THE IMPROVING OF GUESSING GAME "WHO AM I" TECHNIQUE IN TEACHING STUDENTS' SPEAKING SKILL AT MTS ISLAMIYAH YPI BATANG KUIS IN 2016/2017 ACADEMIC YEAR.

" THESIS"

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By:

KIKI MARSHA NUGRAHA

34133024

DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN 2017

ABSTRACT

Thesis Title : **The Improving of Guessing Game "Who am I" Technique in Teaching Students' Speaking Skill At MTS Islamiyah YPI Batang Kuis In 2016/2017 Academic Year.**

Keyword :**Guessing Game "Who am I" Technique Teaching, Students' Speaking Skill**

The objective of the research was to improve the English speaking skills of VIII-1 grade students of MTS Islamiyah YPI Batang Kuis. This research categorized as action research. The guessing games were applied to improve the students' skills in learning speaking English.

The research was carried out on the first semester. It started from 17th July to 28th July 2017 in MTS Islamiyah YPI Batang Kuis. The members consisted of the researcher, the principal, the English Teacher, and the students of grade VIII-1. The research steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of grade VIII-1, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in the forms of interview transcripts, field notes, photos and questionnaire scores.

The result of this study showed that the implementation of guessing games who am I in the speaking class is believed effective to improve students' skills to learn speaking English, maximizes students' participation during the speaking activities, and reduces the students' boredom on learning. This implies that the implementation of guessing games who am I gives the positive effects on improving students' skills in speaking English.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is very important for human beings to communicate with each other. In daily life, people use language to express their idea, thoughts, and feelings. According to Clark, language is not only the principle medium that human beings use to communicate with each other but also the links people together binds them their culture.

There are so many functions of language, some of them are to: give information, deliver message, express feeling, persuade people, entertain people and share opinion. One of language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. In the 2013 Curriculum, it is clearly stated that one of the 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.[1]

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.

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[1] Herbert H. Clark. (1996). Using Language. United Kingdom: University Cambridge.p.8.

Nunan states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak.[2] Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation. Instead, children who acquire the second languages learn the element by interacting with people. This realization has interesting implications. If teachers believe that people learn languages by interacting, learners should interact during lessons. In this fact, we have to know about the way to interacting with children so they will enjoy with the lesson.

According to Brewster and Ellis, games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom. Games is one of the techniques that can be applied in teaching speaking because games is one potential activity that gives to students' feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact and communicate with other students orally.[3] In this research, the researcher focuses on the guessing games. The reason for using guessing games in speaking activity is to give more opportunities for students to practice in speaking during the times allocated.

According for my observation in MTS Islamiyah YPI Batang Kuis, the researcher have found fact. The fact in the school is that the teaching and learning of English at the school has not achieved the goal yet. This schools tend to give

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[2] D Nunan. (1989)*Designing Tasks for the Communicative Classroom*.Cambridge: Cambridge University Press.p.72.

[3] Brewster J and Ellin.*(2002). The Primary English Teacher's Guidance,*New Edition. London: Pinguin English.p.27.

more attention on teaching reading or vocabulary. Besides, the teacher still uses dialogues in which the students only read and then practice the dialogues with their friends at teaching speaking in the school. Quite a few teachers teach using games or other interesting activities during the lesson. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good speaking ability. The students are often confused and do not know what to say when someone speaks in English to them. Because of that, the researcher assumes that guessing games are the combination of language practice and fun activity can solve the problem in the school. This research is an attempt to find out whether there is a significant difference between students' speaking ability of grade VIII-1 who are taught by using guessing games and those who are taught without using guessing games at the academic year of 2016/ 2017.

B. Identification of the Problem

There are some problems affecting the students' speaking performance in the class. The researcher found some conditions which inhibit the teaching learning process of speaking after observing the teaching and learning process of speaking in seventh grade of MTS Islamiyah YPI Batang Kuis, in the Academic Year of 2016/2017.

a. The students lack motivation to speak in English.

b. The lack of media and monotonous activities during the teaching and learning process.

C. Limitation of the Problem

From the problems found in the field, it can be seen that there are many factors which cause the problems of the teaching and learning of English

speaking. So, it was impossible to do research to solve all those problems. This research only focuses on the activities used in the teaching and learning of speaking. This problem is chosen because fun, interesting, and challenging activities are very important to make speaking learning process more effective and interesting. This research used guessing games to improve the speaking skills of the tenth grade students of MTS Islamiyah YPI Batang Kuis .

D. Formulation of the Problem

Based on the background and the limitation of the problems presented above, the research problem is formulated as follows:

1) Is the guessing game can improve speaking skill of class VIII-1 students of MTS Islamiyah YPI Batang Kuis ?

2) How to introduce the guessing games as one of the media in the teaching and learning process of speaking?

E. Objective of the Research

In relation to the formulation of the problem, the objectives of the research are:

1) To discuss the improving of using guessing games to improve speaking skills of class VIII-1 students of MTS Islamiyah YPI Batang Kuis.

2) To introduce the guessing games as one of the media in the teaching and learning process of speaking.

F. Significance of Study

There are some expected benefits to achieve from this study. The result of this study is expected to give contribution to the researcher, the English teacher of grade VIII-1 and the principal of MTS Islamiyah YPI Batang Kuis and future researchers. They can be described as follows:

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

2) For the English teacher, this study will provide useful activities to improve students' speaking skills.

3) For the future researchers, this study can be a source to conduct further research relevant to the problem.

CHAPTER II

REVIEW OF LITERATURE

In the literature review, the researcher discusses theoretical review, reviews of related study and conceptual framework.

A. Theoretical Framework

In the theoretical review, the researcher discusses some theories and research studies which are relevant to the topic. It has been mentioned in the previous section that the aim of the study is to improve students' speaking skills. Thus, in this section the discussion will center around review on the games, types of game, principles of game selection, guessing game, guessing game who am I, speaking, speaking ability, elements of speaking, function of speaking, classroom teaching speaking, and speaking achievement. In addition, reviews on related research studies will be highlighted.

2.1 The Nature of Game

According Andrew, David and Michael that game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[4] Beside that according to Webster dictionary that game is activity engaged in for diversion or amusement.[5] In conclusion, game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game.[6]

A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many

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[4] Andrew Wright, David Betteridge and Michael Buckby, (2006).*Games for Language Learning*,United Kingdom : Cambridge University Press.p.1

[5] Merriamm-Webster's *Collegiate Dictionary*. Eleventh Eddition .p.77

[6] Virginia French Allen,(1983)*Techniques in Teaching Vocabulary* ,New York : Oxford University Press.p.52

students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom .[7]

Lewis expresses that games supply a nonthreatening environment for coping with new learning. When the learners are having fun, they are likely to accept risks, make mistakes without having feeling of failure, and try to solve 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. [8]

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students.

2.1.1 The Types of Games

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[7]https://en.m.wikipedia.org/wiki/Game?_e_pi_=7%2CPAGE_ID10%2C6730488297, Accessed on January, 10 th, 2017.

[8] G Lewis. (1999).*Games for Children*.New York. Oxford: University Press.p.28.

It is important to know what types of game are available in order to plan a lesson with balanced rhythm. Brewster and Ellis explain four main type of games. They are accuracy-focused games (language control), fluency-focused games (communication), competitive games, and cooperative games.[9]

Accuracy-focused games focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that provide useful pronunciation, vocabulary, and grammar practice. The aim of these games is to score more points than others and there is often a clear 'winner'.

Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of the 'communicative' approach. Collaboration is achieved by trying to create a context where the students focus on getting a task done together, while of course using key language, rather than simply practicing language items.

There are 2 general types of game :

1. Competitive games

    Competitive games are organized in teams, groups, pairs, or individually. There is only a winner who has done something first or gained the most points. Hadfield supports the statements by saying "a competitive game is a game where the players or teams race to be the first to reach the goal, for examples bingo game and matching game".

2. Cooperative games

    Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams

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[9] J Brewster and G Ellin. (2002).*The Primary English Teacher's Guidance. New Edition.*London: Pinguin English.p.177.

work together towards a common goal, for examples guessing game and puzzle-solving game.[10]

2.1.2   The Principles of Game Selection

In determining the role of games in developing student's vocabulary, the teacher needs to have their purpose clearly in mind if the major purpose is to make learning English vocabulary effectively and successfully. According to Andrew Wright, David Betteridge and Michael Buckby, it is important to make sure that the games which are want to played is familiar with the students to reduce the difficulties in conducting the games.[11] In using games in the class, the English teacher not only responsible in selecting game that want to use in the class but also in creating conditions in the class, in term conditioning students and the material. Like Allen's said that language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words.

According to Houston, there are some principles of using games in the class:

a. Specify your purpose.

The teacher should know what the purpose of the games that he or she plays in the class.

b. Explain the rules clearly before you begin.

It is important to make sure the students understand how to play the games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explain the rule in native's language.

c. Be prepared for the "extra student".

The teacher has to make sure all of the students join to the games.

d. Avoid drifting off during the game.

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[10] Jill Haldfield.(1999). Communication Game Series. OUP Oxford.p.55.

[11] Andrew Wright, David Betteridge and Michael Buckby, (2006).*Games for Language Learning,op.cit.,*p.4

When the games is playing, watch for potential problems that can be remained. If you feel that is a student who is not understands the rules, stop the game and go for the rules again.

e. Looks for signs that students are getting tired.

If the students look tired, the teacher should stop the game before the students lost their attention.

f. Choose games carefully to save money and time.

Try to use a game that can be prepared easily.

g. Find new sources.

Try to use a new game that never be used before.

h. Recycle.

If there is an old game that success applied in the class before. It is ok to use it again in another class.

i. Make a file

Make a file that consists of games. It can make you easy if you want to use games in another time.

j. Share

If you have a favorite game that you use to play with your best friend. You can use that game to your class.

k. Don't do overdo it

Game is joyful and interesting play in the class, but if you do it too much, it can waste the time and make another important thing do not have time to teach in the class.[12]

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[12] Hall Houston. (1998) .*Playing Games" Modern English Teacher*.p.33.

2.2 The Nature of Guessing Game

According to Klippel that the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.[13] In addition, according to Merriem Webster that guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades).

Based on the definition above, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

Guessing game is a simply game that can be applied in the class. This game is played by several group in the class. Allen's said that Guessing game can be applied in the class in intermediate school. There are some rules in Guessing game. We can choose and adjust depend on the material and situation in the class. One such game is conducted as follows:

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

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

3) The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, "is it a word for food? For furniture? For transportation?" The four students who have seen the slip take turns answering "No, it isn't" until the right category has been guessed.

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[13] F Klippel. (1984).*Communicative Fluency Activities for Language Teaching* .Cambridge: Cambridge University Press.p.13

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

5) The one whose guess is correct may draw a slip from the box the next time the game is played. [14]

There is common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not learning, this is a misconception. It is possible to learn a language well as enjoy oneself the sometime one best way of doing this trough games. Games can be applied in teaching-learning English. This idea is supported by Wright, Betteridge and Buckby," Games can be found to give practice in all skill (reading, speaking, listening, and speaking) in all stages on teaching-learning sequence''.[15] Beside the statements above, it is clear that all skill can be applied in teaching, one of them is speaking. There are many reasons a teacher uses games in teaching speaking.

Games give students chances to use English orally, it means that students can practice and develop their ability to speak in English. Games provide fun and relax activity while remaining very much within the framework of language learning. It is expected that shy or slow learners can be active participants to show their ability and find their confidence in communicating in the foreign language. Among many techniques of guessing in teaching speaking, guessing games can be applied in the teaching of speaking.

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

1) Guess what is it? Is it,,?

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[14] Virginia French Allen,*op.cit.*,p.50

[15] Andrew Wright, David Betterdge, and Michael Buckby. (2006).*Games for Language Learning*. New York:Cambridge University Press.p. 56.

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

    a. Is a green" is it Monic's desk.

    b. Is it my face?

    c. Is it the pond?

    d. Is it your sister?

    e. It is your book, etc.

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

2) Guess Who I am?/ What is my name?/ Who is he/ she?

Everybody imagines herself to be somebody else- a living well known locally, nationally or internationally or an historical figure. Each makes up sentences about it, e.g.

    a. I lived … about… years ago.

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

There is not much difficulty in guessing, but it should not to be made too easy (e.g. one should not say, if one is Shakespeare. I lived in Strarford-on- Avon and wrote Hamlet).

3) Guess what is there in my bag today?

e.g. :   a. What is in my bag today?

        b. What have I got in my bag today?

(This can be teachers or anybody's bag, no doubt specially prepared). The students guess, for instance, there's an apple/ photograph/ a mirror/ a handkerchief, etc. and the owner of the bag

says, *No, there's no a,,,,,,,* or *Yes, there's a,,,,,,,,,* and brings it out and perhaps ask *what colors is it?* Or *is it a big,,, or small,,,,?* At an appropriate level plurals come in naturally here, e.g. *There some,,,,, in my bag.*

4) Guess where is it?

Students turn round the close their eyes while a smile object or several object such as coin, a ring, a sweet, a doll, is hidden. Questions :

      a. Is it behind the black board

      b. Is it in Mr./ Ms's bag

      c. Is it in mom's desk

      d. Is it in your home? Etc.

Each student makes at least one guess. Statement can be made instead of questions: it is behind the cupboard / in Mr. Claus's pocket, etc. Students are asked to practice in formulating questions by using these games. In these games the students can apply their ability in using question- word (WH) question.[16]

Lee says, "Among them are number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate…."..That statement says that guessing games can be applied at various age levels. Similar to that, Klippell, says that," everybody knows guessing games it is not only children that like guessing game; adults like guessing too, as shown by many popular TV programmer". Further adds ," Guessing are true communicative situation and such are very important for foreign language practice with fun and excitement." Based on the theories above, it is clear that students enjoy with guessing games. It arouses considerable interest and encourages

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[16] Andrew Wright, David Betteridge and Michael Buckby, (2006).*Games for Language Learning*,op.cit.169.

the learners to communicate because it is the combination between language practice, fun activities and excitement.[17]

2.2.1 The Guessing Game " Who am I ?"

According to Richard-Amato, "Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must important function is to give practice in communication". [18]It is said that guessing games may hinder students from boredom during the learning process. Nevertheless, the most important thing is to give students motivations in practicing their English. They also add that: Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used to teach about animals, profession, or people in different age groups (baby, child, teenager, young adult, elderly person). From the statements above, we can conclude that by giving some concepts of guessing game like "Guessing what I am" and " Guessing who I am', the teacher can teach many kinds of topics such as profession, animals ,transportations, and so on.

So, I will give you rule in guessing game who am I. The trick to a great game of "Who Am I" ultimately lies in catering the game rules to the group you're playing with.

1. Planning Game

a. Lay down ground rules

The basic rules of "Who Am I?" are fairly simple. Each player writes down a name of a thing, based in an agreed-upon category, such as celebrities or historical figures. Once they have written a name, they hand it face down the player next to them. Next, all players place a post it note with a famous person or thing on their head without looking at the answer.

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[17] F Klippel.*op.cit*.p.32.

[18] Richard-Amato. (2008). The Multicultural Classroom. Longman: Universitas Michigan.p.57.

Players ask the group questions about their assigned figure in hopes of deducing who or what it might be. This may be done one at a time revolving in a circle.. Finally, the player who guesses his answer correctly first wins the game.

  i.   Customize the theme and rules to best suit the people you're with.

  ii.   Questions should only be answered by "Yes" or "No". Anything more complex risks spoiling the game's challenge.

  iii. Unless you're playing in a competitive context, you should allow everyone a chance to figure out their answer.

  iv.   The "Who Am I" game doesn't have any mandatory rules you need to follow. Rather, it is meant to be customized according to the desires of whomever's playing.

b. Gather participants.

"Who Am I?" is a party game, or something you'll play after dinner. The minimum number for a game of "Who Am I?" is 2, but 6 to 8 players is the recommended number of players. Generally speaking, the more people you get onboard, the more pleasantly chaotic your session will be.

The game is meant as an ice breaker for upbeat socialization. It's a good way to start school or work sessions. If you have a choice of people, choose people you think will be able to make the session fun and enjoyable for the other players.

c. Decide on a theme.

Celebrities are a common theme for this games. Though unnecessary, themes help to give character and a sense of fairness to your game. Discuss some ideas amongst yourselves, or come up with a few ideas yourself if you're the host.

    i.   You should pick a theme that will interest your group the most. Historical figures, countries and bands are all possible themes you can choose.

    ii.   There are a few well-known versions of this game. For instance, "Celebrity" focuses on guessing a popular celebrity. "Botticelli" is based exclusively on historical figures, and centers around more educated answers, such as "Did you paint a picture of Venus rising?

    iii.   For example, if you're doing historical figures, a few names you might put on could be: Abraham Lincoln, George Washington, Alexander the Great.

d. Write names on cards.

