



**THE EFFECT OF GUESSING TECHNIQUE ON STUDENTS'
SPEAKING ABILITY AT THE SECOND GRADE STUDENTS
OF MTsN BOHOROK IN 2016/2017
ACADEMIC YEAR**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
as a Partial Fulfilment of the Requirements For The (Educational Bachelor) S-1
Program*

WRITTEN BY:

RIZKI MELINDA

34.13.3.011

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

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2017

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

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

Medan, 22 Agustus 2017
Yang membuat pernyataan

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ABSTRACT

THE EFFECT OF GUESSING TECHNIQUE ON STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE STUDENTS OF MTsN BOHOROK IN 2016/2017 ACADEMIC YEAR

RIZKI MELINDA

34.13.3.011

Key Words: Guessing Technique, Speaking Ability

This reserach was aimed to know: (1) the students' English speaking ability by using guessing technique, (2) the students' English speaking ability by using conventional technique (3) whether there was significant effect on the students' English speaking ability at MTsN Bohorok in 2016/2017 academic year. The researcher methodology of this research was an experimental research, which conducted the experiment and control class. The population of the research was the second grade students of MTsN Bohorok in 2016/2017 academic year, the number of students was 59 students consist of two classess. The experiment class (VIII-1) was 30 students and control class (VIII-2) was 29 students as sample. The researcher gave oral test to collect the data. There were two test, pre-test and post-test. The formula that was used to analyze the data was indepedent sample t-test. The researcher found that the pre test mean of experiment class was 62.26 and post test 84.2. The pre test mean of control class 55.93 and post-test mean was 61.37. It was found that $t_{\text{observation}}$ was 7.63, whereas the t_{table} was 2.02 for $\alpha = 0.05$. The $t_{\text{observation}}$ was higher than the t_{table} ($7.63 > 2.02$), so H_a was accepted while H_0 was rejected. It means that there was significant effect of Guessing Technique on students' speaking ability at the second grade students of MTsN Bohorok in 2016/2017 academic year.

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In the Name of Allah the Most Gracious the Most Merciful.

Praise be to Allah SWT, who has given me a health and a chance to finish my skripsi. Peace and blessing to our prophet Muhammad SAW, who has been my great feature as servant of Allah SWT.

The aim of finishing this thesis is a partial fulfillment of the requirement for S-1 program at English Department of Tarbiyah Science and Teacher Training faculty. The researcher realize that the researcher can not complete it without support, cooperation, help and encouragement from a lot of people. Therefore, the researcher would like to extend appreciation to all of them, especially to:

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9. The students at second grade of MTsN Bohorok who had participated in conducting the research.

Finally, the researcher realize that there are unintended errors in writing the thesis. The researcher allows the reader to give suggestion to improve the content in order to be made as one of the good examples for the next thesis.

Medan, 2017

The researcher

Rizki Melinda

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CHAPTER I

INTRODUCTION

A. The Background of Study

Communication is one of the important processes of learning a language. There are many languages that people use to communicate. English is the language that is widely used in this world that almost all people in the world use it to communicate especially with people from other countries. To be able to communicate globally, we are demanded to master English. That is the reason why we need an international language to make communication easier. People get used to calling it *lingua franca*.

A *lingua franca* also known as a bridge language, common language, trade language or vehicular language, is a language or dialect systematically (as opposed to occasionally, or casually) used to make communication possible between people who do not share a native language or dialect, particularly when it is a third language that is distinct from both native languages¹. The language which is dominantly used by people all over the world is English. In Indonesia, English as a foreign language meaning that English is not commonly used by Indonesian. It is widely used by certain people in certain places. Particularly in the school, English is taught yet it is found that many students cannot master English in either spoken or written form.

¹Viacheslav A. Chirikba,(2008), "The problem of the Caucasian Sprachbund" in Pieter Muysken, ed., *From Linguistic Areas to Areal Linguistics*, p. 31

Basically, there are four needed skills to master English. There are speaking, writing, reading, and listening. Each skill contributes to English proficiency cooperatively. Speaking is one of four important basic skills in language. Beside writing, reading, and listening, speaking takes its own part in specifically producing oral language. Speaking-listening is a pattern of communication used more commonly by all people all over the world rather than writing-reading. When one speaks, he must be speaking to another one who is called as a listener.

Clark and Clark state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener is any information or ideas to share, they ask them questions, they request them to do something for them, and many other things they can share and do with the listener.²

Basically, the goal of language is communication whereas the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correct as possible in a purpose.

