9 | 47       |
| 6                          | Avaro Muhammad      | 10 | 9  | 10 | 9  | 9 | 47       |
| 7                          | Bambang             | 10 | 19 | 15 | 9  | 9 | 62       |
| 8                          | Bilqis Salimah      | 5  | 4  | 10 | 9  | 9 | 37       |
| 9                          | Cantika Alamanda    | 10 | 9  | 10 | 9  | 9 | 47       |
| 10                         | Christian Sihombing | 10 | 19 | 15 | 9  | 9 | 62       |
| 11                         | Celvin Putra        | 5  | 9  | 10 | 8  | 5 | 37       |
| 12                         | Eva Tari Ristanti   | 8  | 14 | 10 | 11 | 9 | 52       |
| 13                         | Endah Wahyuni       | 5  | 14 | 10 | 14 | 9 | 52       |
| 14                         | Farel Rizky         | 20 | 29 | 10 | 7  | 6 | 72       |
| 15                         | Fitri Handayani     | 10 | 14 | 10 | 9  | 9 | 52       |
| 16                         | Halim Winanto       | 10 | 19 | 10 | 9  | 9 | 57       |
| 17                         | Hannah Nindita      | 10 | 19 | 10 | 9  | 9 | 57       |
| 18                         | Irwansyah Mahfudz   | 10 | 15 | 10 | 9  | 9 | 53       |
| 19                         | Karim Salim         | 10 | 9  | 10 | 9  | 9 | 47       |
| 20                         | Lolita Amira        | 10 | 9  | 10 | 9  | 9 | 47       |
| 21                         | Nadia Fatimah       | 5  | 9  | 10 | 9  | 9 | 42       |
| 22                         | Namira Hanifah      | 10 | 9  | 10 | 9  | 9 | 47       |
| 23                         | Nur Gibran Siddiq   | 10 | 14 | 10 | 9  | 9 | 43       |
| 24                         | Olive Wijaya        | 7  | 19 | 15 | 14 | 9 | 64       |
| 25                         | Yanti Fitriani      | 5  | 9  | 10 | 4  | 9 | 37       |
| <b><math>\Sigma</math></b> |                     |    |    |    |    |   | 1.239    |
| <b>Mean</b>                |                     |    |    |    |    |   | 49,5     |

### APPENDIX 3

#### The Score of Post-Test by the Students of the Experimental Group

| No          | Name                | G  | V  | C  | F  | P  | Post-Test |
|-------------|---------------------|----|----|----|----|----|-----------|
| 1           | Adinda Meira        | 20 | 18 | 15 | 12 | 10 | 75        |
| 2           | Ade Sunandar        | 20 | 17 | 15 | 11 | 10 | 73        |
| 3           | Amy Almira          | 25 | 19 | 15 | 15 | 10 | 84        |
| 4           | Andine Chandra      | 24 | 19 | 14 | 15 | 11 | 83        |
| 5           | Attamimi Ishaq      | 20 | 20 | 14 | 14 | 10 | 78        |
| 6           | Avaro Muhammad      | 20 | 20 | 15 | 10 | 11 | 76        |
| 7           | Bambang             | 20 | 20 | 20 | 15 | 20 | 95        |
| 8           | Bilqis Salimah      | 20 | 19 | 15 | 12 | 11 | 77        |
| 9           | Cantika Alamanda    | 20 | 19 | 15 | 10 | 10 | 74        |
| 10          | Christian Sihombing | 20 | 18 | 14 | 15 | 10 | 77        |
| 11          | Celvin Putra        | 20 | 18 | 15 | 12 | 11 | 76        |
| 12          | Eva Tari Ristanti   | 20 | 20 | 15 | 12 | 10 | 77        |
| 13          | Endah Wahyuni       | 20 | 20 | 20 | 15 | 11 | 86        |
| 14          | Farel Rizky         | 25 | 20 | 15 | 15 | 10 | 85        |
| 15          | Fitri Handayani     | 25 | 20 | 15 | 14 | 10 | 84        |
| 16          | Halim Winanto       | 20 | 23 | 15 | 17 | 11 | 86        |
| 17          | Hannah Nindita      | 20 | 20 | 17 | 17 | 12 | 86        |
| 18          | Irwansyah Mahfudz   | 20 | 18 | 15 | 12 | 10 | 75        |
| 19          | Karim Salim         | 20 | 18 | 15 | 14 | 10 | 77        |
| 20          | Lolita Amira        | 25 | 20 | 15 | 10 | 10 | 80        |
| 21          | Nadia Fatimah       | 20 | 20 | 15 | 14 | 11 | 80        |
| 22          | Namira Hanifah      | 20 | 20 | 16 | 15 | 12 | 83        |
| 23          | Nur Gibran Siddiq   | 20 | 20 | 15 | 15 | 10 | 80        |
| 24          | Olive Wijaya        | 25 | 19 | 20 | 14 | 12 | 90        |
| 25          | Yanti Fitriani      | 20 | 20 | 15 | 10 | 10 | 75        |
| $\Sigma$    |                     |    |    |    |    |    | 2.012     |
| <b>Mean</b> |                     |    |    |    |    |    | 80,4      |