In a lot of party sessions, cards will be made by having each of the players writing down an answer on a Post-It note and handing it facedown to someone nearby. If you're playing the game as well, this is preferable to writing up all the cards yourself.

    i.   Make cards with someone else. That way, you won't have an unfair advantage by knowing all of the cards.

    ii.   You may write it on a regular piece of paper and attach it to someone's back as well. This is preferred if your party is standing up.

e. Distribute the game cards.

Write down a name, place, thing or concept onto a card, and lie it facedown. You can make all of the cards in one go, or tell players to make cards to give to each other.

    i.   Include some information on the name card. Before delivering the cards to other players, it may be helpful to advise that some basic info be included on the card beside the name. If the players don't have much knowledge overlap, include a few words about what he, she, or it is on the card alongside the answer.

ii.   The "Who Am I" game is so synonymous with Post-It notes that the Post-It note company features the rules on their official websites.

iii.   Deducing Your Answer

f. Stick the post-it note to your forehead.

Place the note on your forehead with your eyes closed. Rub in the tab to make sure it sticks properly. Make sure you don't read the answer while you put it to your head. This will spoil the fun if you do. If you accidentally see the answer, get a different card and start again.

g. Start with broad answers.

You will have a given number of questions you can ask about your answer. Because you technically start with an infinite number of choices, ask questions that will eliminate the widest amount. Big questions (like "Am I an animal?" or "Am I alive?") will get you to the point where you're able to steer your questions towards what you have confirmed so far about your answer. Most games of "Who Am I?" limit players to only asking yes or no questions. This process tends to result in the most interesting guesswork.

h. Form specific questions based on your running deduction.

Narrow down your questions as the game goes on. Each subsequent question you make should be benefitted by the "Yes" answers you received earlier in the game. With that, you'll be able to divide whole categories into manageable sections .For example, if you received a "Yes" answer to "Am I an animal?" last round, you can break that answer down further, by saying "Am I a land animal?" or "Am I a mammal?"

i. State your answer.

Regardless what your session's rules on guessing are, there will come a point where you'll have to put your theory to the test. When you are reasonably certain what your answer is, call it out. Don't give an answer unless you're confident with it. Even for rounds where there are no disqualification penalties for wrong guesses, being liberal with the number of answers will cheapen the sport of the game for everyone.

At the same time, don't be too conservative with your guesses. In most cases, the stakes for a game of "Who Am I?" won't be too high. Stressing out over the certainty of an answer won't make the game more fun. If there's a competitive aspect to your session, hesitating with your answer may end up with someone beating you to the chase.[19]

2. Answering Other Players' Questions

a. Answer the other players' questions.

Listen carefully to the other players, and give answers to the best of your knowledge. Whether you're playing one by one or trading turn as a group, there will be many points in the game where you have to answer questions they have about their card. If their card name isn't familiar to you and you don't know the specific answer they're looking for, allow another player to give the answer, or tell them to choose another question.

b. Keep your answers simple.

If there's an element of competition in your game, you'll want the answers other players receive to be as unhelpful as possible. Although you always have to be forthcoming with information, certain versions of the game allow for more than "yes or no" answers. If this is the case, you should try to get by telling them as little as possible about their answer. This

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[19] Andrew Wright, David Betterdge, and Michael Buckby. (2006).*Games for Language Learning*. New York:Cambridge University Press.p. 188.

includes attempting to make a poker-face when it comes to revealing how close a player is for guessing correctly. You can still have lots of fun and laugh, just try not to make expressions directly based on the competition.

c. Stay honest.

Be forthcoming with whatever answers you give. Honesty is the only way a game of "Who Am I?" can function. Even in the most competitive scenario, a single dishonest answer can skew someone's entire game. Give the other player the correct answer to every piece of information he's looking for.In certain silly circumstances, giving a player bad information may be seen as an amusing prank.

d. Play again.

You and your group may choose to play again once the other players have finished guessing their answers. If this is the case, you should make a new set of cards for people to use. Reshuffling and swapping the cards you've already used is an option as well, but since people will have seen all of the cards, a second round offers players the possibility of deducing their answer simply by looking at the cards of other players. Sessions tend to get more enjoyable once people have warmed up and have a positive social momentum going.[20]

After the student do guessing game, don't forget to give praise. The praise will make them enjoy and make motivation for them. In hadis, giving praise is important to increase motivation to more good again.

حَدَّثَنَا عَبْدُ الْعَزِيزِ بْنُ عَبْدِ اللَّهِ، قَالَ، حَدَّثَنِي سُلَيْمَانُ، عَنْ عَمْرِو بْنِ أَبِي عَمْرٍو، عَنْ سَعِيدِ بْنِ أَبِي سَعِيدٍ الْمَقْبُرِيِّ، عَنْ أَبِي هُرَيْرَةَ أَنَّهُ قَالَ، قِيلَ، يَا رَسُولَ اللَّهِ مَنْ أَسْعَدُ النَّاسِ بِشَفَعَاتِكَ يَوْمَ الْقِيَامَةِ؟ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، "لَقَدْ ظَنَنْتُ يَا أَبَا هُرَيْرَةَ أَنْ لَا يَسْأَلَنِي عَنْ هَذَا الْحَدِيثِ أَحَدٌ أَوَّلُ مِنْكَ لِمَا رَأَيْتُ مِنْ حِرْصِكَ عَلَى الْحَدِيثِ، أَسْعَدُ النَّاسِ بِشَفَاعَتِي يَوْمَ الْقِيَامَةِ مَنْ قَالَ لَا إِلَهَ إِلَّا اللَّهُ خَالِصًا مِنْ قَلْبِهِ أَوْ نَفْسِهِ." (رواه البخاري)

Meaning :

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[20] *Ibid*.p.127

Tell to us 'Abdul 'Aziz ibn 'Abdullah, he said to me, Sulaiman, from Amar ibn Abi 'Amar, from Sa'id ibn Abi Sa'id al-Maqburi, from Abu Hurairah, that he said, when he asked, "Ya Rasulullah! Who the lucky man can get your syafaat in the end of life? "Rasulullah said , "I am sure that Abu Hurairah nothing person ask this before you, Because I look you are so spirit for hadist. the lucky man can get your syafaat in the end of life is someone say "La Illaha illaallah" with heart"(H.R. Bukhari).[21]

2.3 The Nature of Speaking

Speaking is the process of exchanging or sharing information, ideas, and thoughts orally. We 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 uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. 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.[22]

Hughes states that speaking is fundamentally an interactive task; speaking happens under real time in processing constraints and is more fundamentally linked to the individual produces it. Speaking is the verbal use of language to communicate with others. Speakers use language to communicate their ideas, most speaking involves interaction with one or more participants. It means that effective speaking need to be able to progress language in their own heads and involves a good deal of listening, an understanding of how the other participants feeling, and knowledge of how linguistically to take turns or allow other to do so.[23]

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[21] *Antariksamuhammad.blogspot.co.id/2015/03/makalah-hadist-tarbawi-tentang-metode.html?m=1*

[22] Marihot Lubis. (2008). *Improving Students' Speaking Achievement through Group Discussion Method*. Medan.p.66

[23] Hughes. (2003). Testing for Language Teacher. Cambridge University Press.p.59.

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one consider everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

Speaking is one of the four language skills that is taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for the teacher to teach. Speakers talk in order to have some effect on their listeners. When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. In speaking, communication between two people should happen.

According to Brown & Yule in Nunan , spoken language consists of short, often fragmentary utterances in a range of pronunciation. It deals with the ability to convey meaning through words that have to be pronounced. There is often a great deal of repetition and negotiation of meaning between one speaker and another[24].

Thornburry states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for the detailed planning. Further, he adds the nature of speaking process means that the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people. Some people think that if they want to be able to speak fluently in English,

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[24] D Nunan., *op.cit*.p.72.

they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that.[25]

Speaking is a productive skill that can be directly and empirically observed , involving two people who are engaged in talking to each other, using language to express meaning so that other people can make sense of them.[26]
The standard of the successful language acquisition is the learners' ability to interact with others. Brown cites that when someone speak a language, it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

Harmer adds that speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communicative purposes, and they select from their language store.

According to the theories, speaking is the ability to express something through a spoken medium; speaking is concerning putting the ideas into words about someone's perception, feelings, and intentions to make other people grasp the message that is conveyed. People speak to other people to make communication run well. They have to speak to express their ideas about something. If they want something, they have to say it. It makes other people know what they want.[27]

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[25] M.. Pulverness Spratt and Williams. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.p.177.

[26] L. Cameron. (2001).*Teaching Language to Young Learners*.Cambridge: Cambridge University Press.p.40.

[27] J. Harmer. (2001). *The Practice of English Language Teaching*. Hongkong *:* Pearson Education Ltd.p. 271-275.

Hughes states that speaking is fundamentally an interactive talk; speaking happens under real time in processing constrains and it is more fundamentally linked to the individually who produce it. The classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener.[28]

The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process. This situation involving two people who are engaged in talking to each means sharing the understanding with each other.

The speakers deliver their intention in appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. The participants have the same knowledge so that the speaker's intended meaning will be easily delivered.

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

Meanwhile, speaking is a process 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:

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[28] Hughes. (2003). Testing for Language Teacher. Cambridge University Press.p.33.

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ۝

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."*[29]

(Q.S. Al-Baqarah:31)

Based on the verse above, it describes the teaching process that was given by Allah Almighty to Prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So, at least the verse show, that man was created in a state of not knowing anything (not knowledgeable).

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

So, According to me speaking is a process of sharing or exchanging ideas or information to the others using oral language and to send a message for the other one. The main purpose of speaking is not only interaction among people but speaking is to be able to give information coherently, clearly, and adaptively to the listener.[30]

2.3.1 Classroom Speaking Activities

An interesting classroom teaching activity has a contribution to create an enjoyable atmosphere and to relax the speaking teaching learning process. The following activities are more classroom speaking activities suggested by Harmer. They are most widely used by English teachers.

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[29] Yusuf Ali Abdullah, *English Translation of Al-Qur'an,* (Retrieved December, 2016), from www.alqur'an\English_Trans

[30] Togatorop. (2010). Improving Students' Speaking Achievement in Narative Text by Using Video. Medan : State University of Medan.

1) Acting From a Script

There are two kinds of acting scripts that should be considered by the teacher those are play scripts and acting out the dialogues. On the playing scripts, it is important for the students to treat it as a 'real' acting. The role of the teacher on this activity is becoming as if theatre directors, drawing attention to appropriate stress, intonation and speed. On acting the dialogue, rehearsing dialogues before the performance facilitates students to improve their speaking ability. In other words, the students gain much more from the experience on the process of rehearsal.

2) Communication Games

Game is the most effective and interesting activity to teach language to students. Game is also an activity with role. Thus, teachers should be careful in choosing the game. They have to choose the game which is appropriate to practice speaking. It should depend on an information gap. According to Bailey, "Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information". It means that in information gap exercise, one student must be in the position of telling another something that the second student does not know yet. The concept of information gap has become one of the most fundamental in the whole area of communicative language teaching. [31]

3) Discussion

Discussion is also one of good activities for teaching speaking. Bukart, suggests some ways for the teacher to succeed in the discussion done by their students. They are preparing the students, offering choices, setting a goal or outcome, using small groups instead of whole class

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[31] K.M. Bailey. (2003). *Practical English Language Teaching.* New York: Mc Graw Hill.p.56.

discussions, limiting discussion's time, allowing students to participate in their own way, doing topical follow-up and giving feedback on their grammar or pronunciation problems.

4) Prepared-talks

Prepared-talk is an activity where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared. However, if possible, students should speak from notes rather than from a script. Prepared-talk represents a defined and useful speaking genre, and if properly organized, can be interesting for both speakers and listeners.

5) Questionnaires

Another activity is questionnaires. It is useful because they ensure that both the questioner and the respondent have something to say to each other. Students can design questionnaires on any topics that are appropriate for them so that the teachers can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

6) Simulation and Role-play

Riddell states that this activity is the most often use in the class of speaking because it can be organized to any levels. Role-playing is a process oriented group technique in which students acts out or simulates a real-life situation. It is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. Students derive great benefits from role-play since simulating the real life encounter as if they were in the real world. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings.[32]

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[32] Jeremy Hammer. (2001). The Practice of English Language Teaching. England :Person Education Limited.p.46.

According to these theories, the classroom speaking activities proposed by some experts are almost the same. Teachers can choose an activity that is related to the topic and objective of the lesson. Every activity has its own advantages and disadvantages. If teachers want to use one of the activities, they have to consider the situation, condition of their students and the material that will be taught.[33]

2.3.2   The Element of Speaking

Speaking is not only about knowing the language itself. 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 applied in the language features. Among the elements necessary for spoken production are following:

1. Connected speech: effective speaker of English need to be able not only to produce the individual phonemes of English (as in saying/ would have gone). The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through constructions and stress patterning).

2. Expressive devices : native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and use paralinguistic features to show what they are feeling. The use of these

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[33] J. Harmer. (2001). *The Practice of English Language Teaching*. Hongkong *:* Pearson Education Ltd.p. 273.

devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

3. Lexis and Grammar : spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Speaker can make spontaneous speech by using a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4. Negotiation language : effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of hat we are saying. peaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.[34]

2.3.3 The Functions of Speaking

Numerous attempt have been made to classify the functions of speaking in human interaction. Brown and Yule in Richard J. C made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information's. [35]The further explanation can be seen from Brown and Yule's framework as follows:

1. Talk as interaction

Talk as interactions refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. The main features of talk as interaction:

   a) has a primarily social function

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[34] Bailey. (2003). *Practical English Language Teaching*. New York: Mc- Grew –Hill Companies, Inc.p.67.
[35] Brown. (2004). Language Assessment : Principles and Classroom Practices. San Francisco:Longman.p.276.

b) reflect role relationship

c) reflect speaker's identity

d) may be formal or casual

e) uses conversational conventions

f) reflects degrees of politeness

g) employs many generic words

h) uses conversational register

i) jointly constructed

2. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. For example classroom group discussion, making a telephone, asking direction, ordering food, etc. The main features of talk as transaction are:

a) It has a primarily information focus.

b) The main focus is on the message and not the participants.

c) Participants employ communicating strategies to make themselves understood.

d) There may be frequent questions, repetition, and comprehension checks, as in the example from the preceding classroom lesson.

e) There may be negotiation and digression.

f) Linguistic accuracy is not always important.

3. Talk as performance

This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The main features of talk as performance are:

a) A focus on both message and audience.

b) Predictable organization and sequencing.

c) Importance of both form and accuracy.

d) Language is more like written language.

e) Often monologue. [36]

2.3.4 The Speaking Achievement

Oxford state 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. [37]

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

There are several aspects that indicate students' speaking achievement. According to FSI in Fulcher they are accent, grammar, vocabulary, fluency and comprehension are the indicators. For further explanation are the indicators. For further explanation can be seen as follow:

a. Fluency and Coherency

This refers to how good the students are at keeping the talk at the right speed and how good they are at connecting their ideas together. This is fairly a general criteria which

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[36] *Ibid.*p.255.
[37] Lubis,*op.cit*.p.89.

includes evaluating the relevance of the candidate's answers. It also refers to the speakers need to be able to understand and follow the rules of language.

b. Lexical Resource

This refers to how much vocabulary the students have and how well they use it. As well as the rules of language at a word level, this criteria considers the communicating function of speech and social meaning of speech.

c. Grammatical Range and Accuracy

This refers to how many grammar the students have and how well they use them. As well as the rules of language at a word level, this criteria considers the communicative functions of speech.

d. Accent and Pronunciation

This refers to how well the students pronounce the language. The speakers need to be able to produce phonological language.[38]

In assessing speaking, the task that in this research is test of spoken language. As Brown asserts that task in the Test of Spoken English (TSE) designed to elicit oral production in various discourse categories rather than in selected phonological, grammatical, or lexical targets. The content of the specifications for the TSE represent the discourse and pragmatic contexts assessed in each administration , namely (1) describe something physical, (2)narrate from presented material, (3) summarize the information of the speaker's own choice, (4) give directions based on visual materials, (5) give instructions, (6) give an opinion, (7) support an opinion, (8) compare / contrast, (9) hypothesize, (10) function "interactively" , and (11) define.