While speaking, people use their speech to create an image of themselves to other people listening. By using speech and pausing, and variations in pitch, volume, and intonation, they also create a texture for their talk that supports and enchant what they are saying. It depends directly on the speaker's personality. However speaking is not as simple as it looks. As the main aim of speaking is to communicate, if two people are communicating under the same cultural and linguistic understanding (native language), they can communicate well but if they are communicating in their non-native language they should have a good

²Clark, H.H. and Clark, E.V, (1997), *Psychology and Language*, New York: Harcourt Brace Jovanovic, p. 223

linguistic concept of it. Therefore, while speaking in a foreign language, linguistics competence is necessary. It is very important for the speaker of foreign language to know the rules of the language itself.

In increasing students speaking ability, some techniques are needed here. So that the researcher want to know the effect the Guessing Technique in the teaching process toward the students in the class. Guessing technique is a technique in which a person or participant knows something and competes individually or in a team to identify or to find out the answers.

By using this technique, students can convey their opinion in groups by using their own language and their gestures actively and enthusiastically in teaching learning process. It can be highly motivating, relevant, and interesting. Therefore, it was expected that by using guessing technique in teaching and learning improve speaking achievement.

Based on my first observation at MTsN Bohorok, the researcher found out some problems in teaching learning process, especially in speaking skill. The first students have studied speaking, but they were included into poor speaker. Then, the teacher has taught about strategies which suitable for speaking skill. It will make students speaking better, but they still bad in English. It can be seen in their speaking score, because the speaking skill is an oral skill.³Based on these reasons, the researcher interest to do a research with the title “The Effect of Guessing Technique On Students’ Speaking Ability at The Second grade of MTsN Bohorok”.

³David Nunan,(2003),*Practical English Language Teaching*, London: Mc. Graw Hill, p. 48

B. The Identification of Study

In relation to the background of study, the problems in this research could be formulated as follows:

1. Communication is one of the important processes of learning a language;
2. English is most dominant language used by people all over the world;
3. There are four basic skills to mastering English namely speaking, listening, writing, and reading;
4. The main goal of language is to make every people speaks effective and efficient;
5. The students' speaking ability still far from good and they have bad score;
6. In English speaking teaching needs some techniques to support and easier the process;
7. Guessing technique can makes students' speaking ability increase and motivate them;

C. The Limitation of Study

Based on the identifications above, many problems that should the researcher discuss. But here the researcher limited on two factors;they are teacher's technique and students' speaking ability. The technique is Guessing Technique and the students's ability in speaking skill.

D. The Formulation of Study

According to the limitation above, the formulation of study are:

1. How is the students' speaking ability after being taught by using guessing technique at the second grade of MTsN Bohorok?
2. How is the students' speaking ability after being taught by using conventional technique at the second grade of MTsN Bohorok?
3. Is there any significant effect of guessing technique on students' speaking ability at the second grade of MTsN Bohorok?

E. The Objective of Study

In these research problems, the objective of study would aim:

1. To know the students' English speaking ability by using guessing technique;
2. To know the students' English speaking ability by using conventional technique;
3. To know the significant effect of guessing technique in students' English speaking ability;

F. The Significant of The Study

The researcher hope that the result of the research can inform about the students' speaking ability. The researcher hope that the research will be beneficial for researcher, teacher and students. This study expected to give some benefits as follows:

1. Theoretically

The findings of the study will give information of a new information about the effect of guessing technique toward the students' speaking ability.

2. Practically

a. For students

The application of guessing technique will make students interested in teaching learning process. Moreover, it helps them improve their speaking ability.

b. For English teachers

The study is hoped to give information about the appropriate method to improve the teaching learning process.

c. For the researcher

The result of the study will answer the curiosity about the effect of guessing technique toward the students' speaking ability.

3. Pedagogically

The result of the study will give information of knowledge about an alternative teaching method that can be used to improve the students' speaking ability.

a. The Reader

The reader can get information about the students ability in speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

A.1 Speaking

A.1.1 Definition of Speaking

Speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Meanwhile, in another sources “speak is be able to use a language to talk somebody about something.”⁴ Speaking is a two ways process which are involves the productive skill of speaking and receptive skill of understanding.

R.A. Hall tells us that speaking in “an ability that taken for granted, learned as it is through a process socialization through communicating.”⁵ It means that learning speaking skill we not just enough of theory but also we need a doing social communication. We must practice speaking at community environment everyday.

Sari Louma says “In speaking, the word order does not seem broken in any sense, however, since the aim is to emphasize the topic.”⁶ it means that in speaking the sense of the topic is the important. Thus, the words which are used in speaking should be emphasizing the topic of the speaking.