## APPENDIX 4

### The Score of Pre-Test by the Students of the Control Group

| No                         | Name               | G  | V  | C  | F  | P  | Pre-Test     |
|----------------------------|--------------------|----|----|----|----|----|--------------|
| 1                          | Abel Cantika       | 8  | 14 | 9  | 7  | 5  | 43           |
| 2                          | Afira Hakim        | 10 | 14 | 9  | 10 | 10 | 53           |
| 3                          | Akbar Hazzana      | 20 | 29 | 9  | 5  | 5  | 68           |
| 4                          | Bila Faiqah        | 5  | 9  | 9  | 9  | 9  | 41           |
| 5                          | Carla Salim        | 10 | 15 | 9  | 9  | 9  | 52           |
| 6                          | Celvin Mokodompit  | 5  | 15 | 13 | 12 | 9  | 54           |
| 7                          | Dilla Novita Rizky | 5  | 4  | 10 | 10 | 9  | 38           |
| 8                          | Elma Sianipar      | 10 | 16 | 10 | 11 | 9  | 56           |
| 9                          | Endah Tobing       | 8  | 14 | 12 | 5  | 5  | 44           |
| 10                         | Ermyna Sari        | 10 | 9  | 9  | 10 | 9  | 47           |
| 11                         | Fania Zafira       | 10 | 15 | 9  | 10 | 9  | 53           |
| 12                         | Fetty Belo         | 5  | 10 | 10 | 10 | 9  | 44           |
| 13                         | Gandhi Nainggolan  | 10 | 10 | 9  | 9  | 10 | 48           |
| 14                         | Handayani Nuriyah  | 10 | 15 | 10 | 9  | 9  | 53           |
| 15                         | Herman Muh         | 10 | 14 | 9  | 9  | 9  | 51           |
| 16                         | Hilmi Armada       | 10 | 9  | 10 | 9  | 10 | 48           |
| 17                         | Imam Hakim         | 10 | 12 | 9  | 9  | 10 | 50           |
| 18                         | Intan Nur Aulia    | 8  | 10 | 10 | 9  | 9  | 46           |
| 19                         | Jayid Al Farabi    | 20 | 19 | 10 | 9  | 9  | 67           |
| 20                         | Jihan Mahirah      | 10 | 10 | 10 | 10 | 10 | 50           |
| 21                         | Karina Sanda       | 7  | 10 | 9  | 9  | 9  | 44           |
| 22                         | Kimmy Sabrina      | 5  | 5  | 10 | 9  | 5  | 34           |
| 23                         | Manda Dian Sucia   | 10 | 14 | 10 | 9  | 9  | 52           |
| 24                         | Nuh Fedrian        | 7  | 10 | 9  | 9  | 10 | 45           |
| 25                         | Ratri Dianty       | 5  | 19 | 15 | 15 | 10 | 64           |
| <b><math>\Sigma</math></b> |                    |    |    |    |    |    | <b>1.245</b> |
| <b>Mean</b>                |                    |    |    |    |    |    | <b>49,8</b>  |

## APPENDIX 5

### The Score of Post-Test by the Students of the Control Group

| No                         | Name               | G  | V  | C  | F  | P  | Post-Test    |
|----------------------------|--------------------|----|----|----|----|----|--------------|
| 1                          | Abel Cantika       | 10 | 10 | 10 | 9  | 10 | 49           |
| 2                          | Afira Hakim        | 10 | 19 | 10 | 9  | 9  | 57           |
| 3                          | Akbar Hazzana      | 15 | 19 | 14 | 14 | 9  | 71           |
| 4                          | Bila Faiqah        | 8  | 19 | 10 | 10 | 9  | 56           |
| 5                          | Carla Salim        | 10 | 19 | 10 | 12 | 10 | 61           |
| 6                          | Celvin Mokodompit  | 15 | 14 | 14 | 14 | 10 | 67           |
| 7                          | Dilla Novita Rizky | 10 | 15 | 10 | 12 | 9  | 56           |
| 8                          | Elma Sianipar      | 10 | 20 | 9  | 10 | 10 | 59           |
| 9                          | Endah Tobing       | 10 | 9  | 9  | 10 | 10 | 48           |
| 10                         | Ermyna Sari        | 10 | 20 | 9  | 10 | 9  | 58           |
| 11                         | Fania Zafira       | 10 | 20 | 10 | 13 | 9  | 62           |
| 12                         | Fetty Belo         | 10 | 14 | 12 | 14 | 9  | 59           |
| 13                         | Gandhi Nainggolan  | 15 | 20 | 14 | 10 | 9  | 68           |
| 14                         | Handayani Nuriyah  | 10 | 14 | 10 | 10 | 10 | 54           |
| 15                         | Herman Muh         | 15 | 16 | 14 | 9  | 10 | 64           |
| 16                         | Hilmi Armada       | 10 | 16 | 10 | 9  | 9  | 54           |
| 17                         | Imam Hakim         | 10 | 18 | 10 | 10 | 9  | 57           |
| 18                         | Intan Nur Aulia    | 10 | 19 | 10 | 10 | 10 | 59           |
| 19                         | Jayid Al Farabi    | 20 | 20 | 15 | 14 | 10 | 79           |
| 20                         | Jihan Mahirah      | 10 | 15 | 10 | 10 | 9  | 54           |
| 21                         | Karina Sanda       | 10 | 15 | 10 | 10 | 9  | 54           |
| 22                         | Kimmy Sabrina      | 4  | 10 | 10 | 10 | 10 | 44           |
| 23                         | Manda Dian Sucia   | 10 | 18 | 14 | 14 | 9  | 65           |
| 24                         | Nuh Fedrian        | 10 | 10 | 10 | 9  | 10 | 49           |
| 25                         | Ratri Dianty       | 20 | 20 | 14 | 15 | 9  | 78           |
| <b><math>\Sigma</math></b> |                    |    |    |    |    |    | <b>1.482</b> |
| <b>Mean</b>                |                    |    |    |    |    |    | <b>59,2</b>  |

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

P : Pronunciation



## APPENDIX 6

### Calculation of T-Test for experimental group

| No          | Name                | x1    | x2    | D<br>x2- x1 | da(d-N) | da <sup>2</sup> |
|-------------|---------------------|-------|-------|-------------|---------|-----------------|
| 1           | Adinda Meira        | 37    | 75    | 38          | 13      | 169             |
| 2           | Ade Sunandar        | 37    | 73    | 36          | 11      | 121             |
| 3           | Amy Almira          | 52    | 84    | 32          | 7       | 49              |
| 4           | Andine Chandra      | 52    | 83    | 31          | 6       | 36              |
| 5           | Attamimi Ishaq      | 47    | 78    | 31          | 6       | 36              |
| 6           | Avaro Muhammad      | 47    | 76    | 29          | 4       | 16              |
| 7           | Bambang             | 62    | 95    | 33          | 8       | 64              |
| 8           | Bilqis Salimah      | 37    | 77    | 40          | 15      | 225             |
| 9           | Cantika Alamanda    | 47    | 74    | 27          | 2       | 4               |
| 10          | Christian Sihombing | 62    | 77    | 15          | -10     | 100             |
| 11          | Celvin Putra        | 37    | 76    | 39          | 14      | 196             |
| 12          | Eva Tari Ristanti   | 52    | 77    | 25          | 0       | 0               |
| 13          | Endah Wahyuni       | 52    | 86    | 34          | 9       | 81              |
| 14          | Farel Rizky         | 72    | 85    | 13          | -12     | 144             |
| 15          | Fitri Handayani     | 52    | 84    | 32          | 7       | 49              |
| 16          | Halim Winanto       | 57    | 86    | 29          | 4       | 16              |
| 17          | Hannah Nindita      | 57    | 86    | 29          | 4       | 16              |
| 18          | Irwansyah Mahfudz   | 53    | 75    | 22          | -3      | 9               |
| 19          | Karim Salim         | 47    | 77    | 30          | 5       | 25              |
| 20          | Lolita Amira        | 47    | 80    | 33          | 8       | 64              |
| 21          | Nadia Fatimah       | 42    | 80    | 38          | 13      | 169             |
| 22          | Namira Hanifah      | 47    | 83    | 36          | 11      | 121             |
| 23          | Nur Gibran Siddiq   | 43    | 80    | 37          | 12      | 144             |
| 24          | Olive Wijaya        | 64    | 90    | 26          | 1       | 1               |
| 25          | Yanti Fitriani      | 37    | 75    | 38          | 13      | 169             |
| <b>Σ</b>    |                     | 1.239 | 2.012 | 773         |         | 2.024           |
| <b>Mean</b> |                     | 49,5  | 80,4  | 30,9        |         |                 |