Using those specifications, Lazaration & Wagner, examined 15 different specific tasks in collecting background data from native and non-native speakers of English; they are (1) giving a

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[38] Togatorop,*op.cit*.p.68

personal description, (2) describing a daily routine, (3) suggesting a gift and supporting one's choice, (4) recommending a place to visit and supporting one's choice, (5) giving direction, (6) describing a favorite movie and supporting one's choice, (7) telling a story from a picture, (8) hypothesizing about future action, (9) hypothesizing about a preventive action, (10) making a telephone call to the dry cleaner, (11) describing an important news event, (12) giving an opinion about animal in the zoo, (13) defining a technical term, (14) describing information in a graph and speculating about its implications, and (15) give details about the trip schedule. [39]

Based on the indicators of speaking achievement, we can see that Foreign Service Institute (FSI) had a high validity. Therefore the proficiency description of FSI in Fulcher is used to score the test.

Proficiency description	1	2	3	4	5	6
Pronunciation	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Table 2.1 FSI (Foreign Service Institute)

a) Pronunciation

1. Pronunciation frequently unintelligible (0).

2. Frequent gross errors and a very pronounce make understand difficult, requires frequent repetition (1).

[39] Luoma. (2009). Assessing Speaking. Edinburgh :Cambridge University Press.p.113.

3. Requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary (2).

4. No conspicuous mispronunciations, but would not take for a native speakers (3).

5. Native pronunciation, with no trace of foreign pronunciation (4).

b) Grammar

1. Grammar almost entirely inaccurate expect n stock phrase (6).

2. Constant errors showing control of very few major patterns and frequently preventing communication (12).

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding (18).

4. Occasional errors showing imperfect of some patterns but no weakness than causes misunderstanding (24).

5. Few errors, with no patterns of failure (30).

6. No more than two errors during the interview (36).

c) Vocabulary

1. Vocabulary inadequate for even the simplest conversation (2).

2. Vocabulary limited to basic personal and survival areas (time, food, transport, family, etc) (8).

3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics (12).

4. Professional vocabulary adequate to discuss special interest general vocabulary permits discussion of any technical subject with some circumlocutions (16).

5. Professional vocabulary broad and precise, general vocabulary adequate to discuss special interest general vocabulary permits discussion of any technical subject with some circumlocutions (20).

6. Vocabulary apparently add accurate extensive at that of an educated native speakers (24).

d) Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible (2).

2. Speech is very slow and uneven except for short or routine sentence (4).

3. Speech is frequently hesitant and jerky, sentence may be left uncompleted (6).

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words (8).

5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness (10).

6. Speech on all professional and all general topics is an effortless and as smooth as native speakers (12).

e) Comprehension

1. Understands too little for the simplest type of conversation (4).

2. Understand only very simple speech on common social and touristic topics, require constant repetition and rephrasing (12).

3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing (12).

4. Understand quite well normal educated speech directed to him, but requires occasional repetition and rephrasing (15).

5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech (19).

6. Understands everything in both formal and colloquial speech to be expected of and educated native speakers (23).

2.3.5 The Teaching of Speaking

Speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics. That requires the teacher to give guidance for the learners' needs. Freemen states that the goal of Communicative Language Teaching (CLT) is to enable students to communicate in the target language. To do this, the students need the knowledge of the linguistic forms, meanings and function. They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must be able to choose among the most appropriate form, give the social context and the roles of the interlocutors. They also must be able to manage the process of negotiating meaning with their interlocutors.[40]

Brown argues that in planning and implementing techniques in the interactive classroom, teachers need to make sure that their students can deal with types of spoken language.[41] Moreover, Nunan in Brown states that much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course. In teaching oral

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[40]Thornbury,*op.cit*.p.167.

[41] Brown,*op.cit*.p.269

communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.[42]

Harmer gives some important points related to the teaching of speaking. They are the students' reluctance to speak and take part in the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including:

a) Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

b) The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.

c) Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.

d) Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.[43]

B. Related Studies

Speaking is a basic means of human communication. In the EFL teaching and learning, it has often been viewed as the most demanding of the four skills. There are many factors that may cause speaking to be difficult for most students and also for the teacher. Some of them are related to the students' limited encounter with spoken languages and also opportunities to practice it orally. On the other hand, the teachers also face the difficulties of finding the

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[42] *Ibid*.,p.250.
[43] Harmer,*op.cit*.p.345.

appropriate activities that can support the English speaking learning process in their class. As a result, often there are not any significant improvements in the students' speaking skill.

Generally, in Indonesia, junior high schools students are those students in the range of ages of 12 to14. This range of ages up to 17-18 years old is embraced under the term "teenagers" or "adolescents". There are some teenagers characteristic in maturity that influence language learning such as the teenagers start to keep still for longer periods but still need to move, the teenagers begin to learn in an abstract way, the teenagers are sometimes uncomfortably aware of themselves and/or their action. According to Brown, the "terrible teens" are an age of transition, confusion, self- consciousness, growing, and changing bodies and mind. Therefore, it will need a very special set of consideration in teaching teenagers.[44]

As discussed above, teaching media is one of the most important elements affecting the English teaching and learning process including teaching speaking. The application of an appropriate teaching media such as using games is very essential in determining the success of the teaching and learning process. In speaking, the appropriate games can give a lot of opportunities to practice pronunciation and communication ability. In other words, students will get knowledge or input from games.

There are many principles for teaching speaking which should be considered before applying a particular teaching strategy. Speaking is not a passive activity, so the teacher should give the students opportunities to develop their fluency and accuracy. In this case, guessing games can arouse students' motivation in learning. They also creates a learning atmosphere which is full of encouragement and positive group relation. During the learning process, students are led to help each other in groups. They also motivate and encourage each other to make a

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[44] *Ibid.,*p.92.

maximum effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group.

As students' speaking ability is very important in the teaching and learning process, the collaborative work to increase this in English learning is then necessary among related research team members such as the English teacher and the researcher. By using action research, students' skills in the speaking English lesson can be improved. This needs to be justifi.[45]

C. Conceptual Framework

Teaching is the process of giving instruction to do something to someone. Teaching is one of ways to transfer the knowledge and information. In teaching a subject matter, teacher is required to be more creative and have various kinds of media to enhance students' speaking mastery. The media purposed for improving speaking skill. The media can be used to help teaching learning process to help student understand. The media will not just make student understand but can them to practice the theory.

Speaking is active skill and it is also an active process. Speaking is a productive skill that can be directly and empirically observed , involving two people who are engaged in talking to each other, using language to express meaning so that other people can make sense of them.[46]Speaking is very important but it is not easy to teach students to be able to speak English. In this case, the teacher is asked to choose appropriate media that can be used to help teaching learning process to help students understand the material well. One the media that can be used is game.

The application of an appropriate teaching media such as using games is very essential in determining the success of the teaching and learning process. In speaking, the appropriate games

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[45] Nunan. (2001)*. Language Teaching Methodology.*London: Longman.p.251
[46] L. Cameron. (2001),*op.cit.*p.40

can give a lot of opportunities to practice pronunciation and communication ability. In other words, students will get knowledge or input from games.

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[47] Games is one of creative media can improving speaking skill. Games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students.[48]

Guessing game is one of creative game to improving speaking skill. Guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. Guessing games are designed to be implemented in the English teaching and learning in speaking lesson. The concept of guessing games which give priority to students' involvement and cooperation during the learning process, gives benefits for the students to improve their speaking motivation, confidence, independence, and social skills. Besides, guessing games also help the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process in speaking.

Based on the theoretical and conceptual framework, it is hoped that students' speaking skill is higher by using guessing game who am I.

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[47] Andrew Wright, David Betteridge and Michael Buckby, (2006).*Games for Language Learning ,op.cit*.p.1

[48] G Lewis. (1999).*Games for Children*.New York. Oxford: University Press.,*op.cit*.p.28.

D. Hypothesis

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows:

H_0 : There is no correlation between guessing game who am I technique and student's speaking skill.

H_a : There is a correlation between guessing game who am I technique and student's speaking skill.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into five parts. They are: type of the research, research setting, data collecting procedure, data validity, the analysis of the data, and procedure of the research. Each of them will be presented in the following discussion.

3.1 Type of Research

This study is an action research study. Burns defines action research as the application of fact finding to practical problem solving in a social by involving the collaboration and cooperation of researcher, practitioners and laymen.[49] In this research, she and the other members solved the practical problem of teaching learning process by giving appropriate methods involving the collaboration of the researcher, participants and practitioner. Therefore, she collaborated with the students, the English teacher, and the principal of MTS Islamiyah YPI Batang Kuis to solve the practical problems found. Kemmis and Mc Taggart in Mc Niff states that action research is: "A form of collective self-reflective enquiry undertaken by participant in social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out."[50]

Burns defines that action research is contextual, small-scale and localized. It implied that doing action research, a researcher identified and investigated problems in a specific situation. The purpose of the action research was to make changes and improvement.[51]

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[49] A. Burns. (1999). *Collaborative Action Research for English Languange Teachers* Cambridge : Cambridge University Press.p.30.

[50] Kemmis and MC Taggart. (1988).The Action Research Planner. Victoria: Deakin University.p.77op

[51] Ibid.,p.30.

In doing the research, she used any tools or methods to give contributions to schools and to solve the problems encountered in the schools. Related to this study, she used games as the research's tools to improve the teaching learning process of the seventh grade students of MTS Islamiyah YPI Batang Kuis. However, because the principle of action research was very problem-focused in its approach and very practical in its intended outcomes, the researcher only focused on the improvement of the students' activities in teaching learning process through the use of guessing games based on the observation in the earliest stage of the research.[52]

3.2 Research Location

The population of the research was drawn from the students of eight grade of the MTS Islamiyah YPI Batang Kuis in the academic year of 2016/2017. It is located in Jl. Mesjid Jamik Dusun 1 No. 59 Desa Bintang Meriah Kecamatan Batang Kuis. The participants of the research were the eighth grade students of MTS Islamiyah YPI Batang Kuis. There were 2 side of the eighth grade students. There are VIII-1 and VIII-2. The eighth grade students in class 1 were chosen as the data resources with the hope the English teacher still could apply the action to the other classes whose students have almost the same characteristic as students in class 1. There were 32 students in class VIII-1. They were about 13 to 14 years old. Most of them came from middle economical background.

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[52] J. Michael Wallace. *Action Research for Language Teacher* (Cambridge: Cambridge University Press. 1998).p.15.

3.3 Population and Sample

1. Population

Population is all members of the research subject.[53] Population is all individuals from whom the data are collected. In this research, the population was the tenth grade of MTS Islamiyah YPI Batang Kuis. There were three parallel classes and the total number of the students was 63.

Table 3.1

The Population of Research

Number	Class	Students
1	VIII-1	32
2	VIII-2	31
	Total	**63**

2.   Sampel

Samples are taken from the entire portion of the object studied and considered to represent the entire population. According to Issac and Michael obtained from table to determine the number of samples with significance of 25 then a sample of 23 people.[54] In this research, the writer will take 32 students from 63 students. The writer uses the random sampling to get the research.

Table 3.2

The Sample of Research

Number	Class	Students
1	VIII-1	32

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[53] Suharsimi Arikunto, (2006), *Prosedur Suatu Penelitian Suatu Pendekatan Praktik,* Jakarta: Bina Aksara, p:130

[54] *Ibid.*,p:130-131

3.4 Data Collection

In obtaining the data, the researcher played the role as observer. She observed the teaching and learning process in the classroom. The teacher was the one who implemented the actions that were decided together. The data was obtained from observation of other participants of the research. She also used questionnaires and interviews. The forms of data were interview transcripts, field notes, and document.

3,5 Data Validity

To fulfill the validity of the research, the researcher followed four criteria proposed by Burns. They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and nation actions leading to outcomes achieved within the research context. Process validity is related to the response of the stakeholders towards the changes occurring to themselves. Finally dialogic validity is the process of peer review which is commonly used in academic research. [55]

In this research, the democratic validity is assessed by having discussion with member of the research, namely the students, the teachers, the principal and the observer. During the discussion she let them give their ideas, comments, and suggestion toward the research. The outcome validity is assessing when she found the action have done lead to findings that solve the problem. This validity depends on the process validity. To assess the process validity, she examined the data and identify whether the participants were able to go on learning from the process. Then she modified the changes occurring during and after the action done. This was to assess the catalytic validity. And the last was dialogic validity. This validity is to assessing by having dialogue with the observer, the teacher and the school principal to review the value of the

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[55] *Ibid.*,p.161.

action. Besides, the researcher also had a conversation with other research practitioners about the research findings.

3.6 The Procedure of Action Research

There are some different models of action research. This action research uses the Kemmis and Mc Taggart model as quoted by Burns. There are four essential points in the action research. They are planning, action, observation, and reflection. Those are fundamental steps in a spiraling process. Through those steps, the participants are responsible to:

a) Develop a plan to improve what is happening.

b) Act to implement the plan.

c) Observe the effects of the action.

d) Reflect on these effects for further planning.[56]

The procedure of the research in using guessing games activity to enhance speaking skills for the eighth grade students of MTS Islamiyah YPI Batang Kuis begins with determining the thematic concern on the reconnaissance is followed by planning, implementing, and doing reflection and these whole steps are done in two cycles. The processes in action research can be shown in the schema below:

[56] B. Burns. (1995*). Introduction to Research Method.* Australia: Longman.p.32.
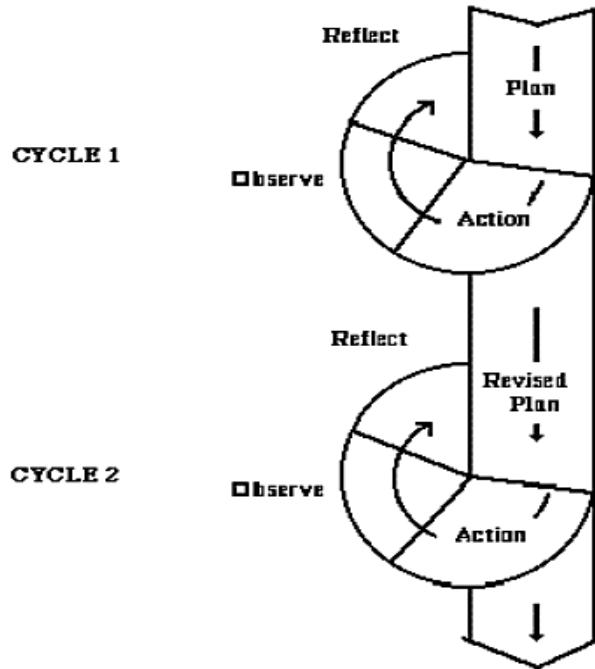
Figure 1 Steps of an Action Research

According to Kemmis and McTaggart in Burns (2010).

a. Determining the Thematic Concern on the Reconnaissance

   1) Identifying the field problems

      To identify the obstacle and the problems, the researcher did the observation, gave questionnaires to the research members and did interviews with the research members.

   2) Making a list of problems

      The researcher and other research members made a list of problems and then classified them into three categories, namely serious, fair and unserious.

   3) Selecting the problems

      After identifying the problems based on the difficulty, then the researcher and other research members selected the feasible problem to be solved collaboratively.

b. Planning

After choosing the problems, the researcher made some possible plans of actions to overcome the problems. In this planning, the researcher and the teacher also made a plan for sharing the work. In this step, she made a course grid, lesson plan, the materials, and the research instruments were prepared.

Course grid was consulted by the constructor. Here, the descriptions of the teaching and learning process were detail so that the readers could understand what she would do in the class. Every step explained clearly and systematically. Then the lesson plans were made based on the course grid. Lesson plans were used as scenarios of the teaching and learning process. The ideas and suggestions from the other research team members were obtained through discussion. Then, the researcher and the other research team members made an agreement on what actions that will be implemented and the time schedule to conduct the actions.[57]

The plans per cycle are described as follows:

1) Cycle 1

a. Planning

In planning the first cycle, the researcher considered the materials which would be taught by reviewing the basic competency. She planned to have guessing games in this cycle in four meetings. In this stage, she decided the guessing games by considering the theme of the lesson, the language functions included in the songs, and the teaching techniques. Furthermore, the handouts were also designed based on the language functions. They were "descriptive guessing games" in the topic of personal life and "hangman" guessing game to the topic things in the classroom. There were also used songs "part of the body" and "Can I have a pen" based on the language functions. The topics of the materials were chosen from

[57] 57 Kemmis and MC Taggart. (1988). The Action Research Planner. Victoria: Deakin University.p.98

syllabus that was used by the teachers. They decided to teach two language functions in different topic, describing people and asking and giving things.

b. Action

Action was the process of doing things. It was the implementation of planning. The researcher was flexible and welcome to the situation changing in the classroom. Thus, the action was dynamic.