⁴Victoria Bull, (2008), *Oxford Learner’s Pocket Dictionary (fourth ed.)*, New York: Oxford University Press, p. 426

⁵ R.A. Hall in Glen Fulcher, (2003), *Testing Second Language Speaking*, New York: Pearson Longman, p. 22.

⁶ Sari Louma, (2009), *Assesing Speaking*, New York: Cambridge University, p. 15.

According to I.S.P. Nation and Jonathan Newton that speaking is an element of learning language which focused to learning through meaning-focused output; where the learner's attention is on conveying ideas and messages to another person.⁷ It means that speaking is a part of learning language and it is designed to extend the information (ideas and messages) to the listeners.

Furthermore, Robert Barras said that speaking ability is process to convey more information and make your point more forcefully if you make eye contact with each listener than if you really on words alone. As a result of such non-verbal communication, those involved in a conversation or discussion understand more than is actually said, whereas listener to a recorded conversation can learn only from what was said.⁸ It means that speaking ability is conveying more information and makes your point more forcefully to the listener. Therefore, the listener can learn the ideas through what is said by the speaker.

Elizabeth Grugeon, said that speaking ability gives all children an opportunity to express their thoughts and opinions; she has witnessed discussion sessions in classroom involving children confidently proposing ideas and opinions who would be unable to express themselves so well on paper.⁹ It means that speaking ability is a way to express thoughts and opinions and speaking is the way to express the ideas and opinions without

⁷ I.S.P. Nation and Jonathan Newton, (2009), *Teaching ESL/ EFL Listening and Speaking*, New York: Routledge, p. 1.

⁸ Robert Barras, (2006), *Speaking Your Self, A Guide for Students*, New York: Routledge, p. 19

⁹ Elizabeth Grugeon, (2000), *Teaching Speaking & Listening in the Primary School*, London: David Fulthon Publisher, p. 3

using paper. And speaking is one of the way to build the students' confidence.

Based on the quotation above, the researcher gets some conclusion about description of speaking. First, speaking ability is a part of learning language and it is designed to extend the information to the listener. Second, speaking should be able to show the topic which is conveyed to others by using suitable words. Third, speaking is a way to express thoughts and opinions. Thus, speaking is related to the process which emphasize the topic of the speaking. And the last points which writer get is to build up the speaking ability students not only need a theory but also students must always practice in social communication, beside to build up the speaking ability the students and it can increase students' confidence. The researcher concludes that speaking is an activity of producing and processing information through a language. Thus, it is the one of the most important language skill. Other skills in speaking may include the following:

- a. Producing the sound, stress pattern, rhythmic, structures and information of language;
- b. Using grammar structure accurately;
- c. Assessing characteristic of the target audiences including shared knowledge or shared points of reference;
- d. Selecting vocabulary that is understandable and appropriate for the audience;
- e. Applying strategies to enhance comprehensible;
- f. Using gesture or body language;

- g. Paying attention to success or the interaction and adjusting component of speech such as vocabulary, speed of speech, and complicity of grammar structure to maximize listener comprehension.

We as a human that have intelligence and thought can control our words certainly. All the words we said, bad or good we have to responsible. It based on surah Qaf verse 18:

مَا يُلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

“Not a word does he (or she) utter but there is a watcher by him ready (to record it).”¹⁰

A.1.2 The Aspects of Speaking

There are some aspects of speaking ability that the students should consider in speaking according to some experts, as follows:

- a. Pronunciation, includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.¹¹ Robert Barras said teaching pronunciation of English words would be contrary to the usual practice in teaching other language, because pronunciation each new word correctly.¹² It means that pronunciation is a facility to tell the communication. Therefore, it has important position toward language practice. Many students tend to think of pronunciation primarily as the accurate production of the sounds of

¹⁰Yusuf Ali, (1968), *The Holy Qur'an Text, Translation and Commentary*, Jeddah: Al-Arabiya, p. 54

¹¹Clark, H.H. and Clark, E.V, (1997), *Psychology and Language*, New York: Harcourt Brace Jovanovic, p.77

¹²Robert Barras, (2006), *Speaking Your Self A Guide for Students*, New York: Routledge, p.14

English words, but this aspect of pronunciation is neither the only one or the only important one.

- b. Accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly, grammatically, and phonologically correct.
- c. Fluency, considered to be ‘the ability to keep going when speaking spontaneously’ it is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility. The speaker should utter the words naturally.
- d. Comprehension in brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language.