$$Ma = \frac{\Sigma d}{Na} = \frac{773}{25} = 30,9$$

## APPENDIX 7

### Calculation of T-Test for control group

| No          | Name               | y1    | y2    | D<br>y2- y1 | db(d-N) | db <sup>2</sup> |
|-------------|--------------------|-------|-------|-------------|---------|-----------------|
| 1           | Abel Cantika       | 43    | 49    | 6           | -19     | 361             |
| 2           | Afira Hakim        | 53    | 57    | 4           | -21     | 441             |
| 3           | Akbar Hazzana      | 68    | 71    | 3           | -22     | 484             |
| 4           | Bila Faiqah        | 41    | 56    | 15          | -10     | 100             |
| 5           | Carla Salim        | 52    | 61    | 9           | -16     | 256             |
| 6           | Celvin Mokodompit  | 54    | 67    | 13          | -12     | 144             |
| 7           | Dilla Novita Rizky | 38    | 56    | 18          | -7      | 49              |
| 8           | Elma Sianipar      | 56    | 59    | 3           | -22     | 484             |
| 9           | Endah Tobing       | 44    | 48    | 4           | -21     | 441             |
| 10          | Ermyna Sari        | 47    | 58    | 11          | -14     | 196             |
| 11          | Fania Zafira       | 53    | 62    | 9           | -16     | 256             |
| 12          | Fetty Belo         | 44    | 59    | 15          | -10     | 100             |
| 13          | Gandhi Nainggolan  | 48    | 68    | 20          | -5      | 25              |
| 14          | Handayani Nuriyah  | 53    | 54    | 1           | -24     | 576             |
| 15          | Herman Muh         | 51    | 64    | 13          | -12     | 144             |
| 16          | Hilmi Armada       | 48    | 54    | 6           | -19     | 361             |
| 17          | Imam Hakim         | 50    | 57    | 7           | -18     | 324             |
| 18          | Intan Nur Aulia    | 46    | 59    | 13          | -12     | 144             |
| 19          | Jayid Al Farabi    | 67    | 79    | 12          | -13     | 169             |
| 20          | Jihan Mahirah      | 50    | 54    | 4           | -21     | 441             |
| 21          | Karina Sanda       | 44    | 54    | 10          | -15     | 225             |
| 22          | Kimmy Sabrina      | 34    | 44    | 10          | -15     | 225             |
| 23          | Manda Dian Sucia   | 52    | 65    | 13          | -12     | 144             |
| 24          | Nuh Fedrian        | 45    | 49    | 4           | -21     | 441             |
| 25          | Ratri Dianty       | 64    | 78    | 14          | -11     | 121             |
| <b>Σ</b>    |                    | 1.245 | 1.482 | 237         |         | 6.652           |
| <b>Mean</b> |                    | 49,8  | 59,28 | 9,4         |         |                 |

$$Mb = \frac{\Sigma d}{Nb} = \frac{237}{25} = 9,4$$

Where :  $Ma = 30,9$

$Mb = 9,4$

$da^2 = 2.024$

$db^2 = 6.652$

$Na = 25$

$Nb = 25$

$$t_{obs} = \frac{Ma - Mb}{\sqrt{\left[ \frac{da^2 + db^2}{Na + Nb - 2} \right] \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$t_{obs} = \frac{30,9 - 9,4}{\sqrt{\left[ \frac{2.024 + 6.652}{25 + 25 - 2} \right] \left[ \frac{1}{25} + \frac{1}{25} \right]}}$$

$$t_{obs} = \frac{21,5}{\sqrt{\left[ \frac{8.676}{48} \right] \left[ \frac{2}{25} \right]}}$$

$$t_{obs} = \frac{21,5}{\sqrt{180,7 \times 0,08}}$$

$$t_{obs} = \frac{21,5}{\sqrt{14,4}}$$

$$t_{obs} = \frac{21,5}{3,7}$$

$$t_{obs} = 5,81$$

**Appendix 8**

**DOCUMENTATION**



**Picture 1. Students in experimental class doing the pre test**



**Picture 2. Students in experimental class discussing the questions in a group**



**Picture 3. The students in experimental class doing the post text**



**Picture 4. Students in experimental class playing game**



**Picture.5 Students in control class doing the pre-test**



**Picture. 6 The researcher explained about the game**



**Picture 7. Students in control class doing the post test**

## APPENDIX 9

### LESSON PLAN (Experimental Group)

|                 |                             |
|-----------------|-----------------------------|
| School          | : Hero English Course Medan |
| Subject         | : English                   |
| Skill           | : Speaking                  |
| Class           | : A-1 (Experimental-Class)  |
| Time Allocation | : 2 x 40 minutes            |
| Theme           | : Animals                   |
| Genre           | : Descriptive               |

#### A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the



same point of view / theory.

### **Standard Competence of Speaking**

To express functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

#### **B. Basic Competence**

Expressing the words with transactional and interpersonal discourse in form of short monologue of descriptive.