In this phase, the researcher presented and practiced what had been planned in the lesson in the classroom. The researcher brought and showed the media to students. The researcher will try to introduce about guessing game. After introduce, the teacher explained the procedure of guessing game and divided students in to some groups. The teacher will ask them to choose the one of them to be their captain and as speaker to. After that, one by one group will try to answer the correct. The group have much point will be a winner.

c. Observing

Observing was purposed to find out information of action, such as the students' attitude during the teaching learning process and to record how well the process of teaching and learning is. Thus observation was done through diary note and observation sheet. Diary note focused on the activity of students. Every activity of students related to the scenario of teaching and learning process was put on diary note. Teacher checklist focused on the activity that would be applied by researcher related to applying guessing game.

d. Reflection 1

Reflection was a feedback process from the action, which had done before. Reflection had evaluative aspects to evaluate the effect of spacious issue and suggested the way to handle it.

In this stage, the researcher and the collaborator discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

2) Cycle 2

a. Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle. Based on the reflection of the actions in Cycle I, some actions plans were made by the English teacher and the researcher to improve the result in Cycle 2. The researcher and the English teacher discussed and prepared the activity and the instrument needed in the implementation. The activities were using pictures and applying some actions to minimize the students' disruption behaviors. The implementation, evaluation and reflection.

The research team observed the students' speaking skills during the teaching-learning process. The activities such as described the job, discussed the picture in groups, reported the result of the discussion, perform a monologue of a descriptive text in front of the class individually. The researcher and the English teacher evaluated and made some reflections to find the significance of the action plans 2 in improving the students' speaking skills.

b. Action and observation cycle 2

As what the researcher did in the second stage of the first cycle, in this stage she implemented the revised method decided in the planning session, and observed its progress.

The mistakes, weakness, changes and improvements were recorded as a consideration to draw the conclusions about the whole teaching and learning process.

c. Reflection 2

In this stage, the implementation and observations of the cycle 2 were reflected in the discussion between the researcher, the teacher and the collaboration. Furthermore, the whole problems, solutions, changes and improvements made in cycle 2 were discussed to draw the conclusion about the overall teaching and learning process.

d. Implementation

The planned actions agreed were then performed in the classroom. The researcher observed and wrote the change of the students' writing ability in the teaching-learning process including obstacles that accrued during the activity. The result of this observation was used to be evaluated in the next step.

e. Evaluation

The researcher and the other research team members analyzed some changes of the students' skill during the implementation. They identified the influences of the implementation actions to the students' skill. In this research, the result was not statistically used but descriptively. It was only identified whether the actions were successful or not by observation and interview. The students' performance tests are scored by using the speaking rubric proposed. The result of the students' speaking performances was analyzed to know whether or not there was any improvement on the students' speaking skills.

Based on the result, the researcher and the other research team members identified the success of the actions, the possibility to improve the action responses and giving suggestions

from the other research team members for this evaluation. The result of this evaluation was used for reflection on the next step.

f. Reflection

At the end of every cycle, all members involved in the research held a discussions about the whole process of the actions. Each member contributed perceptions, suggestions and ideas that were important for the next cycles. Thus, the result of the reflections was used as consideration for planning the actions in the actions in the next cycle. The actions considered to be successful were continued in the next teaching learning processes. Meanwhile, the actions considered to be unsuccessful were revised or changed with other suitable ones.[58]

3.7 Scoring of Speaking

There are five categories of speaking assessment adapted from FSI proficiency rating, namely accent, grammar, vocabulary, fluency, and comprehension. Each category is rated on six point scale. The highest score possibly acquired is 99 if a student gets the highest point in each category.

The categories are following

a) Accent

1. Pronunciation frequently unintelligible.

2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

3. "Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

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[58] [58] Kemmis and MC Taggart. (1988). The Action Research Planner. Victoria: Deakin University.p.123.

4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.

5. No conspicuous mispronunciations, but would not be taken for a native speaker.

6. Native pronunciation, which no trace of "foreign accent".

b) Grammar

1. Grammar almost entirely inaccurate except in stock phrases.

2. Constant errors showing control of very few major patterns and frequently preventing communication.

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

4. Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.

5. Few errors, with no patterns of failure.

6. No more than two errors during the interview.

c) Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)

3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics

4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker

d) Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slowly and uneven except for short or routine sentences.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

6. Speech is on all professional and general topics as effortless and smooth as a native speaker's.

e) Comprehension

1. Understand too little for the simplest type of conversation.

2. Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing.

3. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.

4. Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.

5. Understands everything in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech.

6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Table 3.8

Oral Proficiency Scoring Rating

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total Score						

3.8 Technique of Data Analysis

This research applied two forms of the data. The first was words (qualitative) and the second was number (quantitative). The qualitative data were obtained from questionnaire, the interview with the students and the teacher. Meanwhile, the quantitative data were obtained from the students' average scores in the speaking tests which were obtained from pre-test, progress test, and post-test.

The qualitative data obtained from the questionnaire, the interview with the teacher and the students about the teaching and learning process of speaking by using the electronic media and the classroom observations during the implementation were analyzed qualitatively. The qualitative data analysis consists of three activities that are data reduction, data display, and conclusion drawing. In this research, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion could be made

based on the data descriptions. The result of this analysis helped in predicting the impact of the action.

Meanwhile, the quantitative data from the speaking test were analyzed by used descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning improvement before and after applying the electronic media. The statistics used in the computation was the mean which is the average score by the subjects of the research. From the results of the speaking test, the students' progression level was identified.

The data collected were analyzed from field notes and interview transcript during the research. To obtain then trust worthiness, she applies triangulation suggested by Burns, that triangulation is one of the most commonly use and best known ways of checking for validity. It is aimed to gather multiple perspectives on the situation of study. In addition Burns in Burns states that triangulation is a way of arguing that if different methods of investigations produce the same result then the data are likely to be valid.[59]

To find out the class mean score in each cycle, the following formula was applied

$$\overline{X} = \frac{\sum x}{n}$$

X : Mean
$\sum$: sum (or add)
x : Individual score
n : Number of students

To categorize the number of competent student, the following formula was applied

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of student getting score 65

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[59] Ibid.,p.163.

R = Number of student getting score 65

T = Total number of student taking the test [60]

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[60] Sukardi,(2001),Metodologi Penelitioan Pendidikan: Kompetensi dan Praktiknya, Jakarta : Bumi Aksara. p.67

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Reconnaissance

To identify the existing problem, the researcher had a discussion with the English teacher of the eight grade students at MTS Islamiyah YPI Batang Kuis. To clarify the understanding about the problems existing in MTS Islamiyah YPI Batang Kuis, observation and interview was conducted on 17th July 2017. The observations revealed that in the English teaching learning process the teacher tended to use the course book without applying various sources. The teacher did not use various media. He seldom used English in the class to make the students get used to listening and responding his instruction in English.

Furthermore, after having some discussions with the English teacher, the researcher identified some problems that occurred in MTS Islamiyah YPI Batang Kuis. There are 8 identified problems. Those problems are stated as follows:

a. The students had low motivation to learn and to speak in English.

b. The students were shy and afraid to speak in English.

c. The students' vocabulary mastery was still low.

d. Some students tended to be noisy during the teaching and learning process.

e. The students were not familiar with classroom English during English classes.

f. The English learning-teaching activities were monotonous.

g. There were limited media used in the English learning-teaching process.

Table 4.1

The Field Problem of the English Teaching and Learning Process

In the class VIII-1 of MTS Islamiyah YPI Batang Kuis

NO	Problem Found	Indicators
1	The students had low motivation to learn and to speak English.	1) Some students did not answer the questions asked by the teacher. 2) Some students did not do the activity given by the teacher.
2	The students had difficulties in following the lesson.	1) The teacher explained the materials more than once. 2) Some students gave the wrong answers when the teacher asked them some questions.
3	The students were shy and afraid to speak in English.	1) Some of the students kept silent when being asked by the teacher. 2) When the teacher asked the students why they kept silent in the speaking process, they said that they kept silent because they were shy and afraid of making mistakes
4	The students' vocabulary mastery was still low.	1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5	Some students tended to be	1) Some students chatted with their friends during the

	noisy in the teaching and learning process.	teaching learning process. 2) Some students walked around the classroom instead of working on the task.
6	The students were not familiar with classroom English in the English learning teaching process.	1) The students asked the teacher to translate some classroom English that was used by the teacher. 2) The students asked the teacher to use Bahasa Indonesia
7	The English learning teaching activities were monotonous.	1) The teacher only asked the students to read some texts. 2) The teacher only give test like translate some sentences or story on the text book.
8	There were limited media in teaching and learning process without any other media	1) The teacher only used one course book 2) The teacher had not any other media or creative learning like game or sing.

From the table above, it could be seen that the activity of teaching and learning did not run smoothly because it is, in teaching and learning process the teacher always use the monotonous way in teaching the students, moreover teacher gives less opportunities for students. In that class, students became less enthusiastic to learn English especially in speaking.

After the field problems were identified, the research members weighed the problems based on the urgency level. They collaboratively to categorize the problem identified. Based on the discussion among the research members there were ten urgent problems. These problems were taken because they influenced other problems and needed to be solved soon. The English

teaching learning process would increase if those problems were minimized. The urgent problems are presented in the table below.

Table 4.2

The Urgent Problems of the English Teaching and Learning Process In the class VIII-1 of

MTS Islamiyah YPI Batang Kuis

No	Problems	Code
1.	The students were not enthusiastic in the learning process.	S
2.	The students got bored during the lesson	S
3.	The students were nervous to speak in English	S
4.	The students were afraid of making mistakes when they spoke in English.	S
5.	The students' involvement in the English teaching learning process was low.	S
6.	The teacher could not handle the students well	T
7.	The teacher did not use the interesting and effective teaching media in teaching learning process.	T
8.	The teacher did monotonous activities	T
9.	The teacher did not give the opportunities to the students in speaking English	T
10.	Songs, games, and stories were rarely applied in teaching English.	T

T   : Teacher

S   : Students

The research members selected the problems based on the feasibility to solve regarding the time, funds, and energy of the researchers. They selected the problems which were most solvable. The problems are as follows.

Table 4.3

The Problems Most feasible to be solve of the English Teaching and Learning Process In the class VIII-1 of MTS Islamiyah YPI Batang Kuis

NO	Problems	Code
1.	The students were not enthusiastic in the learning process	S
2.	The students got bored during the lesson	S
3.	The students' involvement in the English teaching learning process was low	S
4.	The teacher did monotonous activities	T
5.	The teacher did not give the opportunities to the students in speaking English	T
6.	Songs, games, and stories were rarely applied in teaching English.	T

After determining the feasible problem needed to be solved soon, the research members did a pre-requisite analysis to find the cause- effect relationship between the problems and the action implemented. The result of the discussion among the research members about the pre-requisite analysis on the field problems could be seen in the following table.

Table 4.4

The Pre-Requisite Analysis of the Field Problems Feasible to Solve in the Teaching and

Learning Process In the class VIII-1 of MTS Islamiyah YPI Batang Kuis

No	Problems	Code
1.	The students were not enthusiastic in the learning process.	S
2.	The students got bored during the lesson.	S
3.	The students' involvement in the English teaching learning process was low	S
4.	The teacher only used a LKS book as the teaching resource monotonously.	T
5.	Songs, games and stories were rarely applied in teaching learning English	T

The teacher use LKS too much. As the result, the activities were monotonous. It caused the students to get bored easily during the English teaching learning process so the students' involvement in the English teaching learning process was low. Songs, games and stories were rarely applied in teaching learning English. Therefore, the lesson is not fun so that they did not focused on the lesson and lose their attention easily.

Based on the identification of the most important that needed to be solved soon and discussion among the research members, the research team agreed that those problems were related to speaking. In this research the researcher wanted to improve the students speaking skills through interesting ways so the students could enjoy the teaching and learning process.

Regarding interesting speaking teaching and learning, at the time the research team had three options to improve students' speaking skill. There were 2 actions that were planned as the result of the discussion.

1. Using Guessing Games during the production stage as the main activities.

The use of guessing games in the production stage was proposed by the researcher. It was aimed at improving the students' involvement that led to the students speaking improvement. As the students usually played guessing games in that spare time, making use of guessing games would bring fun atmosphere of their playing word into the classroom.

The guessing games also provided a context related to when and where language function would be used. The students were expected to participate actively in the speaking activities and not shy to speak up or afraid to make mistakes. It could sustain the speaking practice among the children. Different guessing games with different topics would be applied to avoid student's boredom.

2. Using classroom English to make the students more familiar with simple expressions.

The researcher and the teacher planned to use classroom English during teaching and learning process. The purposes were to introduce the students to simple expressions used in the classroom and to make the students more familiar with English. By using classroom English Instruction, the students would be familiar with the expressions and would be able to use later. Classroom English Instructions was used in opening the lesson, such as greeting the students, asking the students condition and checking the students' attendance.

4.2 Report of Cycle 1

4.2.1   Planning of Cycle 1

Considering the problems identified, the researcher and the English teacher planned to implement guessing games. By implementing this technique, it was expected that the students' problems would be solved.

Table 4.5

The problem and the expectation in the Teaching and Learning Process In the class VIII-1

of MTS Islamiyah YPI Batang Kuis

No	Problem	Expectation
1	The students were not enthusiastic in the learning process.	The students would have enthusiastic to learn English in the class especially for speaking lesson.
2	The students got bored during the lesson.	The students would be interested in learning English in the class.
3	The students were nervous to speak in English.	The students would be felt enjoy to speak English.
4	The students were afraid of making mistakes when they spoke in English.	The students would be brave when they were speaking in English.
5	The students' involvement in the English teaching process was low	The students' involvement in learning speaking lesson would be increasing.
6	The teacher could not handle the	The students would be focus in learning

	students well	English.
7	The teacher did not use the interesting and effective method in teaching and learning process.	The teacher would make the interesting and effective method to increase the students' speaking.
	The teacher did monotonous activities.	The teacher would make the students enjoyable to learn speaking English in different activities.
	The teacher did not give the opportunities to the students in speaking English.	The teacher would give the opportunities to the students in speaking English.

Therefore, she did the action in two meetings in this cycle. The actions are as follows:

a.   Using guessing games like who am I as the main activities and materials.

b.   Using media in the teaching learning process.

4.2.2 Action and Observation of Cycle 1

The actions of cycle 1 were implemented on Monday 17 July, Wednesday 19 July, Friday 21 July, and Monday 24 July 2017. The complete description is provided below:

a. Description of Guessing Games

This first meeting was conducted on 17 July, 2017. The actions applied in the first meeting using games, media, and songs. She acted as the teacher and the English teacher becomes the observer. After the action had been done, she gained some opinions from the

observer and students. These are descriptions of the action in the first meeting. The theme was describing someone. In this meeting, the teacher focused on making:

a) Students able to pronounce the words related to the physical appearance correctly, and

b) Students able to describe someone.

The first actions the researcher focused on intensifying the use of classroom English and using guessing game on this research. In the first meeting, she used English for greeting, leave taking, giving instructions and presenting the materials. She used simple sentences to make the students remember and respond to the teachers' question and instruction. It could be shown when the teacher greeted the students and they answered well.

R: Good morning class?

S: Good morning.

R: Good morning everybody?

S: Good morning Miss

R: How are you today?

S: I am fine

The researcher also used English to check the students' attendance by calling their names. When the teacher asked" who is missing today?" a student answered" no one" and some students were looking at each other and said " gak ada". For the leave taking, students did not respond to the teacher's utterances well. When the teacher said" OK class, time is over and see you next week", the students kept silent and talked to each other. She repeated loudly, "see you class" and they answered "see you miss" .The teacher's repetition and loud voice could give good influences to the students' responses. They could listen and respond to the teacher.

Before explaining the material, the teacher asked the students to answer the simple questions like (1) how do you look like? Do you have a pointed nose or flat nose? (2) Are you tall or short? Thin or fat? (3) How about your sister or your brother? What does he or she look like? Almost all of students became noisy because they did not understand the questions.