A.1.3 Types of Classroom Speaking Performance

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

a. Imitative Speaking

Imitative speaking is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It means the listener follows the speaker, what the speaker said is what the listener said too. In other word, there is repetition. While this is a purely phonetic level of oral production, a number of prosodic,

lexical, and grammatical properties of language may be included in the performance.

b. Intensive Speaking

Intensive speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. It means that the speaker must know the meaning of what the other speaker said to him/ her so she/ he can respond well and there is nothing miscommunication between them. The example intensive speaking is directed response task, reading aloud, and sentence and dialogue completion.

c. Responsive Speaking

Responsive means reacting quickly and positively to something. Responsive speaking means the interaction and test comprehension but at the some limited level of short conversation, standard greetings and small talk, simple request and comments. For example, question and answer, giving direction and instruction, and paraphrasing.

d. Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or participants.¹³ It can take two forms, they are:

¹³H.D. Brown,(2004), *Language Assesment: Principles and Classroom Practices*, NY: Longman, p. 141-142

a) Transactional

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

b) Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

c) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

Like our body, speaking skill also has elements. The elements are necessary for the spoken production, here are:

a. Connected speakers

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use ‘fluent connected’ speech (as in I’d have gone). In connected speech sounds are modified (assimilation) omitted (elision), added (linking), or weakened (through contractions and stress patterning).¹⁴

b. Expressive devices

The use of these devices contributes to the ability to convey meanings. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communications.

c. Grammar

Grammar refers to one aspect in learning language and it has central position. It is because grammar has action to use the language. Grammar has traditionally had a central role in language teaching. Characteristic of current approaches to the teaching of grammar is, consequently, a tendency to treat grammar as a component of another skills, rather than as a separate skill in itself.¹⁵ This means that particular grammatical items are dealt with when they are needed for specific kinds of communicative task and function.

¹⁴Jeremy Harmer, (2001), *The Practice of English Language Teaching (3rd ed)*, Malaysia: Pearson Education, p.264

¹⁵Michael H. Long, (1987), *Methodology in TESOL A Book of Readings*, New York: Newbury House Publisher, p. 279

d. Tricia Hedge says that recent years have seen a resurgence of interest in the role of grammar in English language teaching. That is not to say that, for many teachers, grammar has even taken anything other than a central role in their classroom methodology.¹⁶ Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

A.1.4 Principles in Designing Teaching Speaking

The principles in designing teaching speaking are as follows:

a. Use techniques that cover the spectrum of learner needs, focus on accuracy and fluency

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. When teachers use one technique, she/he has to make sure that the technique is designed to help students to feel and use the building block of language.¹⁷

b. Provide intrinsically motivating techniques

Try to appeal students' interest and willingness in learning the materials and achieving the purpose of learning speaking skill. It helps to make them realize that the activity will benefit them. Encourage the use of

¹⁶Tricia Hedge, (2006), *Teaching and Learning in the Language Classroom*, New York: Oxford University Press, p. 143

¹⁷H.D. Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd ed.*, England: Longman, p.275

authentic language in meaningful contexts. The learning context must be meaningful towards the students and also basic knowledge of students so that students can talk or write about their own life experiences and their personal opinions.

c. Provide appropriate feedback and correction

Giving feedback and corrective are important in teaching speaking in which it needs a fluency and accuracy. Students should know whether or not they speak correctly and grammatically. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but eventhough you are in a position to be of great benefit.

d. Capitalize on the natural link between speaking and listening

Receptive and productive will always exist in the process of speaking. These two skills cannot be separated if it is used to achieve the process of communication. In teaching speaking, teacher should include listening aspect.

e. Give students opportunities to initiate oral communication

The competency of oral communication is turn-taking in speaking. A good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher gives students chance to start the conversation by asking questions, control the conversation, giving opinions, and even change the subject; it is best practiced within small groups or in pairs. When we design speaking practices, we need to ensure that the interaction is meaningful and participation is maximum.

f. Encourage the development of speaking strategies

Use different strategies to support the students in speaking class. Create more speaking strategies to accomplish the purposes of oral communications. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

g. Meaning must come first

Students can learn the materials especially for spoken language if they can accept the meaning of the foreign language. Hence teacher must create the appropriate environment for using and learning of the language. Children will acquire the language easily when they build the interaction both their teacher and a classmate.

h. Learning discourse skills

Practicing the language give much contribution in developing students' discourse skill. The familiarity of the words in teaching languagewould be handled by the students in the condition when children usually do the interaction with their family, friends or children.

A.2 Ability

Ability has mean skill or power.¹⁸ Ability also means the physical or mental skill or qualities that someone need to do something. Ability is a present state of being able to make certain responds perform certain tastes, we say that a person has an ability to do something and it's mean that people can do it right now.