#### **C. Indicators of Achievement**

1. Identify the meaning of the idea (main idea) descriptive text
2. Master the vocabularies related to the text
3. Identify the communicative purpose of descriptive text
4. Describe the picture in simple short monologue discourse
5. Play guessing and speculating game with pictures

#### **D. Teaching Objectives**

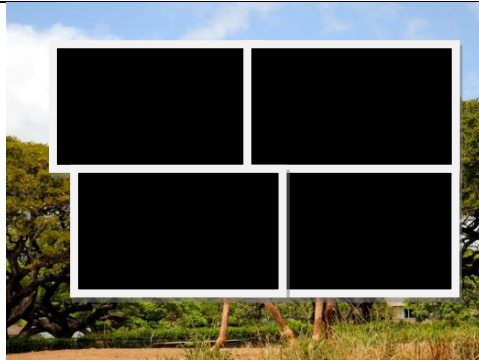
1. Students can identify the meaning of ideas (main ideas) in descriptive text
2. Students can describe by speaking about the picture in simple monologue
3. Identify the detail information of the monologue descriptive text
4. Students can identify the communicative objectives of descriptive text
5. Play Guessing and Speculating games with pictures (single and composite pictures)

### E. Teaching Method

Guessing and Speculating Games with Pictures

### F. Teaching Steps

|                        |  |                   |
|------------------------|--|-------------------|
| <b>Opening</b>         | <ul style="list-style-type: none"><li>• Greet the students kindly when entering the classroom</li><li>• Check the presence of the students</li><li>• Motivate and review the material</li><li>• Brain Storming</li><li>• Showing pictures of animal and asking several questions (Do you have a pet? What kind of animal is it? Can you mention what the names of those animals are, how they looklike, and what they like to do!)</li><li>• Ask them to describe the picture in short monologue discourse</li></ul> | <b>10 minutes</b> |
| <b>Core Activities</b> | <p><b>a. Exploration Activities:</b></p> <ul style="list-style-type: none"><li>• Teacher explains about Guessing and Speculating game with Pictures.</li><li>• Teacher ask the student to make a group.</li></ul> <p><b>b. Learning Process (Elaboration activities)</b></p> <ul style="list-style-type: none"><li>• Teacher shows the students a hidden picture</li></ul>   | <b>40 Minutes</b> |



- Teacher shows the clues of the hidden picture
  - a. It is a large mammal and lives in Afrika
  - b. It eats leave
  - c. It has four legs and yellow and brown colour
  - d. It has a long neck and very tall. Who am I?
- Each group guesses the picture based on the clues
- If there is a group can guess the picture, teacher shows the real picture and compare it with the clues before.



|  |   |                          |
|--|---|--------------------------|
|  | <p>a. It is a large mammal and lives in Afrika</p> <p>b. It eats leaves</p> <p>c. It has four legs and yellow and brown colour</p> <p>d. It has a long neck and very tall. Who am I?</p> <p><b><i>“ I am a giraffe”</i></b></p> <ul style="list-style-type: none"> <li>• Students find the description of the picture based on the clues.</li> <li>• After the game is finished, the teacher will announce the group who get the highest score.</li> <li>• And the highest group will be given a reward.</li> </ul> <p><b>c. Confirmation Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher makes conclusion with the students</li> <li>• Teacher give the motivation to the passive students</li> </ul> <p><b>d. Exploration Activities</b></p> <ul style="list-style-type: none"> <li>• Students get information for more exploring with their new ideas about the topic</li> <li>• Students get assignment as the facility to find other new words individually</li> <li>• Students, facilitated to describe the picture in</li> </ul> | <p><b>20 Minutes</b></p> |
|--|---|--------------------------|

|                |  |                   |
|----------------|--|-------------------|
|                | <p>monologue individually</p> <ul style="list-style-type: none"> <li>• Students, given limit time (2 minutes) to do that.</li> </ul> <p><b>e. Elaboration Activities</b></p> <ul style="list-style-type: none"> <li>• Students describe the picture in monologue individually.</li> </ul> <p><b>Perception</b></p> <p>Descriptive</p> <p>❖ Communicative Purpose</p> <p>Descriptions is a type of written text, which has the specific function to give description about an object (human or non human)</p> <p>❖ Generic Structure</p> <ul style="list-style-type: none"> <li>• <b>Identification</b>, identify the pphenomenon to be described</li> <li>• <b>Description</b>, describe parts,qualities, characteristics of something.</li> </ul> <p>❖ Grammatical patterns</p> <ul style="list-style-type: none"> <li>• Menggunakan declarative sentence</li> <li>• Menggunakan present tense</li> </ul> |                   |
| <b>Closing</b> | <ul style="list-style-type: none"> <li>• Make the conclusions of today's learning and tell the learning plans for the next meeting.</li> <li>• Praying</li> </ul>  | <b>10 Minutes</b> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Students get homework</li> <li>• Regards</li> </ul> |  |
|--|--|--|

## G. Assessment

### Cognitive

| Indicator of Achievement<br>Competence   | Assesment technique | Instruments  |
|--|---------------------|--|
| Describe the thing in simple short monologue discourse using generic structure properly. | Spoken              | Describe your pet with your own words in front of the class! |

**Describe your pet with your own words in front of the class!**

#### Scoring guide :

- Maximal Score : 100
- Students' score :

Grammar+Vocabulary+Comprehension+Fluency+Pronunciation

#### Assessment Rubric :

| Component | Description | Score |
|-----------|-------------|-------|
| Grammar   | Unsatisfied | 1-4   |
|           | Fair        | 5-8   |
|           | Good        | 9-12  |
|           | Very Good   | 13-16 |

|               |             |       |
|---------------|-------------|-------|
|               | Excellent   | 17-20 |
|               |             |       |
| Vocabulary    | Unsatisfied | 1-4   |
|               | Fair        | 5-8   |
|               | Good        | 9-12  |
|               | Very Good   | 13-16 |
|               | Excellent   | 17-20 |
|               |             |       |
| Comprehension | Unsatisfied | 1-4   |
|               | Fair        | 5-8   |
|               | Good        | 9-12  |
|               | Very Good   | 13-16 |
|               | Excellent   | 17-20 |
|               |             |       |
| Fluency       | Unsatisfied | 1-4   |
|               | Fair        | 5-8   |
|               | Good        | 9-12  |
|               | Very Good   | 13-16 |
|               | Excellent   | 17-20 |
|               |             |       |
| Pronunciation | Unsatisfied | 1-4   |
|               | Fair        | 5-8   |
|               | Good        | 9-12  |

|  |           |       |
|--|-----------|-------|
|  | Very Good | 13-16 |
|  | Excellent | 17-20 |

Medan, 15 Oktober 2020

The Researcher

**Ratindi Azhrima**

**34154145**



## LESSON PLAN

### (Control Group)

|                 |                             |
|-----------------|-----------------------------|
| School          | : Hero English Course Medan |
| Subject         | : English                   |
| Skill           | : Speaking                  |
| Class           | : A-2 (Control Class)       |
| Time Allocation | : 2 x 40 minutes            |
| Theme           | : Animals                   |
| Genre           | : Descriptive               |

#### A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the

same point of view / theory.