Then, the teacher translated into Indonesian. After knowing the meaning of the teacher's questions, the students became enthusiastic to answer. The teacher then explained how to describe someone. The teacher was giving materials by using pictures related to the topic. When the teacher showed the pictures, the students became enthusiastic, they began to mention the names of objects in the pictures "eyes, nose, hands, etc". Then, the teacher gave expressions of asking for describing someone to the students "What does your sister or brother look like?" Besides that, she also gave an explanation on how to respond such as "my sister has black eyes, black and wavy hair, and she is also tall and thin". Most all of students paid attention to the teacher's explanation.

After giving the example, the teacher chose one student. Then, she asked him or her to describe his or her classmate. These activities were conducted until the time was over. Because the activities were not enough for one time, the teacher continued the activities in the second meeting on 19 July 2017. In this section, the researcher used the first guessing games in the end of the lesson. When the students became noisy, the teacher used guessing games to handle the class. The researcher gave the students a simple instructions about the game. The students responded to the teacher's command appropriately and did the game with fun. They were made many questions to the teacher about the game. It means that the game could encourage the Students to pay attention to the teacher's explanations and instructions. The teacher then divided students into small groups consisting of six students in each group. Some students could choose

their own friends to make a group, and then the teacher gave the guessing to each group. Next, the teacher began giving the rules of the guessing game to the students; the name of guessing game was description guessing game. The aim of using this guessing game was the students were able to describe someone by telling someone's physical appearance. The rules guessing game were:

1) The students' asks to make a group of five or six.

2) Each group gets an envelope.

3) There was a famous figure picture in the envelope that they recognized well.

4) Every group should describe the picture as the clues for the others without mention who he / she.

5) The teacher asked the students to presents the picture in front of the class.

6) Then the other groups guessed who is he / she directly or they might ask questions to the perform group related the clues.

7) If they got the answer, the game was over. In the end of the game, the group that had got the answer more than the others, they will be the champion.

During the game, the class became a little bit noisy. Most of students looked interested in playing the game with their friends. The teacher walked around the class to monitor the activity process.

From the game activities, some students became nervous and unconfident, but the teacher motivated them. Finally, the teacher led the class discussion after all of the groups presented their pictures. Almost all students were involved to this learning activities actively. The group that became the winner was very happy. After some minutes, the time was over, and the teacher closed the lesson with giving any reviews about the material.

b. Guessing game Who am I

This third meeting was carried out on 21 July 2017. In this meeting, the material was telling the things around the school and the aim of this material was the students were able to tell asking and giving for goods. Before discussing the new material, the teacher used a song to help her encourage the students' motivation in speaking English. The action song was used to create fun atmosphere in the class. The first song was" Can I have a pen?". It was sung to warm up student and gave them spirit to do the game. The teacher sang the song while she gave models to the students and they followed the teacher's actions. It could be seen from the field note.

R: Do you like singing?

S: Yes. Miss..(They answer)

R: Do you want to sing a song?

S: Yes..

R: Now everybody stand up and follow me.

Can I, can I can I have a pen?

Sure, sure, sure, sure. Here's a pen

Can I, Can I, Can I have a book?

Sure, sure, sure, sure. Here's a book

To introduce the topic that day, real things, such as a book, a pen, a pencil, an eraser were used. The students were asked about what they brought to school. Some of them mentioned what they brought in English but the pronunciation of some words was still uncorrected. Their pronunciation was corrected by the teacher and the students repeated after her without being asked. In presenting the language function, English was directly used with the help of gesture and reality. Here is the field note describing her presentation.

The researcher took things she brought into the classroom, such as a pencil, an eraser, a ruler. She showed them one by one pronounced the name and had the students repeat after her. She intentionally left a book and asked the students, "is there anything else I should bring to school?'. The students looked confused. She repeated, "I bring a pencil (showing a pencil). I bring a ruler (showing a ruler). I bring those things (pointing to the table where the things were). What do not I bring? (shaking her head) one of the student said " book" with hesitation. Then the other shouted too. "great.. Really good". Said the researcher, I don't bring a book (shaking her hand). Can I have a book?". The students only answer yes together.

Then the teacher began to give the material by showing pictures to the students and asked to the students to tell the pictures that they showed. The students were very enthusiastic. They mentioned the pictures in Indonesian not in English. Beside, showing the pictures, she also gave explanation about how to asking for good and giving the goods. To check the students' understanding the teacher asked the doll as model to answer the simple question. Then, she asked the students to practice by themselves to speak loudly. When it was enough, she asked the students to practice with her/his partner. After some minutes, the time was over and so the teacher closed the lesson with giving any reviews about the material.

The activity was continued in the fourth meeting on 24 July 2017. In this section, the students did the second guessing game. The name of the guessing game was '' Guessing Game Who am I''. The aim of this guessing game was the students were able to tell the things around the school. The steps before playing the guessing game were the same as those of the first guessing game. The researcher asked the students to make a group consisting of six students. Then, she gave Guessing Game Who am I to each group. After that she explained the rules of the game.

The rules of Guessing Game Who am I are:

1) Customize the theme and rules to best suit the people you're with.

2) Questions should only be answered by "Yes" or "No". Anything more complex risks spoiling the game's challenge. Unless you're playing in a competitive context, you should allow everyone a chance to figure out their answer.

3) The "Who Am I" game doesn't have any mandatory rules you need to follow. Rather, it is meant to be customized according to the desires of whomever's playing.

4) Make a group. The minimum number for a game of "Who Am I?" is 2, but 6 to 8 players is the recommended number of players.

5) You should pick a theme that will interest your group the most. Historical figures, countries and bands are all possible themes you can choose.

6) Make cards with someone else. That way, you won't have an unfair advantage by knowing all of the cards. You may write it on a regular piece of paper and attach it to someone's back as well.

7) Include some information on the name card. Before delivering the cards to other players, it may be helpful to advise that some basic info be included on the card beside the name. If the players don't have much knowledge overlap, include a few words about what he, she, or it is on the card alongside the answer.

8) Stick the post-it note to your forehead

9) Start with broad answers and form specific questions based on your running deduction. After that state your answer and answer the other players' questions. Keep your answers simple.

10) If they got the answer, the game was over. In the end of the game, the group that had got the answer more than the others, they will be the champion.

The students were very happy to play the game because Guessing Game who am I was easier than the first guessing game. They were not afraid and shy to speak, so the activity was lively. The teacher then finished this game and announced that group that became the winner. All students clapped their hands. Because it was still enough to do interview, the teacher used it to interview the students about the both guessing games. Finally the teacher closed the lesson because the bell rang.

After implementing guessing game activity, the research members planned to give the first test in the cycle 1. It was given to know the students' speaking skills. The table of the students' score is shown as follows.

Table 4.6

Performance Assessment (describing someone) in Cycle 1

	Data	1 test
1.	Highest score	8,0
2.	Lowest score	6,0
3.	Average	6,9

4.2.3 Reflection of Cycle I

After implementing the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and students after the implementation. The reflections were used to plan the actions that would be implemented in the second cycle.

The result of the used both guessing games could give students motivation in learning speaking. Almost of the students were enthusiastic to play the game and they also liked to play it. The guessing games made the students try to speak English. The guessing games also made some students were afraid of speaking because the guessing games were group games, so the students could help each other to play the guessing games. These guessing games were also fun games that could make the students enjoy learning English, especially the speaking skill.

The results of using guessing games were students' involvement in learning speaking increased. It can be seen in the interview transcripts below. The word "R" represents the researcher; "S" was student; "ET" was the English teacher.

Interview

M : "kaya mana tadi, suka gak main guessing game nya rin ?"

(How about our learn, do you like guessing game?")

S : "Suka miss… suka kali pun miss."

(I liked it miss… like so much.)

M : "hahaha .. baguslah.. emang kenapa kok kayak nya seneng kali kelen main nya ?"

(hahaha …good.. why you like this game?)

S : "ya yalah miss… kan kita nebak nebak juga… jadi pingin tahu miss apa sih jawabannya.. kayak ditv tv permainannnya jadinya miss…."

(yes miss… this is like guessing something… so we have motivation to know the right answer.. like game show in tv miss..)

 M : Enakkan main ini… jadi kelen bisa ngomong bahasa inggris juga

(this game so happy right… so it make you can speak English…)

S   : ya miss.. ya juga ya miss..

(ya miss… yes.. that's right..)

M : hahaha tapi sumpah kelen lucu kali tadi…. Karena gak tau bahasa inggris nya dah kayak pantonim…..

(hahhaha but it's so funny… because you don't know vocabulary in eanglish so you using pantonim to describe it..)

S   : hahaha ya miss.. soalnya kan miss.. lupa miss bahasa inggrisnya .. tapi tau jawabannya .. jadi ya pakai gerakan tubuh lah miss hahhaha … (hahaha yes miss.. because.. we forget about the vocab miss.. we know the answer because we forget the vocab , we just used mimic miss hahahah…)

M : tapi kelen kok gak takut ngomong bahasa inggris tadi ya?.. pertama kali masuk ngomong fine aja susah . good morning aja sikit..

(but why you don't afraid again to speak english? the first time, we meet you can not answer me in english.. like say fine and good morning.. I think so difficult you say it.)

S   : biasanya takut miss salah kan ngomong tapi karena tadi rame rame mati lah situkan yadah miss asal.. tapi bisa juga ngomong bahasa inggris kami ya miss hahah

(Usually, we are afraid that we make a mistake when say it but because the game like group.. I think I will say and never thinking I'am afraid again but we can speake english right miss hhahah)

The tables above showed that students were nervous to speak English since they were afraid of making mistakes. By playing the guessing games, students' nervousness decreased as when they made mistakes in their speaking, the members of their group helped them to correct their mistakes.

M   : Mam Rin.. ibu rasa bagus gak game guessing game kayak tadi miss?

(Mam Rin .. what do you think about the guessing game ?

R   : " Bagus juga lah ki.. jadi anak anak kan gak bosen dan orang orang tu cukup antusias yak an.. soalnya biasanya kan orang tu belajar lks sama buku.. jadi tiba tiba ada kayak guessing game kayak gtu jadi seneng lah orang tu.. tapi game kayak gni bagus yak an ki..jadi bisa lah orang ni speakingnya yak an…

(this is so good.. so the student were bored and they were so enthusiast.. because usually they only teaching LKS and book.. so when you make the game, they become so happy.. but I think this game are good so they can speak in english right..)

M   : hehehe ya mam.. memang klo pake game kayak gni baru ah anak anak antusia abis tu mam ..memang klo gak pake game mana mau orang ni speaking ya kan mam

(hehehe yes mam.. with the game they will more enthusiast .. and the purpose this game to improved speaking skill)

R   : hahaha ya ki btul lah tu .. klo kayak gni orang tu sekalian belajar vocab, setelah itu belajar cara mengucapkan sma speakingnya terlatih.

(hahah yes ki you are right.. with this game, they will learn about vocabulary, pronounciation and speaking with fluenly.)

Based on the interview above, the teacher gave positive responses about guessing games. She said that the guessing games made the students enthusiastic in learning speaking lesson.

From the interview above, the teacher also commented that the use of guessing games in the first cycle was also decreasing students' tension in speaking. They enjoyed and participated actively in the learning process. Through these games, students learnt to speak without being shy and afraid. It made the speaking process became more effective. Moreover, the structure of the games which gave the same opportunity for all students could maximize students' performance in speaking and minimize the domination of higher-achieving students. Therefore, students could

improve their speaking ability in the easier way. Besides, the fun and enjoyable atmosphere could improve students' motivation to join the learning process and minimize students' boredom in learning.

Based on the reflection of the implementation of guessing games in teaching speaking to the VIII-1 students of MTS Islamiyah YPI Batang Kuis in this cycle, it could be concluded that:

a. While the first guessing game was being played, there were some students who looked confused to play the game. But for the second guessing game the students could play them well.

b. By using guessing games, the teacher could handle the students because the students were very enthusiastic to play the guessing games, so they focused on the game and the material.

c. Guessing games could reduce the students' nervousness to speak English. By playing this game, students' nervousness decreased when they made mistakes in speaking the member or their group helped them to correct their mistakes because this game was played in groups.

d. Guessing games made speaking lesson enjoyable; therefore, the students did not get bored during the lesson.

4.3 Report of Cycle 2

4.3.1 Planning of Cycle 2

In the second cycle, the topic was about professions. As what the researcher did in the first cycle, in this cycle, the activities were the same. The guessing games were employed to improve the students in speaking English. Then, the students were given questionnaires in this cycle. The questionnaires were to get information about the interest of the students, motivation of the

students, the advantages of the game for the students, the relevancy of the teaching learning's material and the sustainability of the game.

4.3.2 Action and Observation of Cycle 2

The actions of Cycle 2 were implemented on Wednesday 26 July and Friday 28 July, 2017. The topic was about professions. The implementation of the actions is discussed below:

a. Profession Guessing game who am I

This fifth meeting was conducted on 28 July, 2017. The theme was about profession. In this meeting, the teacher focused on making (1) students able to mention various kinds of profession, and (2) students able to tell the duty of each profession.

Before the teacher gave explanation the material, she asked the students to answer the simple question that had relationship with the materials. The students were enthusiastic to answer after they were knew the meaning of the questions. The teacher then explained the material by using pictures. When the teacher showed the pictures, the students were still enthusiastic. They began to mention the professions based on the pictures "Chef, Nurse, Teacher, etc". Then, the teacher gave the expressions of asking the profession's job to the students "What do they do? What does she or he do? Most of the students paid attention to the teacher's explanation. After the teacher gave the example, she asked the students to make simple dialogs in pairs about their father's job and asked them to perform their dialogs in front of the class. These activities were done until the time was over. Because the activities were not enough for one meeting, the teacher continued the activities in the sixth meeting on 28 July, 2017. Here the teacher divided the students into small groups consisting of 6 students each. Some students could choose their own friends to make groups. Then, the teacher gave the guessing game to each

group. Next, the teacher began giving the rules of the guessing game to the students; the name of guessing game was profession guessing game.

The rules of the guessing game are:

1. The students divide into four groups.
2. The students should take the games and guessing who is he/ she and then students guess and ask questions which are related to the clues.
3. If they get the answer, the game is over.

The aims of this game were the students could know differences kinds of profession and also the students could describe the duty of each profession.

During the game, the class became a little bit noisy. Most of students looked interested in playing the game with their friends. The teacher walked around the class to monitor the activity process.

From the game activity, the result was good. All students were not shy to practice their speaking skill although they had difficulties in arrange the sentences. The teacher motivated them. The students were involved in these learning activities actively. The group that became the winner was very happy. After some minutes, the time was over, and she gave any reviews about the material before she closed the meeting.

The second test was also done in the Cycle 2, the test was given after implementing the guessing games activity to know the students' improvement in speaking skills. The table of the students' score is shown as follows.

Table 4.7

Performance Assessment (describing profession) in Cycle 2

No	Data	2 nd test
1.	Highest score	8,2
2.	Lowest score	6,8
3.	Average	7,2

b. Questionnaire

The researcher gave questionnaires to the students in the last meeting. These questionnaires were in the form of multiple choices. The questionnaires were used to get information from the students about their interest, motivation of the students, the advantages of the game for them, the relevance of the teaching learning's material and the sustainability of the game.

The result of the questionnaire in this research for each item was classified into a range of mean based on the classification of graded scores as follows.

Table 4.8

The Classification of Graded Score

Range of mean	Students' interest	The advantages	Students' motivation	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very Relevant	Very necessary

4.3.3 Reflections of Cycle 2

According to the observations and interviews, the teacher and the researcher made some reflections about the implementation of the actions in Cycle 2. The students were interviewed and most of them said that they liked the implementation of guessing game. As the same previous cycle, the implementation of guessing game could make the students active in the speaking learning process. The interviews with several students are taken as follows:

M : re.. kayak mana guessing gamenya… klen suka gak klo speaking tapi pake game kayak gni?

(re.. do you like the guessing game.. do you like thet speaking in guessing game like our do?

S   : suka la miss.. suka kali pun

(I like it miss.. I love this)

M : kenapalah klen suka kali kayak gni?

(why you lie this activity ?

S   : ya lah miss.. klo game kayak gni suka miss.. gak bosennin miss…

(yes miss.. there was still a gme.. so wasn't bored miss..)

M : bagusan pake group kayak tadi atau kita buat sendiri sendiri ja re.. klen maunya kayak mana?

(which one do you like with group or self, which one do you like?

S   : Ihhh. ..Jangan lah miss jangan lah miss sendiri sendiri.. group aja miss kan seru .. nanti kalo gak tau ada kawan yang ngasi tau jadi kan belajar sama sama miss.. lagian pun miss klo miss buat sendiri sendiri miss takutlah kami jawabnya malu .. gak maulah miss klo sendiri sendiri.