Ability is a power or capacity to act physically, mentally, illegally, morally, and finally. The ability is someone's skill to know the problem and new condition, be able to thinking, be able to work, be able to mastering the instinctive attitude, and be able to receive complex relation included what writer called intelligence.

It can be concluded that ability is the power of skill need to do something. And skill can people get if they have an knowledge. The person we know who has knowledge is better than another person who does not. And we know that we created by Allah SWT on the best structure more than another creature Allah SWT. It's mean that we have ability since we were born and balanced in form and nature. It based on Surah Mujadilah verse11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

¹⁸Victoria Bull, (2008), *Oxford Learner's Pocket Dictionary (fourth ed.)*, New York: Oxford University Press, p.1

“O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from his mercy). And when you are told to rise up for prayers, or jihad, (holy fighting in Allah’s cause), or for any other good deed rise up. Allah will exalt indegree those of you who believe, and those who have been granted knowledge. And Allah is well acquainted with what you do.”¹⁹

Based on quotation above, it conclude everybody have ability since in pregnant, but ability will be proved if human have knowledge. The person who has knowledge is better than another person who does not. And we know that we created by Allah SWT on the best structure more than another creature Allah SWT.

A.3 Guessing Technique

According to Ludwig Von Bartalanfy, the technique is a set of elements that are mutually bound in an interrelationship between these elements with the environment. Technique is a very important component, because it can be applied to design a useful object or process. In the learning process, techniques are also very necessary so that the knowledge conveyed by the teacher can be accepted by students as a whole.

It based on Surah Ghashiyah verse 17-20:

¹⁹ Yusuf Ali, (1968), *The Holy Qur’an Text, Translation and Commentary*, Jeddah: Al-Arabiya

وَإِلَى الْأَرْضِ . وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ . وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ . أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ
كَيْفَ سُطِحَتْ

“ Then do they not look at the camels – how they are created? And at the sky –
how it is raised? And at the mountains – how they are erected? And at the earth –
how is spread out.”

Guessing technique is a technique or game in which the participants compete individually or in teams to identify something that indicate obscurely.

In teaching speaking through guessing technique, students are expected to be involved actively in speaking class activity; they are much courage to think what they want to say. According to Klippel, “The basic rule of guessing technique is eminently simple; one person knows something that another one wants to find out.”²⁰

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

Guessing technique can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their must important function is to give practice in communication.”²¹ It says that guessing technique give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

²⁰ Dwiyanti. (2009). *The Improvement Students' Speaking Skill Through Guessing Games Technique*. Jakarta: English Department School of Teacher Training and Education Kusuma Negara. <https://www.scribd.com/> accessed on 30 January 2017 12:06

²¹ Richard Amato, (1988), *Making It Happen*, New York: Pearson Education, p. 156

They also add that: Guessing technique 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). Silver said that Real guessing technique provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention."

Another advantages of use guessing game in teaching speaking is guessing game make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing game can encourage the students to communicate in English because the game are combination between language and practice with fun and excitement.

B. Conceptual Framework

Speaking is a verbal use of language to communicate with others. The students should have the ability to speak in order they can communicate with others. In English speaking, there are some important things that must be known and understood, there are grammar, vocabulary, pronunciation and the background of the social culture of the target language. These are the reason of the learners still face some troubles in learning speaking.

People put ideas into words, talking about perceptions, feelings, and intentions they want grasp. The goal of teaching speaking skills is to make the learners communicate effectively. Students should be able to make

themselves understand and use good communication with others. They should try to avoid confusion in the message due to the problems of pronunciation, grammar or vocabulary. The students should know how to observe the social and cultural rules applied in each communication situation.

In speaking teaching learning process there are the difficult parts, namely clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. For in fact, in classroom the writer find many students speak hesitatingly, inactive and even choose to be silent. So, English teacher need to provide better strategy for helping students improve their achievement in speaking.

Based on the theoretical description, it can be seen that speaking is an element of learning language which aimed to learning through meaning-focused output toward information. Therefore, it is very urgent to use suitable method for getting the aim of speaking.

Considering the condition, the researcher present that teaching speaking by using suitable technique can improve students' speaking ability. The suitable techniques here are describing and guessing technique.

In this study, Guessing Technique is an appropriate technique to be used in the classroom. It is an interesting technique that makes students interesting to speak up. By using Guessing Technique, students can convey their opinion in groups by using their own language and their gestures actively and enthusiastically in teaching learning process. It can be highly

motivating, relevant, and interesting. Therefore, it was expected that by using Guessing Technique in teaching and learning improve speaking achievement.

Basically, guessing techniques is aimed to make students are able to make students think hard, full concentration and quickly to answere something. It is because the technique is guessing something. Finally, they have sense in speaking even master in speaking. Therefore, the researcher assumes that there is the effect in speaking ability use Guessing technique at the second grade of MTsN Bohorok.