### **B. Standard Competence of Speaking**

To express functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

### **C. Basic Competence**

Expressing the words with transactional and interpersonal discourse in form of short monologue of descriptive.

### **D. Indicators of Achievement**

1. Identify the meaning of the idea (main idea) descriptive text
2. Master the vocabularies related to the text
3. Identify the communicative purpose of descriptive text
4. Describe the picture in simple short monologue discourse
5. Play guessing and speculating game with pictures

### **E. Teaching Objectives**

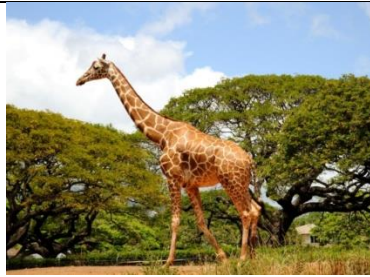
1. Students can identify the meaning of ideas (main ideas) in descriptive text
2. Students can describe by speaking about the picture in simple monologue
3. Identify the detail information of the monologue descriptive text
4. Students can identify the communicative objectives of descriptive text
5. Play Guessing and Speculating games with pictures (single and composite pictures)

## F. Teaching Method

Make – A Match

## G. Teaching Steps

|                        |  |                   |
|------------------------|--|-------------------|
| <b>Opening</b>         | <ul style="list-style-type: none"><li>• Greet the students kindly when entering the classroom</li><li>• Check the presence of the students</li><li>• Motivate and review the material</li><li>• Brain Storming</li><li>• Showing pictures of animal and asking several questions (Do you have a pet? What kind of animal is it? Can you mention what the names of those animals are, how they looklike, and what they like to do!)</li><li>• Ask them to describe the picture in short monologue discourse</li></ul> | <b>10 minutes</b> |
| <b>Core Activities</b> | <b>a. Exploration Activities:</b> <ul style="list-style-type: none"><li>• Teacher explains about Make-A Match</li></ul> <b>b. Learning Process (Elaboration activities)</b> <ul style="list-style-type: none"><li>• Teacher shows the students some picture</li></ul>  | <b>40 Minutes</b> |



- Teacher shows the random sentence of each picture
  - a. It is a large mammal lives in Afrika. It eats leaves. It has four legs and yellow and brown colour. It has a long neck and very tall.
  - b. It is a domestic animal with two legs. It has feathers and wings. It gives you eggs. It can't swim and dive
  - c. It is a small animal. It has wings. It can fly. It can whistle.

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Students make a match the picture with the sentences</li> <li>• Students find the description of the pictures.</li> <li>• Teacher give reward to the correct answer.</li> </ul> <p><b>c. Confirmation Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher makes conclusion with the students</li> <li>• Teacher give the motivation to the passive students</li> </ul> <p><b>d. Exploration Activities</b></p> <ul style="list-style-type: none"> <li>• Students get information for more exploring with their new ideas about the topic</li> <li>• Students get assignment as the facility to find other new words individually</li> <li>• Students, facilitated to describe the picture in monologue individually</li> <li>• Students, given limit time (2 minutes) to do that.</li> </ul> <p><b>e. Elaboration Activities</b></p> <ul style="list-style-type: none"> <li>• Students describe the picture in monologue</li> </ul> |  |
|--|--|--|

|                |   |                   |
|----------------|---|-------------------|
|                | <p>individually.</p> <p><b>Perception</b></p> <p>Descriptive</p> <p>❖ Communicative Purpose</p> <p>Descriptions is a type of written text, which has the specific function to give description about an object (human or non human)</p> <p>❖ Generic Structure</p> <ul style="list-style-type: none"> <li>• <b>Identification</b>, identify the pphenomenon to be described</li> <li>• <b>Description</b>, describe parts,qualities, characteristics of something.</li> </ul> <p>❖ Grammatical patterns</p> <ul style="list-style-type: none"> <li>• Menggunakan declarative sentence</li> <li>• Menggunakan present tense</li> </ul> | <b>20 Minutes</b> |
| <b>Closing</b> | <ul style="list-style-type: none"> <li>• Make the conclusions of today's learning and tell the learning plans for the next meeting.</li> <li>• Praying</li> <li>• Students get homework</li> <li>• Regards</li> </ul>   | <b>10 Minutes</b> |

## H. Assessment

### Cognitive

| <b>Indicator of Achievement</b>  | <b>Assesment technique</b> | <b>Instruments</b>  |
|--|----------------------------|---|
| <b>Competence</b>  |                            |   |
| Describe the thing in simple short monologue discourse using generic structure properly. | Spoken                     | Describe your pet with your own words in front of the clas! |

**Describe your pet with your own words in front of the class!**

#### **Scoring guide :**

- Maximal Score : 100
- Students' score :  
Grammar+Vocabulary+Comprehension+Fluency+Pronunciation
- 

Medan, 16 Oktober 2020

The Researcher

**Ratindi Azhrima**

**34154145**

## APPENDIX 10

### Students' Speaking Script about "Pet Description"

#### PRE-TEST

(Control Group)

Name : Abel Cantika

My Pet

I have.. I have pet. The name was Kinky. I get my parents..my parents. It am aaa  
like eat fish. I like it ,It is black

Name : Afira Hakim

My Pet

I have a pet. Its pet is cat. The name is Glory. Eee I colour my dog black, It is  
beautiful.

Name : Akbar Hazzana

My Pet



I have I had a pet. Is it a rabbit. The name is Charlie . I have that from my friends,  
It is like to eat carrot a lot

(Experimental Group)

Name : Christian Sihombing

My Pet

I have pet ,It is a dog. It is name is Marissa is like play ball . It has..it has it has  
two eee eyes.I get it from grand mother. It is like eee I like it sweet and eee cute

Name : Calvin Putra

My Pet

I have a pet. It is a duck. Yellow colour eee I like it ,Mother buy it to me  
tomorrow. It is funny and smile to me

Name : Eva Tari Ristanti

My Pet

I have a pet, It is rabbit. The color white , she love eat carrot and it funny

## POST TEST

(Experimental group)

Name : Christian Sihombing

My Pet

Hallo friends, I have a pet. It is a dog, the name is Marissa. I got it from my grand mother, It has four legs, two eyes , black fur, and a cute nose. Everyday I like play together with Marissa. Do you want to know it sounds? It sounds like 'gung gung gujng'. We play a ball and we are so happy. It is 2 years old and I love it so much

Name : Calvin Putra

My Pet

Good Morning friends, how are you? I feel great today. I want to tell you a story about my pet. I have a pet. It is a duck. The name is Manis. The colour is Yellow , My mother bought it to me last month. It has 2 feet, 2 eyes, and the colour is white. The sounds of Manis is 'kwek kwek kwek'. It is so funny and I like to play with it.