(ihhh.. don't miss don't miss I don't want alone…. I more like with group.. if I don't, my group can help me … miss if you only make self like that we will afraid to say something .. don't want miss if alone like that.)

M : Hahha ya lah

(hahaha yes)

Interview

M : Sha .. gimana tadi suka game game kayak tadi untuk speaking ?

(Sha .. How about the game to speaking like that ?

S   : suka miss.. suka kali pun.. jadi pingin tahu miss jawabannya apa.. abis tu merasa bodoh juga kadang miss hahah masak hal gampang kayak mata lupa miss bahasa inggrisnya hahah

(I like it miss.. I love it.. we have motivation to know the answer.. and than now we think that we forget the easy one vocabulary like eyes.. we know the answer but forget in english)

The two tables above showed the students' opinion in the second cycle. It could be said that the students still liked to study by using guessing games, because they were still interesting for them. It was easier to understand and it made the students active in the game. It could be described that usually the student studies English without some interesting methods of teaching in the class, but by using guessing games, they were motivated to study English, especially in the speaking lesson.

The two tables above showed that the students had fun time in learning speaking by using guessing games. They did not feel bored, and they enjoyed studying although some of them found difficulties to mentioning something in English example like eyes. However, they did not feel worried if they had in mistakes in their speaking, they still tried to speak, because they know if they did not speak, they would not be the winner in this game. Furthermore, by using guessing games the material were more interesting to the students.

Interview

M   : mam rin.. kalo mam rasa mam.. kayakmana mam guessing game yang tahap kedua ni mam?

(mam rin.. what do you think of the implementation of guessing game in the second cycle, mam)

MR   : klo sekarang dah makin bagus lah ki.. sekarang orang ni kan dah mulai terbiasa abis tu dah banyak yang tahu orang ni vocabnya gak kayak kemarin.. setelah itu orang ni mam lihatpun dah gak takut takut lagi lah tuk ngomong apalagi untuk tampil kedepankan kayak tadi,dah gak takut lagi orang ni. Nanti pun klo dah siap peneltian mu ni ki mam juga mau buat kayak gni lah , kan orang ni jadi semangat. Semangat ngapal vocab semnagan ngomong bahasa inggris lagi kan bagus…

(I think this is more good than the last.. now they already know many vocabulary.. after that I think they were not afraid again to say something and can standup in front of her friend, they were not afraid to show something at the stage. I think after your researcher, I want to do like this game in my class so it will make motivation for them.. the have motivation to remember vocabulary and to speak in English language like you do)

The interview above shows that the teacher thought this guessing game was still an interesting media to teaching speaking lesson to the students because after using guessing games, the students were not nervous, afraid, and shy anymore, and also more active to speak.

After the implementation of the guessing games in this cycle, the writer gave questionnaires to the students. In analyzing the result of the questionnaires, the researcher applied several techniques. They were :

1) **Grading the Items of Questionnaire**

The questionnaire which was used in this research had five questions. There were three options in each question (a, b, and c). Students should answer the questions by crossing one of

the options. The score of each choices was different since each of which had different quality for each indicators. The score was based on the following table.

Table 4.9

The Point of Ranges

Choices	Score	Meaning
A	1	Low
B	2	Medium
C	3	High

2) **Tabulating the Data of Questionnaire**

The aim of tabulating the data of questionnaire was to make the result become clearer. The data were in the table form which had three columns, for number, name and score per item. There was also a row which was used to write the mean of each item.

3) **Finding the Mean**

To find the mean of the score for each item, the researcher used the formula:
$$\frac{\sum x}{N}$$

Note:
M   : the mean
$\sum x$: the sum of item scores
N   : the number of the students

4) **Determining the grade of score**

The researcher classified the result of the questionnaire data analysis for each issue based on the classification of graded score which is written before in this chapter.

5) **The Category of the Mean**

There were five categories in the criterion, such as high, help the students very much, high, very relevant, and necessary.

The table below was the result of the matching of the mean of each issue to a criterion.

Table 4.10

Category of the Mean

Issue	Mean	Category
Students' interest	2.5	High
The advantages	2.4	Help the students very much
Students' motivation	2.2	High
The relevancy	2.3	Very relevant
Sustainability	2.3	Very necessary

6)   The Questionnaire Result

From the table above we could know the questionnaire results are

a)   The students' interest in learning English using games was high.

b)   The guessing game was useful in learning English, especially the speaking skill. It could also engage the students to learn English optimally.

c)   The students' motivation to speak English while they were playing guessing games was high.

d)   The materials taught in this research and the materials which are often used by the students to communicate in their daily life were relevant.

e)   The program was very necessary for the students.

4.4   General Findings and Discussion

This subchapter describes the important matters concerning the general summary of cycle 1, cycle 2 of this action research. It has been said before that this research was aimed to improve the students' speaking skills and the teachers' performance through guessing games. This

research tried to answer the questions of what suitable actions that should be conducted to improve the speaking skills of eight grade of MTS Islamiyah YPI Batang Kuis in the academic year of 2017/2018.

Based on the reflections of cycle 1, there were some techniques that were successful an unsuccessful. The successful techniques were games, songs and games. The unsuccessful ones were using guessing games to give explanations. The summary of cycle 1 and cycle 2 could be seen below.

We can say that the guessing games were successful if the students have many questions to ask in English and good respond to the teacher's question and explanation. The guessing games were involved in class activities to motivate students to learn English.

The guessing game activity was an effective technique to help the students improve speaking and actively speaking in English. Although some students were still not confident to say something and can afraid to show they selves in front of class, but they tended to be more active to imitate the teacher's actions. A guessing game who am I could raise good feeling and to motivation to speaking with English. This activity could make students more relaxed and comfortable in learning English.

Since the students were very energetic and love playing, guessing games were appropriate to motivate them in learning English. It could be improve their speaking ability by communicating between the teacher and other students. We can use "*guessing game who am I*" for creating interaction between students to students and students to the teacher.

The use of media was successful to support the English teaching learning process. Colorful, clear and interesting media were used to maintain the students' attention and warm up them to the topics. The media included flashcards, pictures, things around the school, etc.

The use of guessing games for greeting, leave-taking, and giving instructions or explanations was successful. In the first cycle, it seemed that it was difficult for the students to understand the teacher's explanation in English. In the second cycle, the gestures or mimics were used to improve their comprehension on the explanation. Although they did not really understand the explanations, they made progress in understanding the teacher's explanation by responding some expressions such as asking permission, greeting and leave-taking.

Based on the summary above, it can be concluded that games as teaching techniques were successful to improve the English teaching learning process. The success of implementing games was accompanied by singing activities, playing games, and guessing games. The research members felt that the result of the cycle 1 and cycle 2 gave satisfactory result. She and the English teacher concluded that there was a progress in the English teaching learning process. Because the objective of the study had been achieved, the research members decided to stop the study in this cycle. She also stops the study because of the limited time to conduct further the actions and the limited facilities to support the teaching learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This section contains the conclusions of the discussion in chapter 4, implication, and also some suggestions toward the students of MTS Islamiyah YPI Batang Kuis, English teachers in MTS Islamiyah YPI Batang Kuis, and other researcher. The action research was conducted from July at grade eight of MTS Islamiyah YPI Batang Kuis, during the first semester of the academic year 2017/2018.

5.1 Conclusions

This study was aimed at improving the students' speaking skills through guessing games. In reference to the discussion in the previous chapter, it could be concluded that the implementation of the games and the supporting action successfully improved the students' speaking skills.

This action research consisted of two cycles. The researcher implemented guessing games in both cycles. In the first cycle, there were successful and unsuccessful actions. However, in the second cycle all of actions, such as guessing games, and other learning activities and resource, were successful.   It could be seen from students' opinions, students' involvement, teacher's observation and opinions. These are presented as follows.

In the first cycle, the researcher implemented guessing games as main activities. Besides, other activities and facilities such as using classroom English, interesting media and singing-song activities were also implemented. In this cycle, 84 there were successful and unsuccessful results. The successful action was games as main activities, the use of guessing games for greeting, leave taking, and giving instruction, the use of media and singing-song. With the action and activities above, the students could enjoy the learning and they paid attention to the lesson. There were unsuccessful actions in this cycle. For example, when the teacher explained the

materials in English they just kept silent. The teacher needed to repeat the explanation several times or even he had to use gestures or Bahasa Indonesia.

In the second cycle, the researcher still focused on implementing guessing games such as *guessing who is he/she game and what is it game* and they add colorful and big picture to deliver the material. Those were successful to improve the English teaching learning process of seventh grade students. All students could respond to the teacher appropriately. The success of games was accompanied by singing activity, using media and classroom English. In this cycle the use of guessing games made progress in understanding the explanation by using gestures or mimics.

After implementing the second cycle, she found that the results of second cycle were satisfactory. The researcher and the English teacher observed that there was improvement of the English teaching learning process. The English teaching learning process could improve since there were some effective and interesting treatments and activities related to game techniques. The students were more interactive and relaxed in the class activities. They were more motivated and more active to give responses physically or orally. These actions gave the stimulus for the students to get involved in the teaching learning activities and to encourage them to be more interactive with the teacher and other students.

The researcher found that teaching speaking using guessing games to the VIII-1 students of MTS Islamiyah YPI Batang Kuis gave some advantages. The advantages of guessing games were: (1) The guessing games could increase the students' confidence, (2) the guessing games are the games which are played in group, so it could teach the students how to cooperate with their friends, (3) the guessing games could make the speaking lesson more enjoyable, so that (4) the students did not get bored during the lesson, and (5) the guessing games could also make the students enthusiastic to learn There were changes as a result of the actions. The changes were

both in the way of thinking and in the behavior of the involved members. The changes were related to the following:

1) The changes in the English teaching-learning process

The English teaching-learning process especially for teaching speaking skill became more interesting, enjoyable, and lively. It was different from the previous situation in which the students felt bored because the teacher only gave same activities. They also did not feel enjoyable to speak English because they felt afraid of making mistakes, so the situation of their classroom was not lively, but only very noisy. After implementing guessing games, the teacher could make the students actively try to speaking English.

2) The changes happening to the students

Before the action was conducted, some students were not active in the class, especially in the speaking lesson. They felt shy and afraid of making mistakes. It was different from another student in the same class who did not care about it. Fortunately, this condition could be solved by using guessing games. It could change the shy and afraid students to become active in the class, and became brave to speak English. All students liked to learn speaking by using guessing games. As a result, guessing games made them more motivated to learn English in the speaking lesson.

3) The changes happening to the English teacher

The English teacher got more knowledge on how to teach and make students have fun and active so the students' motivation could increase especially in the speaking lesson. Using guessing games can make the students involved in the English teaching-learning process, especially in the speaking skill.

4) The changes happening to the researcher herself

As the action was implemented, the researcher got more knowledge about the teaching and learning process to students in a junior high school. As a teacher then, she found an effective way to solve the low students' motivation in their speaking lesson. There were guessing games. Using guessing games as a media could make the students more active and also could make fun and enjoyable situation during lesson.

5.2 Implication

The results of the study indicate that it is important to use guessing games in the teaching learning process. The teachers need to use gestures, mimics and other non-verbal language to improve the students' comprehension on classroom English. In this case guessing games should be used regularly or everyday so that the students will be more familiar to pay attention and practice some expressions.

The implementation of the actions indicates that the teacher must be creative in choosing games which can help to improve the English teaching learning process. Games should be interactive and interesting for the students. They also should teach language skills and natural chunks of language. The appropriate teaching will make students more active and help them to be able to communicate in class activities. After the researcher implemented games, the English teaching learning process can be improved.

Based on the result of the study, these implications can be proposed. These are presented as follows:

1) Instant comments are effective to make the students express their ideas spontaneously. The teacher can show the pictures and the students spontaneously give comments about the pictures.

2) The teachers also need to use interactive activities such as guessing games who am I activities that can help the students speaking and remember the words and patterns of language. The teacher needs to use media to help them to play this game like picture.

3) Discussion is effective to make the students practice speaking in English. In this activity they are supposed to discuss a given topic in English. The students are allowed to ask about some words they do not understand to their friends and the teacher. This activity also gives opportunities to the smart students to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak in English.

4) The research findings show that the teacher must be selective and creative in choosing and designing many kinds of media that can help to improve the English teaching learning process. The teachers also need to use media in every lesson to warm up the students to the new topics and attract their attention. Moreover, it is important to use various and interesting media to support class activities.

5) Games are effective to reduce the students' boredom during the speaking activities in the classroom. It also builds the students' confidence to speak in English. This does not only give benefits to the students but also the teacher who makes the class more attractive and not monotonous.

6) The role play is effective to improve the students' speaking skill and self-confidence. This activity maximizes the students to have an experience to perform a monologue in English. Since the students are asked to perform the role play in front of the class, they can improve their self-confidence and their speaking skill. Thus, it is effective in improving the students' speaking skill and self-confidence.

7) Providing copied materials of teaching speaking to the teacher is effective to improve the teacher's knowledge of how to teach speaking.

8) The soft copy of speaking media gives benefit to the teacher to plan an interesting English lesson, especially speaking. They help the teacher to transfer the teaching materials interestingly and attract the students' involvement in the speaking activities easily.

5.3 Suggestions

Based on the conclusions, implications and limitation above, the researcher would like to give some suggestions as follow:

1) Guessing games who am I are an interesting media to teach speaking. So, English teacher should use it as one of media in teaching speaking to make students more motivated to speak English.

2) English teachers should always motivate students to speak English due to the fact that many students are reluctant to speak since they are afraid of making mistakes.

3) Other researchers who will conduct similar researches should have better preparation before conducting the research and try to find another the advantages of guessing game.

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LESSSON PLAN

Satuan Pendidikan   : MTS Islamiyah YPI Batang Kuis

Mata pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/ 1

Standar Kompetensi :

- 1.Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

- 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar   :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancer dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan member informasi tentang profesi dan tugas tugasnya.

- 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancer, dan berterima untuk berinterakksi dengan lingkungan terdekat.

Indikator   :

1. Siswa dapat menyebutkan bagian bagian tubuh

2. Siswa dapat mendeskripsikan seseorang

Aspek   : Mendengarkan- Berbicara

1. Tujuan Pembelajaran

    • Siswa dapat mendeskripsikan seseorang dengan benar.

2. Materi

    a. Languange Function

    Mr,Dona : Excuse me, can you show me the teacher room?

    Toni   : sure. It's over there. It's the wide one.

    Mr. dona : Can you tell me about Mrs.putri?

    Toni   : Yes, she is tall and fat, she is has black and wavy hair.

    Mr. dona : Thank you very much. Toni :

    you are welcome sir.

    b. Vocabulary :

    (n) head, hair, eyebrow, eyes, nose, chin, cheek, mouth, lips, tongue, tooth,

    neck, shoulder, arms, hands, fingers, chest, stomach, legs, foot.

    (adj) short, tall, thin, fat, black eyes, big eyes, curly hair, long hair, short hair,

    wavy hair.

    c. Example of the expression

    -Asking for describing someone

     1.How do you look like?

    2.What does your sister/ brother look like?

    3. Are you..... (tall or short)?

b. Responding to asking for describing someone

        1. I look like…………

        2. She/He has ………..

        3. Ye, I am / No, I am not

        4. Yes, he/she is / No, she/ he is not

3. Teknik   ; PPP

4. Langkah-Langkah Kegiatan

   a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam dan menanyakan kondisi siswa.

- Guru mengabsen kehadiran murid.

- Guru memberikan pertanyaan pada siswa sesuai dengan topic seperti:

        5. How do you look like?

        6. Do you have pointed nose or flat nose?

        7. Are you tall or short?

   b. Kegiatan Inti

     1. Presentation

- Guru menyebutkan sambil menunjukan gambar bagian bagian tubuh

- Guru melatih siswa untuk mengatakan bagian tubuh dalam bahasa inggris.

- Siswa mengucapkan bagian bagian tubuh tersebut dalam bahasa inggris berdasarkan gambar seperti eyes, nose,eyebrow, long hair,wavy hair,etc.

- Siswa menyanyikan lagu " part of the body?"

- Siswa bernyanyi sambil menunjukan bagian tubuh mereka yang sesuai dengan lagu part of the body.

- Guru menjelaskan tentang ungkapan yang dipakai untuk mendescripsikan seseorang seperti: what does your English teacher look like?

- Guru menjelaskan bagaimana cara merespon ungkapan tersebut.

  A : What does your English teacher look like?