C. Related Study

The proposal relevance with thesis under title:

1. Esra Elita Hutabarat (2013): “Improving Students’ Speaking Achievement Through Guessing Game”. This study attempts to improve students’ achievement in speaking through Guessing Game. This study was conducted by using classroom action research in two cycles. The subject of the research was class VIII-II Yayasan SMP Swasta HKBP Sidorame. The number of the students was 30 as sample. The data were collected by using test which is taken from students’ score., diary note, observation sheet, questionannaire sheet, and interview sheet. The result of research shows that the mean of the Test III (64.83) is higher than mean of the Test II (54.93) and the Test I (48.93). Based on the diary note, observation sheet, questionnaire sheet, and interview sheet, it

shows that the students were more active and enthusiastic during the teaching-learning process in the first and second cycle.

2. Maulidia Rismi Br. Tarigan (2014): "The Effect of Guessing and Speculating Game With Pictures On Students' Achievement In Speaking". This study deals with the effect of using Guessing and speculating game with pictures o students' achievement in speaking. The objective of the study is to find out whether guessing and speculating game with pictures significantly affects the students' achievement in speaking. This study was conducted by using experimental design. The population of the study was the students of grade VIII of SMP Negeri 10 Medan in academic year 2014/ 2015, where there were 13 classes of VIII and there were two classes were selected as the sample by applying random sampling. The sample was divided into two groups. The experimental group (VIII D) was taught by applying Guessing and Speculating Game with pictures, while the control group (VIII C) was taught by applying Make a Match method. The data of the study were obtained from the students' score of writing test. To determine the realibility of the test, the writer used inter-rater formula. Based on the data calculation showed that the coefficient of realibility of the test was 0.81. It showed that the test reliable and the reliability was very high. There were two data used in this study. They were pre-test and post-test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the

study showed that t-observed (5.16) was higher than t-table (1.684) (t-observed > t-table) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) = 48. It can be concluded that applying Guessing and Speculating Game with pictures significantly affects on the students' achievement in speaking or in other words the hypothesis is accepted.

D. Hypothesis

Hypothesis is one of important elements in a research based on the theoretical description and conceptual framework that has been presented.²² In this research, the researcher would like to find out there is a significant effect on the students' speaking ability who are taught by using Guessing technique at the second grade of MtsN Bohorok. To accomplish this objective, the researcher proposed two hypothesis to be tested:

1. Ho: There is no a significant effect on the students' speaking ability at the second grade of MTsN Bohorok in 2016/2017 Academic Years.
2. Ha: There is a significant effect on the students' speaking ability at the second grade of MTsN Bohorok in 2016/2017 Academic Years.

²²Suharsimi Arikunto, (2007), *Manajemen Penelitian*, Jakarta: Rineka Cipta, p. 44

CHAPTER III

METHODOLOGY OF RESEARCH

A. Location of Research

This research was conducted at class VIII of MTsN Bohorok. This school was located in Jl. Bani Hasyim Kel. Pekan Bahorok, Kec. Bohorok, Kab. Langkat. The researcher was chosen MTsN Bohorok as the location of her study because:

1. The data which is needed in this research can be found in this school,
2. The number of students is sufficient to be a representative sample,
3. This school is the Islamic school. This is one of the requirements from the researcher faculty to conduct the research in the Islamic school.

B. Research Design

In this research, the researcher used quantitative research. According to Syahrudin and Salim, a quantitative research is an empirical research that consists of statistical data.²³ It means that the writer collected and analyzed the data statistically. The research used experimental design. Experimental design is a quantitative research design that aims to get the correlation of cause and effect clearly between some factors of causes with a problem or condition.

In experimental research, there were two groups of samples, namely control group and experimental group. Both groups were given pre-test, treatment, and post-test. Pre-test was administered to each group before giving treatment. The experimental group was taught by using Guessing Technique while the control group was taught by using Conventional Technique.

²³ Syahrudin and Salim, (2007), *Metode Penelitian Kuantitatif*, Bandung: Cipta Pustaka Media. p.4

The research design was showed in table below as following :

Table B
Design of Research

Group	Class	Step 1	Step 2	Step 3
Experimental	VIII-1	Pre-Test	Treatment by using Guessing technique as the material.	Post-Test
Control	VIII-2	Pre-Test	Treatment by using Conventional technique as the material.	Post-Test

C. Population and Sample

C.1 Population

Population is the whole object which will be researched.²⁴ Population is a number of all subjects or objects that it has supply data which is needed in the research. As Suharsimi Arikunto states that population is all of subject research.²⁵

According to Santrock, population is the entire group about which the investigator wants to draw conclusion and sample is the subject of the

²⁴ Syahrums and Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citrapustaka Media, p. 113.