Name : Eva Tari Ristanti

My Pet

Hello all of my friends, I have a pet, It is a rabbit, the name of my rabbit is Bunny. I got it from my father. It has two eyes, four legs, white and brown fur. I love it so much. It likes to eat carrot and vegetables. I always play with my pet in front of the house. I am so happy to have bunny in my life.

(Control Group)

Name : Abel Cantika

My Pet

I have a pet. It is a cat, the name is Kinky. I got it my parents..my parents. It likes eat fish. I like it ,It is black aaa , I am so happy to have it

Name : Afira Hakim

My Pet

I have a pet. It is a cat. The name is Glory. Eee I colour my dog black, It has four legs, two eyes, and black fur. It is beautiful.

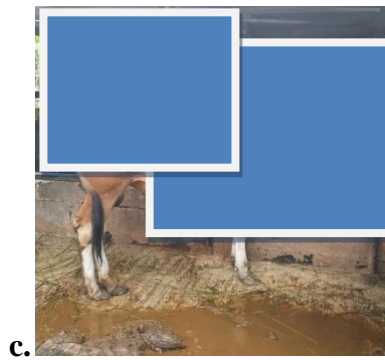
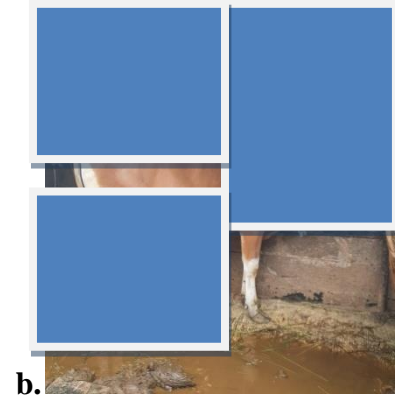
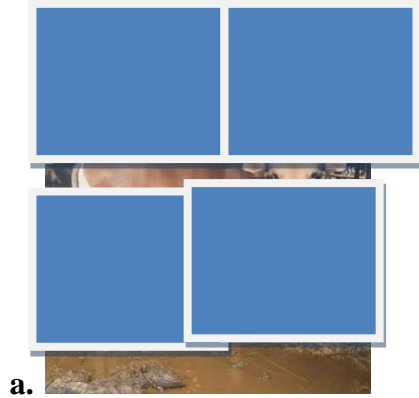
Name : Akbar Hazzana

My Pet

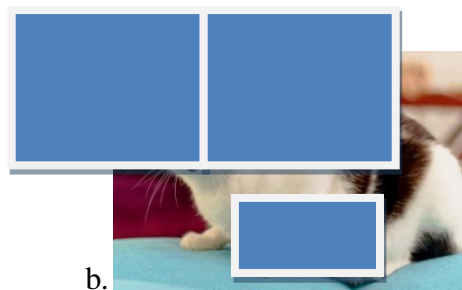
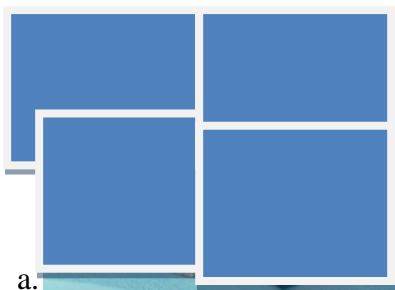
I have a pet. Is it a rabbit. The name is Charlie . I have that from my friends, It is like to eat carrot a lot, the colour is white, and we like to play

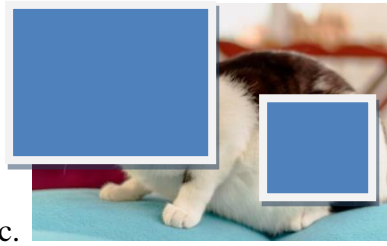
APPENDIX 11

ANIMALS PICTURES

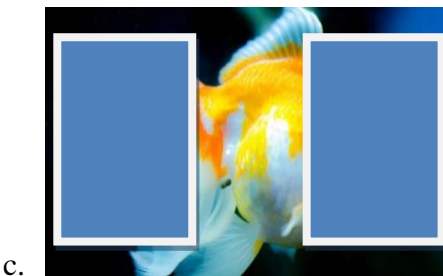
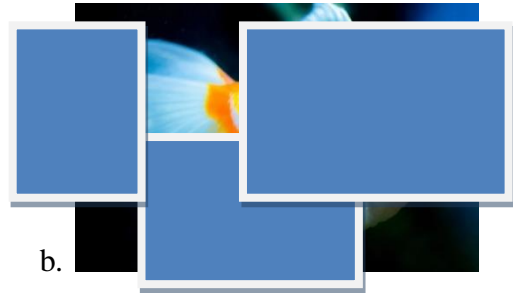
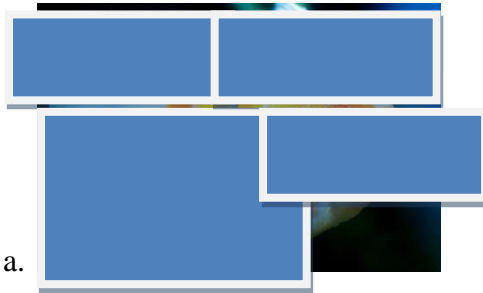


- 1) a. This is a farm animal
- b. It lives in the field
- c. It produces milk
- d. It likes saying moo

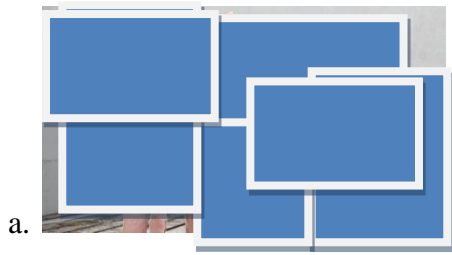




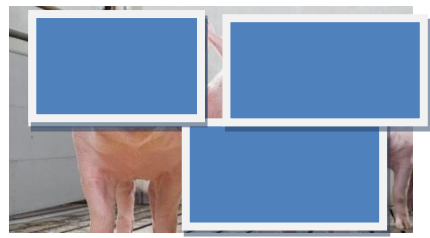
- 2) a. This is a domestic animal  
b. It has whiskers  
c. Its favorite food is fish  
d. Its sound is meow