  B: My English teacher is Mrs. murdjianti, she has black eyes, black and curly hair. And she is also tall and thin.

2. Practice

- Guru menunjukan flashcard dan bertanya" what does he/she look like?

- Siswa menjawab sesuai dengan part of the body sesuai dengan gambar dengan bahasa inggris.

- Guru memilih dua orang siswa untuk kedepan kelas dan kemudian guru menyuruh siswa untuk mendeskripsikan teman kelasnya.

- Siswa mencocokan kata dengan gambar kemudian melafalkan dengan baik dan benar (matching game)

3. Production

- Siswa dibagi menjadi 4 kelompok.

- Setiap kelompok diberi 2 gambar.

- Tiap kelompok harus menebak gambar kelompok lain, dan kelompok yang tahu memberi beberapa clue.

- Kelompok yang tidak tahu mencoba untuk menjawab sesuai dengan clue, apabila terjawab maka permainan selesai. Permainan dilakukan bergantian.

- Kelompok yang paling banyak menebak adalah pemenangnya.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.

- Guru menyimpulkan materi.

- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar

8. ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit :Prentice hall. Halm:116.

9. Englis in Focus for Grade VII Junior High School

10. Gambar gambar

6. Penilaian

a. Teknik   : Observation

b. Bentuk   : Performance

The Scheme of Scoring Speaking

No	Nama	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy				
			Grammar	Pronun-ciation	Vocabulary		

Pedoman penilaian   : terlampir

Skor maksimal   : 4 x 10 = 40

Nilai siswa   : <u>skor perolehan (fluency+grammar+pronunciation+vocabulary)</u>

4

Medan , 17 July 2017

Teacher   Researcher

<u>Murjianti, SPd</u>   <u>Kiki Marsha Nugraha</u>
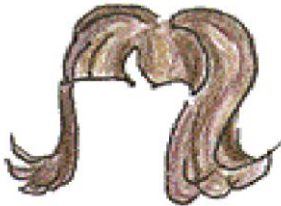
.   NIM 34133024

Pre-Test

TASK 1. Look, Listen and repeat

Fill this blank with the right answer

1	2
3	4
5	6

7			8	

9			10	

Poot- Test I

No	Words	Meaning
1	Face	
2	Hair	
3	Eyebrow	
4	Eye	
5	Nose	
6	Teeth	
7	Lip	
8	Tongue	
9	Ear	

10	Moustache	
11	Chin	
12	Mouth	
13	Cheek	
14	Neck	
15	Arm	
16	Finger	
17	Stomach	
18	Shoulder	
19	Calf	
20	Foot	

Poot-test II

Match these words with the pictures below. Once you complete the task, practice pronouncing the words.

- Fat	- Strong
- Straight	- Old
- Thin	- Wavy
- Blonde	- Wearing glasses
- Curly	

_____   _____   _____

_____   _____   _____

_____   _____   _____

LESSON PLAN

Satuan Pendidikan   : MTS Islamiyah YPI Batang Kuis

Mata pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/ 1

Standar Kompetensi :

- 1.Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

- 3.Mengungkpkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar   :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancer dan berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta barang/ meminta barang.

- 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta barang dan memberi barang.

Indikator   :

1. Siswa dapat menunjukan benda-benda di dalam kelas dengan benar

2. Siswa dapat menyebutkan benda-benda yang ada di dalam kelas

3. Siswa dapat menggunakan ungkapan member barang dengan tepat.

4. Siswa dapat menggunakan ungkapan menerima barang dengan tepat.

Aspek   : Mendengarkan- Berbicara

1. Tujuan Pembelajaran

   • Siswa dapat menggunakan ungkapan memberi dan menerima barang

   dengan tepat.

2. Materi

   a. Languange Function   Tia : Can I Have a book ?

                                 Nia: Sure. Here's a book.

   b. Vocabulary

   Nouns: a pen, a pencil, a book, a bag, a chair, a table, a whiteboard, a desk,

   a clock, a pen,etc.

   c. Example of the expression

   - Can I have a …..?   - Here you are

   - Sure. Here's a….   - Thank You

   - Okay   - you are welcome

3. Teknik   ; PPP

4. Langkah-Langkah Kegiatan

   a. Kegiatan Pendahuluan

   • Guru membuka pelajaran dengan mengucapkan salam dan menanyakan

   kondisi siswa.

   • Guru mengabsen kehadiran murid.

- Guru menanyakan pada siswanya nama benda-benda yang berada dikelas.

- Guru bertanya apakah siswa tahu bahasa inggris dari benda benda yang ada di lingkungan kelas tersebut.

b. Kegiatan Inti

1. Presentation

   - Guru memberikan contoh dalam bentuk kalimat" This is a pen".

   - Guru menyebutkan sambil menunjukan gambar-gambar benda yang ada di dalam kelas dalam game cards.

   - Siswa mengucapkan nama benda-benda tersebut.

   - Siswa menyanyikan lagu " Can I have a pen?'

   - Guru bertanya pada boneka sebagai model " Can I have a pen?" dan Boneka menjawab: Yes I do.

   - Guru memberikan penjelasan tentang bagaimana cara member dan menerima barang.

   - Guru bertanya pada salah satu siswa ' Can I have a book?"

2. Practice

   - Siswa menjawab pertanyaan guru " Can I have a ,,,, ? sesuai dengan kartu yang dibawa.

   - Siswa berlatih bercakap-cakap dalam memberi dan meminta barang berdasarkan kartu secara berpasangan.

   - Siswa mendengarkan ucapan guru dan memberi tanda centang pada gambar yang sesuai.

- Siswa berkelompok untuk merangkai kata kata acak secara tepat dan mempresentasikan di depan kelas.

3. Production

- Siswa bermain guessing games

- Siswa dibagi menjadi 6 kelompok

- Tiap kelompok diberi 1 kertas yang berisi huruf huruf dan gambar tiang berbentuk L

- Kelompok yang pertama membuat kata berdasarkan hasil diskusi mereka dan tidak member tahu kepada kelompok lawan.

- Setiap huruf yang mereka sebut benar maka kelompok yang tahu akan menuliskanya dikertas dan apabila salah maka kelompok yang tahu akan menggambarkan tiap kesalahan mereka sampai berbentuk part of body.

- Jika mereka dapat menjawab, permainan selesai.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.

- Guru menyimpulkan materi.

- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar : – ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit : Prentice hall. Halm:116.

- Englis in Focis for Grade VII Junior High School –

- Gambar gambar

6. Penilaian

    a. Teknik   : Observation

    b. Bentuk   : performance

The Scheme of Scoring Speaking

N o	Nama	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy				
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Pedoman penilaian   : terlampir

Skor maksimal   : 4 x 10 = 40

Nilai siswa: skor perolehan(fluency+grammar+pronunciation+vocabulary)

                           4

Medan, 17 July 2017

Teacher   Researcher

Murjianti, SPd   Kiki Marsha Nugraha

.   NIM 34133024

Pre test

Fill this blank with the right answer .
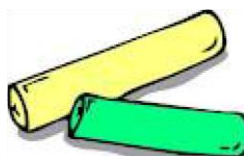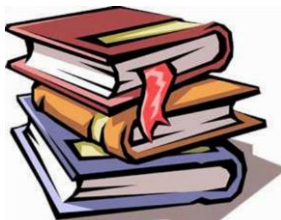
Poot test I

Fill this blank with the right answer
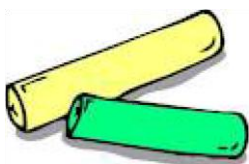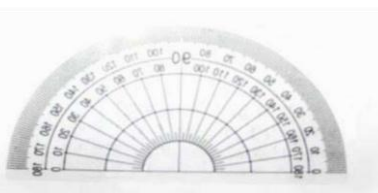
Poot test II

Fill this blank with the right answer.

1.

Hello Joni..can I have a .... ?

Thank you

....
Here you are.

You are welcome

2.

Tomi, Can I .... a pen?

......, I don't have Dad.

3.

……… I have…..
Adi?

…… Here You are.

…………..
Adi

You are welcome.

Poot test III

Discuss with your group.

SURE	SINTA :	HERE
I	HAVE	YOU
?	TONI :	A BOOK
ARE	CAN	

TONI :

SINTA :

LESSSON PLAN

Satuan Pendidikan   : MTS Islamiyah YPI Batang Kuis

Mata pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/ 1

Standar Kompetensi :

- 1.Memahami makna dalam percakapan transaksional dan interpersonal sangat

  sederhana untuk berinteraksi dengan lingkungan terdekat.

- 3.Mengungkpkan makna dalam percakapan transaksional dan interpersonal

  sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar   :

- 1.2 Merespon makna dalam percakapan transaksional dan interpersonal yang

  menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancer dan

  berterima dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan

  member informasi tentang profesi dan tugas tugasnya.

- 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak

  tutur meminta dan member informasi tentang profesi dan tugas tugasnya.

Indikator   :

1. Siswa dapat menyebutkan jenis jenis pekerjaan

2. Siswa dapat menyebutkan profesi dan tugas tugasnya

3. Siswa dapat menggunakan ungkapan meminta dan member informasi kejelasan.

Aspek   : Mendengarkan- Berbicara

1. Tujuan Pembelajaran

    • Siswa dapat menggunakan ungkapan meminta dan member informasi

    kejelasan.

2. Materi

    a. Languange Function   Dona : Is she your mother?

    Toni: Yes she is.

    Dona: What does your mother do?

    Toni: She is a teacher.

    Dona: Where does she work? Toni:

    In the school.

    b. Vocabulary

    Policemen, pilot, secretary, teacher, doctor, actor, artist, dancer, singer,

    gardener, soldier, nurse, dentist, postman, headmaster, chef, shop keeper,

    carpenter, lecturer, sailor, tailor,

    c. Example of the expression

        - To asking what their do, we use " what do they do?" -

            is she a....?

        - yes, of course

3. Teknik   ; PPP

4. Langkah-Langkah Kegiatan

    a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam dan menanyakan kondisi siswa.

- Guru mengabsen kehadiran murid.

- Guru memperkenalkan materi yang akan dipelajari hari ini dengan bertanya macam macam pekerjaan.

- Guru memberikan pertanyaan pada siswa sesuai dengan topic seperti:

    1. Do you know what these people do?

        - Doctor

        - Teacher

        - Pilot

        - Students

    2. Do they have to wear certain uniform they are working? If so, can you mention it?

b. Kegiatan Inti

1. Presentation

    - Guru menyebutkan sambil menunjukan gambar gambar profesi.

    - Guru melatih siswa untuk mengatakan jenis jenis profesi dalam gambar dan kemudian menanyakan tentang tugas masing masing profesi.

    - Siswa mengucapkan nama nama profesi tersebut.

    - Siswa menyanyikan lagu " What does he do?"

    - Siswa bernyanyi sambil menunjukan gambar yang sesuai dengan nama pekerjaan.

- Guru menjelaskan tentang ungkapan yang dipakai untuk menanyakan profesi seperti: What do they do? Or what does he/she do?

2. Practice

- Guru menunjukan flashcaerd dan berkata " What do they do'?
- Siswa menjawab berdasarkan flashcard yang ditunjuk guru.
- Guru meminta siswa yang berada di barisan bangku terdepan untuk bertanya kepada siswa yang berada di barisan bangku kedua untuk merespond pertanyaan.

  For example:

  Joni : What does your father do?

  Ade : He is a teacher

  Joni : Where does he work?

  Ade : In the school

  Joni: What does he need to do his job?

  Ade : Some books, pens, board maker and his uniform .

- Guru memanggil 4 siswa untuk mempraktekan di depan kelas sesuai dengan kartu yang guru tentukan.

1. Production

- Siswa bermain Guesssing game yang dibagi dalam 4 kelompok.
- Setiap kelompok diberi 12 gambar tentang jenis pekerjaan.

- Tiap kelompok mengambil 3 gambar yang harus ditebak oleh kelompok lain, dan mereka hanya diberi clue clue tertentu. • Kelompok yang tahu hanya menjawab " Yes or No"

- Kelompok yang paling banyak menjawab dengan benar adalah kelompok yang menang.

c. Kegiatan Penutup

- Guru menanyakan apa yang sudah dipelajari hari ini dan apa kesulitan mereka.

- Guru menyimpulkan materi.

- Guru menutup pelajaran dan mengucapkan salam perpisahan.

5. Sumber Belajar ○ ESL Teacher's Activities Kit. Elizabeth Claire. Penerbit : Prentice hall. Halm:116.

○ Englis in Focus for Grade VII Junior High School ○ Gambar gambar

6. Penilaian

a. Teknik   : Observation

b. Bentuk   : performance

The Scheme of Scoring Speaking

N o	Nama	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy				
			Grammar	Pronun-ciation	Vocabulary		

Pedoman penilaian   : terlampir

Skor maksimal   : 4 x 10 = 40

Nilai siswa: skor perolehan(fluency+grammar+pronunciation+vocabulary)

4

Medan , 17 July 2017

Teacher   Researcher

Murjianti, SPd   Kiki Marsha Nugraha

.   NIM 34133024

Pre test

Try to answer this picture.

You have to answer "who am I" for this picture. Fill this blank with your answer.
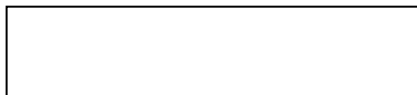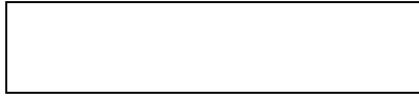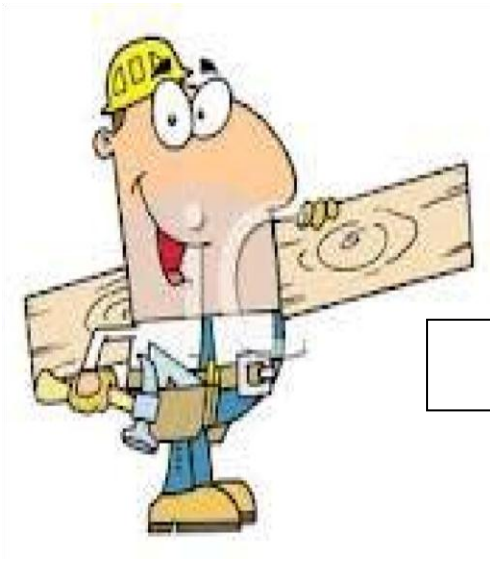
Poot test I

Try to answer this picture.

You have to answer "who am I" for this picture. Fill this blank with your answer.

Fill this blank with the right answer

a.

b.
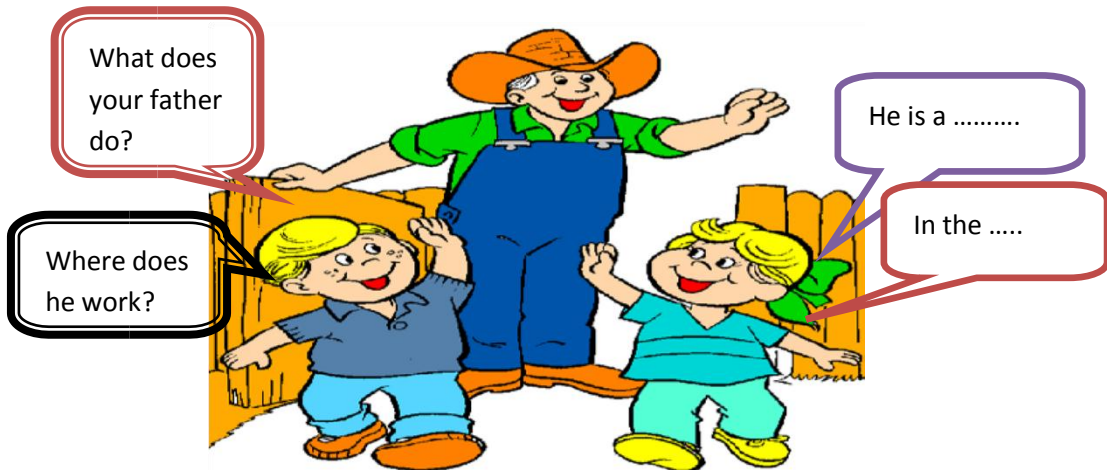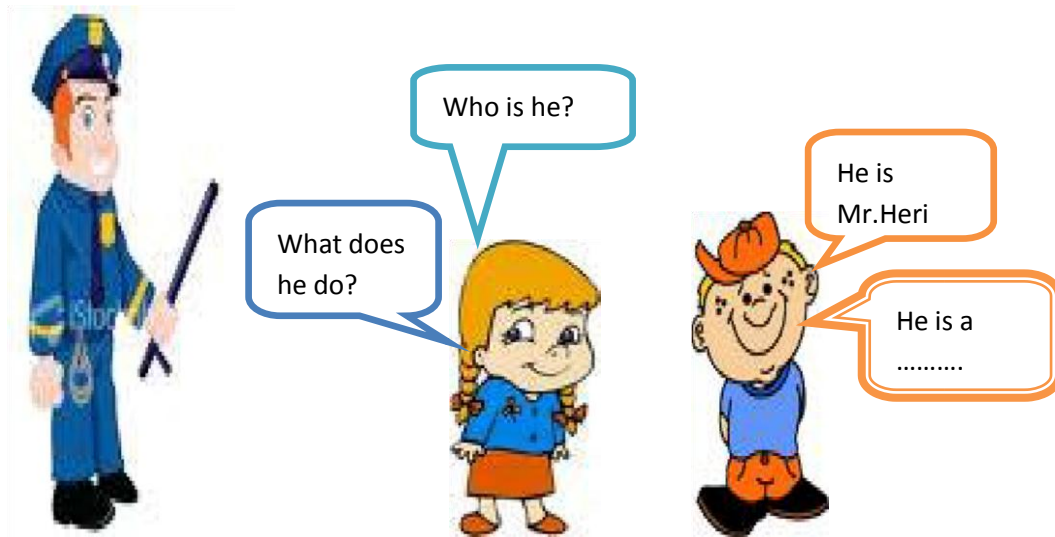
Pre-Test

WHO I AM

Picture 1.   Picture 4

Who I am?