²⁵ Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, p. 108.

population chosen by the investigator for study.²⁶It means all of the subject in the researching area become a population of the research.

Based on the quotation above, the researcher concluded the population is the research class VIII of MTsN Bohorok with 59 students in 2016/2017 academic year. In order to be clear and brief can be seen on the table below.

Table C.1

The Population of class VIII-1 and VIII-2 Students of MTsN Bohorok in 2016/2017 Academic Year

No	Class	Total
1	VIII-1	30
2	VIII-2	29
TOTAL		59

C. 2 Sample

Sample is part of population which will be the object of research.²⁷ Sample refers to delegation from the population in the research. The delegation is used to present the whole population. The sample of this study is 59 students. It is related to Suharsimi Arikunto said if the population is less 100 so all the population became sample (total sampling).

²⁶W. John Santrock, (2003), Psychology, USA: Mc Grawhill, p. 45

²⁷Syahrum and Salim, Op.cit., (2007), p. 113

Table C.2

The Sample of Research

Class	Population	Sample
Experiment Class (X)	30	30
Control Class (Y)	29	29
Total	59	59

D. Definition Operational of Variable

Guessing game or guessing technique is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer. Guessing technique can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their most important function is to give practice in communication. It says that guessing technique give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

Real guessing technique provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention. Another advantages of use guessing technique in teaching speaking is guessing technique make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing technique can encourage the students to communicate in

English because the gameare combination between language and practice with fun and excitement.

E. Instrument of Collecting Data

E.1 Test

The test is oral test. The students got possible score 0-100, where is here divide to five categories (Grammar, pronunciation, vocabulary, fluency, and comprehension). Each category get possible 1-20, where 1 is the lowest score and 20 are highest score. After that, total score that calculation with 3.33 get point 0-100.

The step to do the test will follow:

- a. Distributing theme of dialogue to each group students.
- b. Giving instruction that the test is directly done on the test.
- c. Specifying the time for students to do the test.
- d. Record students' performance in front of the class.
- e. Scoring the students.

E.2 Interview

There is one time to do interview. The interview was done before conducting the research. The researcher interview English teacher before conducting the research to find out the problem and collect information of the school.

F. Technique of Collecting Data

F.1 Pre-Test

Pretest was administered to both experimental and control group. Pre-test was conducted to find out and describe whether both groups are homogeneous in speaking test or not. The homogeneity can be seen from the average score of each group. Before starting the experiment, a pre-test was administered to the samples both groups with the same items. It was expected that the difference of average of score between them not too far. In other words, the two groups were in the same level of knowledge.

F.2 Treatment

After having the pre-test, the experimental group was treated by using guessing technique while control group was treated by using conventional technique. The treatment was conducted after administration of the pre-test. The experimental group was treated by using guessing technique in order to improve speaking ability, while the control group was using conventional technique. The processes of giving treatment to both of groups was conducted in a meeting.

F.3 Post-Test

Post test was given to know differences score between experimental and control group. It was given to the student after treatment has been reached in order to find out the effect of using guessing technique toward students' ability in speaking whether it will significant or not.

G. Technique of Analyzing Data

G.1 Test of Analysis Requirements

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity tests.

G.1.1 Normality Test

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using Lilifors test. After getting L_o , it was compared to $L_t \alpha = 0,05$.

The characteristic of Lilifors test is:

- If $L_o < L_t$ = data is normal
- If $L_o > L_t$ = data is not normal

G.1.2 Homogeneity Test

Homogeneity test is done to know whether the sample is homogenous or not. Homogeneity test that is done in this research is Fisher test. Here is the formula:

$$F = \frac{S_1^2}{S_2^2}$$

Note:

S_1^2 = The biggest variant of both variable

S_2^2 = The smallest variant of both variable

After getting the F_o , it was compared to $F_t \alpha = 0,05$. The characteristic of

Fisher test is:

- If $F_o \leq$ sample is homogenous
- If $F_o >$ sample is heterogenous

G.2 Hypothesis Test

In analyzing the data, the researcher was used t-test formula. The formula of t-test express as follows²⁸:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 - \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Mx : the mean value of experimental group

My : the mean value of control group

$\sum x$: the standard derivation of experimental group

$\sum y$: the standard derivation of control group

Nx : the total number sample of experimental group

Ny : the total number sample of control group.