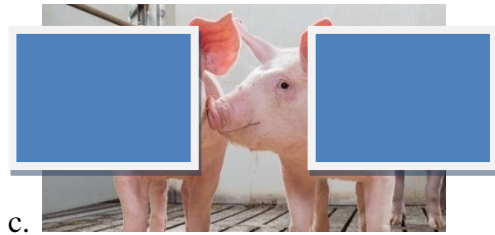
- 3) a. This is a small animal  
b. It has fin and scales  
c. It can swim  
d. It lives in the water



a.



b.

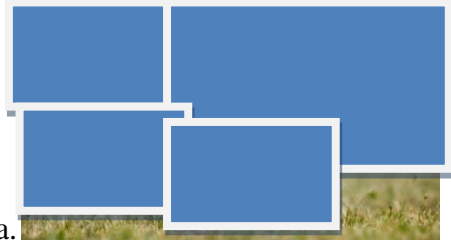


c.

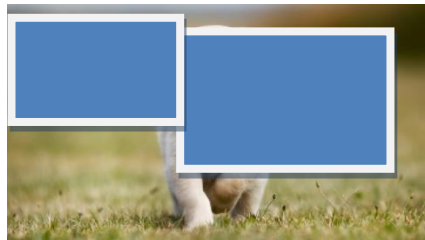


d.

- 4) a. This is a dirty animal  
 b. It lives in the mud  
 c. It likes eatinf everything  
 d. It has big nose



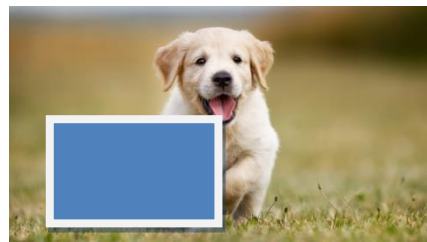
a.



b.

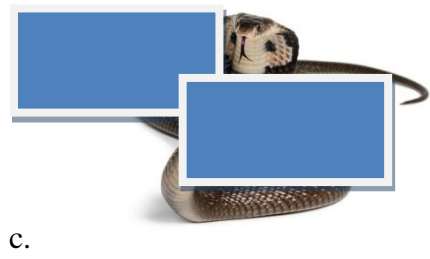
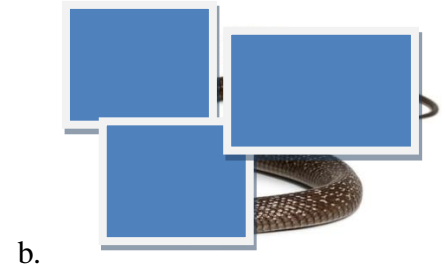
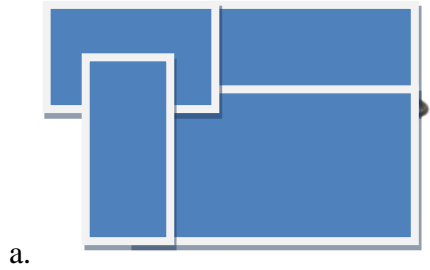


c.

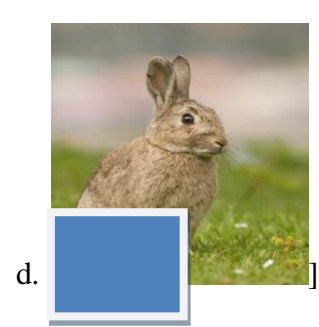
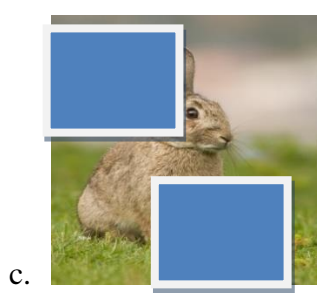
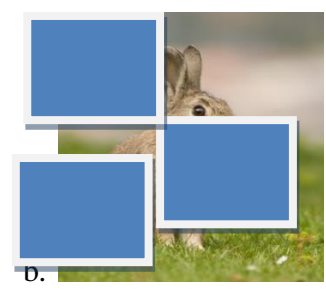
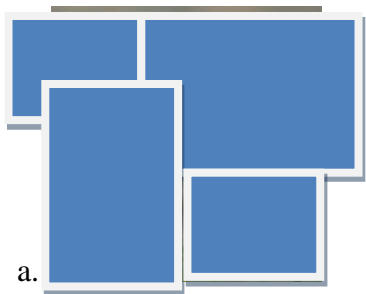


d.

- 5) a. This is a domestic animal  
 b. It has four legs  
 c. It likes running  
 d. It hates cat



- 6) a. This is a wild animal  
b. this is a reptile  
c. It doesn't have hands and legs  
d. It has poison in its fangs

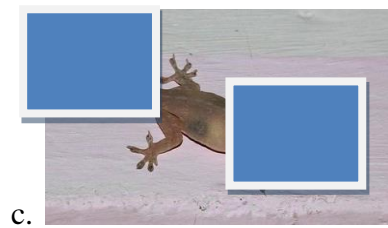
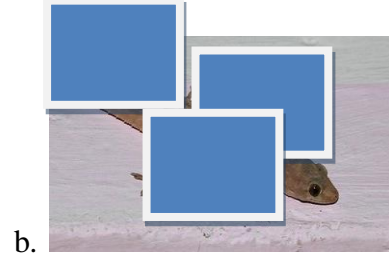
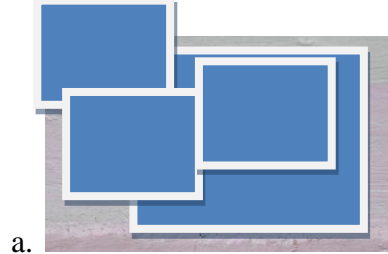