Who I am? Picture 2   Picture 5

Who I am ?   Who
                                                      I am ?

Picture 3

Who I am?

Poot test

Pictures of Actress/ Actors . Fill this blank with the right answer.

Key answer lesson plan I

Key answer free test

1. Face

2. Hair

3. Eyebrow

4. Eyes

5. Nose

6. Teeth

7. Lips

8. Tongue

9. Ear

10. Moustache

Key answer poot test I

1. Wajah

2. Rambut

3. Alis mata

4. Mata

5. Hidung

6. Gigi

7. Bibir

8. Lidah

9. Telinga

10. Kumis

11. Dagu

12. Mulut

13. Pipi

14. Leher

15. Lengan

16. Jari

17. Perut

18. Bahu

19. Betis

20. Kaki

Key answer poot test II

1. Curly

2. Thin

3. Wearing glasses

4. Old

5. Blonde

6. Strong

7. Wavy

8. Straight

9. Fat

10.

Key answer lesson plan II

Key answer pre test

1. Pencil

2. Book

3. Eraser

4. Archer's bow

5. Compass for describing circles

6. Bag

7. Chalk

8. Television

Key answer poot test I

1. Pen

2. Broom

3. Shoes

4. Compass for describing circles

5. Archer's bow

6. Television

7. Chalk

8. Bag

Key answer poot test II

1. Book, sure

2. Have, no

3. Can, bag, sure, thank you

Key answer poot test III

Toni : Can I have a book ?

Sinta : Here you are

Key answer lesson plan III

Key answer free test

1. Doctor

2. Mechanic

3. Bakery

4. Post man

5. Painter

6. Technician

7. Architecture

8. Carpenter

9. Cashier

10. Sailor

11. Cleaner

12. Teacher

13. Farmer

Key answer poot test I

1. Nurse

2. Waiter

3. Fireman

4. Driver

5. Sailor

6. Cleaner

7. Teacher

8. Farmer

Key answer poot test II

1. Farmer, field

2. Policemen

Key answer free test

1. Shiren sungkar

2. Ariel noah

3. Donita

4. Dian sastro

5. Agnez monica

Key answer poot test I

1. Andhika

2. Luna Maya

3. Ariel noah

4. Dian sastro

5. Agnez monica

6. Pasha ungu

Adopted from TEAP (Test of English for Academic Purposes) P3

Preliminary score (personal life)

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Adha Dwi Febrianti	4	4	3	4	15	3,8
2.	Aliya	6	6	5	5	22	5,7
3.	Alvin Suryawan	5	5	5	5	20	5,0
4.	Anggi Lestari	5	5	6	6	22	5,3
5.	Ayu Andini	6	6	5	5	22	5,7
6.	Bella Syahfitri	6	6	5	5	22	5,7
7.	Chairunnisa Nasution	6	5	5	5	21	5,5
8.	Cynthia Amanda	5	5	4	4	18	4,7
9.	Deni Riyandi	6	6	6	7	25	6,2
10.	Farras Irawan	5	6	6	5	22	5,3
11.	Fazla Mayhwana	6	7	6	5	24	6,0
12.	Gita Sulistyowati	6	7	6	6	25	6,2
13.	Harun Batubara	6	5	5	5	21	5,5
14.	Khairunnisa	6	5	5	5	21	5,5
15.	Lamhot Mirza Lubawi Siagian	6	5	5	5	21	5,5
16.	Mitha Juana Harlis	6	6	6	6	24	6,0
17.	Muethia Arifah	7	6	5	5	23	6,2
18.	M. Faisal Anwar	6	6	6	6	24	6,0
19.	M. Irsan Maulana	5	5	5	6	21	5,2
20.	M. Qowwiyu Al-Matinnu	6	6	6	6	24	6,0
21.	M. Yusuf	6	7	6	6	25	6,2

No.	Name					Total	Score
22.	M. Zidan Hasibun	6	6	6	6	24	6,0
23.	Nadia Ramadani	5	6	5	5	21	5,2
24.	Nayla Nadila Sitorus	7	7	6	6	26	6,7
25.	Nayna Deswanti	7	6	6	6	25	6,5
26.	Rafi Azhar Haibuan	7	6	5	6	24	6,3
27.	Rizki Setiawan	5	5	5	5	20	5,0
28.	Rodiyah Isma	5	5	5	6	21	5,2
29.	Safrizal	6	6	5	5	22	5,7
30.	Selviana Br Siregar	6	6	7	7	26	6,3
31.	Tri Agustin	6	4	5	6	21	5,5
32.	Yasifa Sakinah Putri	5	6	6	5	22	5,3

Highest score : 6,7

Lowest score : 3,8

Average   : 5,5

Preliminary score (Things around the school)

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Adha Dwi Febrianti	5	5	5	5	20	5
2.	Aliya	7	7	6	6	26	6,7
3.	Alvin Suryawan	6	6	6	6	24	6
4.	Anggi Lestari	6	6	7	7	26	6,7
5.	Ayu Andini	7	7	6	6	26	6,7
6.	Bella Syahfitri	7	7	6	6	26	6,7
7.	Chairunnisa Nasution	7	6	6	6	25	6,5

8.	Cynthia Amanda	6	6	5	5	22	5,7
9.	Deni Riyandi	7	7	7	8	29	7,2
10.	Farras Irawan	6	7	7	6	26	6,7
11.	Fazla Mayhwana	7	8	7	6	28	7
12.	Gita Sulistyowati	7	8	7	7	29	7,2
13.	Harun Batubara	7	6	6	6	25	6,5
14.	Khairunnisa	7	6	6	6	25	6,5
15.	Lamhot Mirza Lubawi Siagian	7	6	6	6	25	6,5
16.	Mitha Juana Harlis	7	7	7	7	28	7
17.	Muethia Arifah	8	7	6	6	27	7,2
18.	M. Faisal Anwar	7	7	7	7	28	7
19.	M. Irsan Maulana	6	6	6	7	25	6,2
20.	M. Qowwiyu Al-Matinnu	7	7	7	7	28	7
21.	M. Yusuf	7	8	7	7	29	7,2
22.	M. Zidan Hasibun	7	7	7	7	28	7
23.	Nadia Ramadani	6	7	6	6	25	6,2
24.	Nayla Nadila Sitorus	8	8	7	7	30	7,7
25.	Nayna Deswanti	8	7	7	7	29	7,5
26.	Rafi Azhar Haibuan	8	7	6	7	28	7,3
27.	Rizki Setiawan	6	6	6	6	24	6
28.	Rodiyah Isma	6	6	6	7	28	6,2
29.	Safrizal	7	7	6	6	27	6,7
30.	Selviana Br Siregar	7	7	8	8	30	7,3
31.	Tri Agustin	7	6	6	7	26	6,7

| 32. | Yasifa Sakinah Putri | 6 | 7 | 7 | 7 | 27 | 6,5 |

Highest score : 6,7

Lowest score : 3,8

Average   : 5,5

Preliminary score (Things around the school)

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		
1.	Adha Dwi Febrianti	5	5	5	5	20	5
2.	Aliya	7	7	6	6	26	6,7
3.	Alvin Suryawan	6	6	6	6	24	6
4.	Anggi Lestari	6	6	7	7	26	6,7
5.	Ayu Andini	7	7	6	6	26	6,7
6.	Bella Syahfitri	7	7	6	6	26	6,7
7.	Chairunnisa Nasution	7	6	6	6	25	6,5
8.	Cynthia Amanda	6	6	5	5	22	5,7
9.	Deni Riyandi	7	7	7	8	29	7,2
10.	Farras Irawan	6	7	7	6	26	6,7
11.	Fazla Mayhwana	7	8	7	6	28	7
12.	Gita Sulistyowati	7	8	7	7	29	7,2
13.	Harun Batubara	7	6	6	6	25	6,5
14.	Khairunnisa	7	6	6	6	25	6,5
15.	Lamhot Mirza Lubawi Siagian	7	6	6	6	25	6,5

16.	Mitha Juana Harlis	7	7	7	7	28	7
17.	Muethia Arifah	8	7	6	6	27	7,2
18.	M. Faisal Anwar	7	7	7	7	28	7
19.	M. Irsan Maulana	6	6	6	7	25	6,2
20.	M. Qowwiyu Al-Matinnu	7	7	7	7	28	7
21.	M. Yusuf	7	8	7	7	29	7,2
22.	M. Zidan Hasibun	7	7	7	7	28	7
23.	Nadia Ramadani	6	7	6	6	25	6,2
24.	Nayla Nadila Sitorus	8	8	7	7	30	7,7
25.	Nayna Deswanti	8	7	7	7	29	7,5
26.	Rafi Azhar Haibuan	8	7	6	7	28	7,3
27.	Rizki Setiawan	6	6	6	6	24	6
28.	Rodiyah Isma	6	6	6	7	28	6,2
29.	Safrizal	7	7	6	6	27	6,7
30.	Selviana Br Siregar	7	7	8	8	30	7,3
31.	Tri Agustin	7	6	6	7	26	6,7
32.	Yasifa Sakinah Putri	6	7	7	7	27	6,5

Highest score : 7,7

Lowest score : 5

Average : 6,7

Performance Assessment (describing someone) in Cycle 1

No	Name	Fluency	Gram.	Pronun.	Vocab.	Total	Score
			Score Rubric				
			Accuracy				
1.	Adha Dwi Febrianti	6	6	6	6	24	6,0
2.	Aliya	6	6	6	6	24	6,0
3.	Alvin Suryawan	7	7	6	6	26	6,7
4.	Anggi Lestari	7	7	7	6	27	6,8
5.	Ayu Andini	7	7	6	6	26	6,7
6.	Bella Syahfitri	7	6	6	6	25	6,5
7.	Chairunnisa Nasution	7	6	6	6	25	6,5
8.	Cynthia Amanda	7	7	6	6	26	6,7
9.	Deni Riyandi	7	7	7	7	28	7,0
10.	Farras Irawan	7	7	7	6	27	6,8
11.	Fazla Mayhwana	7	7	7	6	27	6,8
12.	Gita Sulistyowati	7	7	7	7	28	7,0
13.	Harun Batubara	7	7	6	6	26	6,7
14.	Khairunnisa	7	7	6	6	26	6,7
15.	Lamhot Mirza Lubawi Siagian	7	7	7	6	27	6,8
16.	Mitha Juana Harlis	7	7	7	7	28	7,0
17.	Muethia Arifah	7	7	7	6	27	6,8
18.	M. Faisal Anwar	7	7	7	7	28	7,0

No	Name					Total	Score
19.	M. Irsan Maulana	6	7	6	7	26	6,3
20.	M. Qowwiyu Al-Matinnu	7	7	7	7	28	7,0
21.	M. Yusuf	8	8	7	7	30	7,7
22.	M. Zidan Hasibun	7	7	7	7	28	7,0
23.	Nadia Ramadani	7	7	6	6	26	6,7
24.	Nayla Nadila Sitorus	8	8	8	8	32	8,0
25.	Nayna Deswanti	8	7	7	7	29	7,5
26.	Rafi Azhar Haibuan	8	7	7	7	29	7,5
27.	Rizki Setiawan	7	6	7	7	27	6,8
28.	Rodiyah Isma	7	7	6	7	27	6,8
29.	Safrizal	7	7	6	6	26	6,7
30.	Selviana Br Siregar	8	8	7	8	31	7,8
31.	Tri Agustin	7	6	7	7	27	6,8
32.	Yasifa Sakinah Putri	7	7	7	7	28	7,0

Highest score : 8,0

Lowest score : 6,0

Average　　　: 6,9

Performance Assessment (describing things) in Cycle 2

No	Name	Score Rubric				Total	Score
		Fluency	Accuracy				
			Gram.	Pronun.	Vocab.		

1.	Adha Dwi Febrianti	7	7	7	6	27	6,8
2.	Aliya	7	7	7	7	28	7,0
3.	Alvin Suryawan	7	7	7	7	28	7,0
4.	Anggi Lestari	7	7	7	7	28	7,0
5.	Ayu Andini	7	7	7	7	28	7,0
6.	Bella Syahfitri	7	7	7	7	28	7,0
7.	Chairunnisa Nasution	7	7	7	7	28	7,0
8.	Cynthia Amanda	7	7	7	7	28	7,0
9.	Deni Riyandi	7	7	7	7	28	7,0
10.	Farras Irawan	7	7	7	7	28	7,0
11.	Fazla Mayhwana	7	7	7	7	28	7,0
12.	Gita Sulistyowati	7	7	7	7	28	7,0
13.	Harun Batubara	7	7	7	7	28	7,0
14.	Khairunnisa	7	7	7	7	28	7,0
15.	Lamhot Mirza Lubawi Siagian	7	7	7	7	28	7,0
16.	Mitha Juana Harlis	7	7	7	7	28	7,0
17.	Muethia Arifah	7	7	7	7	28	7,0
18.	M. Faisal Anwar	7	7	7	7	28	7,0
19.	M. Irsan Maulana	7	7	7	7	28	7,0
20.	M. Qowwiyu Al-Matinnu	7	7	7	7	28	7,0
21.	M. Yusuf	8	8	7	8	31	7,8
22.	M. Zidan Hasibun	7	7	7	8	29	7,2

23.	Nadia Ramadani	7	7	7	7	28	7,0
24.	Nayla Nadila Sitorus	8	8	8	9	33	8,2
25.	Nayna Deswanti	8	8	7	8	31	7,8
26.	Rafi Azhar Haibuan	8	7	8	8	31	7,8
27.	Rizki Setiawan	7	7	7	7	28	7,0
28.	Rodiyah Isma	7	7	7	7	28	7,0
29.	Safrizal	7	7	7	7	28	7,0
30.	Selviana Br Siregar	8	8	8	8	32	8,0
31.	Tri Agustin	7	7	7	8	29	7,2
32.	Yasifa Sakinah Putri	7	7	7	7	28	7,0

Highest score : 8,2

Lowest score : 6,8

Average   : 7

QUESTIONNAIRE

Isilah dengan memberikan tanda silang pada huruf a,b, atau c sesuai dengan pendapat anda!

1.Apakah kalian senang belajar bahasa inggris dengan menggunakan game ?

a.Tidak senang   b. Senang   c. Sangat senang

2.Apakah game dapat meningkatkan semangar kalian dalam belajar bahasa inggris?

a.Tidak meningkatkan   b. Meningkatkan   c.Sangat meningkatkan

3.Apakah game bisa memotivasi kalian untuk berbicara bahasa inggris ?

a.Tidak memotivasi   b. Memotivasi   c. Sangat memotivasi

4.Apakah "language function (jenis ungkapan-ungkapan / ekspresi) yang diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari hari kalian?

a.Tidak bermanfaat   b. Bermanfaat   c.Sangat bermanfaat

5.Apakah belajar bahasa Inggris menggunakan game perlu dilakuakn terus menerus?

a.Tidak perlu   b. Perlu   c.Sangat perlu