- 7) a. This is a cute animal

b. It has long ears

c. It likes jumping

d. It's favorite food is carrot

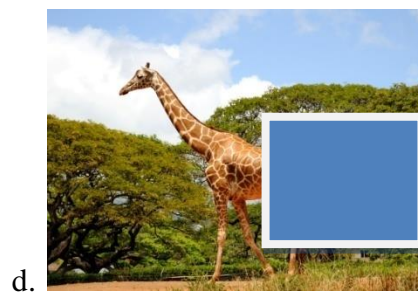
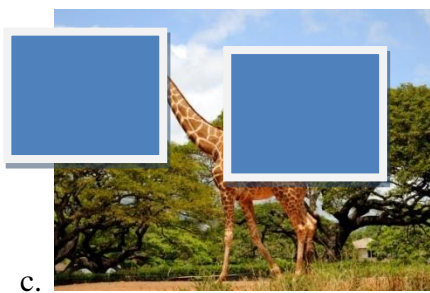
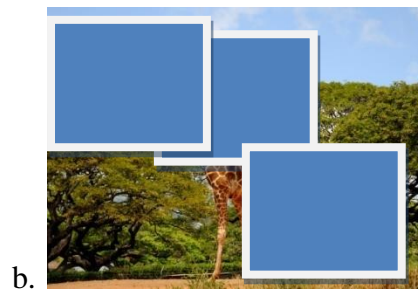
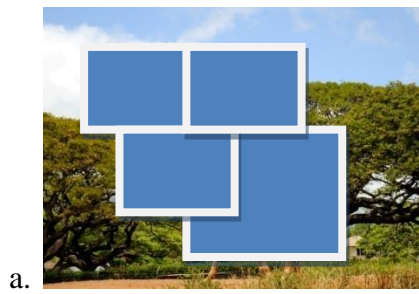


8) a. This is a small animal

b. It lives on the ceiling of the house

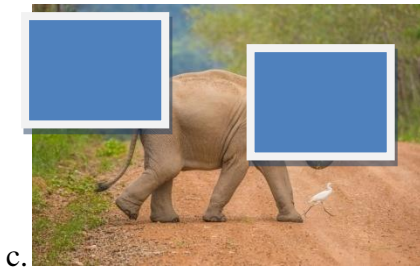
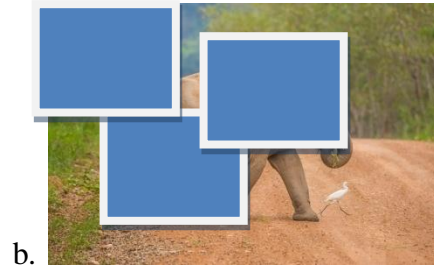
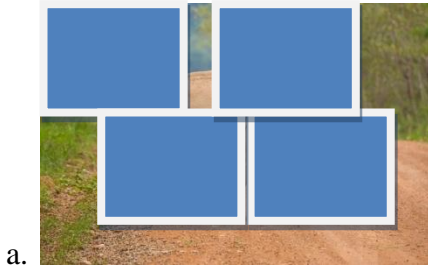
c. It can walk on the wall

d. It likes eating mosquito





- 9) a. This is a big animal  
b. It lives in the forest  
c. It likes eating leaves  
d. It has long neck



- 10) a. This is a vegetarian animal  
b. It lives in the forest  
c. It has grey skin  
d. It has a long trunk and big ears

## APPENDIX 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13267/ITK/ITK.V.3/PP.00.9/10/2020

14 Oktober 2020

Lampiran : -

Hal : Izin Riset

### **Yth. Bapak/Ibu Kepala Lembaga Kursus Dan Pelatihan Hero English Course**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Ratindi Azhrima  
NIM : 34154145  
Tempat/Tanggal Lahir : Medan, 11 Juni 1998  
Program Studi : Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Jl. brigdjend Katamso gg nasti No 3 Kelurahan Kp.baru  
Kecamatan Medan maimun

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Lembaga Kursus Dan Pelatihan Hero English Course, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

### ***THE EFFECT OF USING GUESSING AND SPECULATING GAME WITH PICTURES ON STUDENTS' ACHIEVEMENT IN SPEAKING***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 14 Oktober 2020  
a.n. DEKAN

Ketua Program Studi Pendidikan  
Bahasa Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag,  
M.Hum**

NIP. 197506222003122002

**Tembusan:**

**- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**

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*Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat*

## APPENDIX 13



LEMBAGA KURSUS DAN PELATIHAN (LKP)  
**HERO ENGLISH COURSE MEDAN**

Jalan Tuasan Komplek Tuasan City No. 5 A /WA : 0822 7663 7548/0853 6000 6232

### SURAT KETERANGAN

Nomor : 22/LKP/HEC/X/2020

Lembaga Kursus dan Pelatihan (LKP) Hero English Course Medan dengan ini menyatakan bahwa :

Nama : Ratindi Azhrima  
Tempat/Tanggal Lahir : Medan, 11 Juni 1998  
NIM : 34.15.4.145  
Semester/Jurusan : X/Pendidikan Bahasa Inggris  
Alamat : Jl. Brigjend Katamso Gg. Nasti no.3 Medan

Benar nama diatas telah melakukan **riset/penelitian** mulai dari tanggal 15 s/d 21 Oktober 2020 di Lembaga Kursus dan Pelatihan (LKP) Hero English Course Medan untuk keperluan penyusunan skripsi S1 yang bersangkutan dengan judul :

**"THE EFFECT OF USING GUESSING AND SPECULATING GAME WITH PICTURES ON STUDENTS' ACHIEVEMENT IN SPEAKING"**

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Oktober 2020

Direktur Hero English Course

  
Ratindi Azhrima S Pd I  


## CURRICULUM VITAE



### Data Pribadi

Nama : Ratindi Azhrima  
NIM : 34154145  
Tempat/ Tanggal Lahir : Medan, 11 Juni 1998  
Jenis Kelamin : Perempuan  
Fakultas / Prodi : Fak. Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris  
Agama : Islam  
Tinggi/ Berat Badan : 168 cm / 53 kg  
Golongan Darah : O  
Kewarganegaraan : Indonesia  
Alamat Rumah : Jl. Brigdjend Katamso Gg.Nasti No.3 Kec. Medan Kota  
Prov. Sumatera Utara, Indonesia  
E-Mail : Razhrima@gmail.com  
No.WA : 081294422306

### Pendidikan

SD : SDN 060817 2003-2009  
SLTP : SMP YAPENA '45 MEDAN 2009 – 2012  
SLTA : MAN 1 MEDAN 2012-2015  
Perguruan Tinggi : UINSU MEDAN 2015- 2020