²⁸Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, p.354-356

CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDING

A. The Data Description

This chapter discusses the data which was based on the data obtains during the research process. The data on this research were quantitative data, they were taken from experiment research design, and there were fifty nine who were taken as sample of this research. They were divided into two classes, namely experiment and control class. The students in experiment class were taught by using Guessing Technique and the students in control class were taught by using Conventional Technique. The population of this research was the students of the second grade at MTsN Bohorok. The experiment class was VIII-1 and the control class was VIII-2. The data were collected by administering pre-test which was an oral test to measure the students' ability before doing the treatment, the data were collected by administering the post-test, which was also an oral test. The data were the students' score which were needed for hypothesis testing.

Both of experiment and control class were given oral test from on the pre-test and post-test.

Table A.1
Students' Score in Experiment Class

Num	Students' Name Initial	Pre-Test	Post-Test
1	A	40	60
2	AKA	75	93
3	AE	60	87
4	ACP	70	89
5	DMS	50	80
6	FKH	70	88

7	F	78	89
8	FFA	58	88
9	HK	58	88
10	IES	50	86
11	ISD	70	91
12	LABB	58	83
13	MDD	60	87
14	MF	70	90
15	MR	60	78
16	MAP	40	88
17	MBS	40	60
18	MIA	75	88
19	MZ	58	80
20	NZ	66	85
21	NA	66	86
22	PAR	75	92
23	RJ	70	90
24	RPS	62	80
25	RA	61	95
26	STS	63	85
27	SFA	72	85
28	UZM	60	75
29	YMS	71	85
30	YU	62	75
	Total	1868	2526
	Mean	62,26	84,2

Based on the table above, the students' ability at speaking descriptive text that was taught by using Guessing Technique showed the highest score of pre-test in experimental class was 78 while the lowest score was 40. The highest score of

post-test in experimental class was 95 while the lowest score was 60. The total score of pre-test in experimental class was 1868 and the mean was 62.26. The total score of post-test in experimental class was 2526 and the mean was 84.2.

Table A.2
Students' Score in Control Class

Num	Students' Name Initial	Pre-Test	Post-Test
1	AH	62	65
2	AAR	50	55
3	AWT	53	60
4	BTD	60	65
5	CH	63	65
6	DS	40	50
7	EA	58	60
8	FAG	60	60
9	GM	60	62
10	HS	61	65
11	IS	45	55
12	In	75	80
13	LV	40	40
14	ML	63	63
15	NAAG	40	48
16	NH	76	80
17	RMS	65	70
18	RM	50	50
19	RW	60	60
20	SFG	50	55
21	Se	40	50
22	SW	52	62
23	SM	40	50
24	SW	52	62

25	Sy	54	70
26	SF	60	65
27	Wa	70	75
28	WA	45	55
29	Wu	60	75
	Total	1622	1780
	Mean	55,93	61,37

The table above explains that the students' ability at writing narrative text that was taught by Conventional Technique showed the highest score of pre-test in control class was 76 while the lowest score was 40. The highest score of post-test in control class was 80 while the lowest score was 40. The total score of pre-test in control class was 1622 and the mean was 55.93. The total score of post-test in control class was 1780 and the mean was 61.37.

The result difference indicates that after getting treatment the experiment class got better understanding than control class. It can be seen that there was an effect of Guessing Technique on the students' speaking ability.

B. Data Analysis

Data analysis was intended to find out whether the application of Guessing Technique significantly affects the students' speaking ability. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected, before it the researcher should do requirement test at the first by using normality and homogeneity test.

B.1 Normality Test

Table B.1.1

Normality Test of Pre-test in Experiment Class

No	Score	F	FCUM	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	3	3	-2,14815	0,01585	0,1	0,08414911
2	50	2	5	-1,18341	0,11832	0,16666	0,04834380
3	58	4	9	-0,41162	0,34030	0,3	0,04030835
4	60	4	13	-0,21867	0,41345	0,43333	0,01988134
5	61	1	14	-0,12220	0,45137	0,46666	0,01529643
6	62	2	16	-0,02572	0,48973	0,53333	0,04359553
7	63	1	17	0,07074	0,52820	0,56666	0,03846603
8	66	2	19	0,36016	0,64063	0,63333	0,00730629
9	70	5	24	0,74606	0,77218	0,8	0,02781426
10	71	1	25	0,84253	0,80025	0,83333	0,03307671
11	72	1	26	0,93901	0,82613	0,86666	0,04052894
12	75	3	29	1,22843	0,89035	0,96666	0,07630879
13	78	1	30	1,51785	0,93547	1	0,06452546

To find Z score by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

$$1. Z_i = \frac{40 - 62.26}{10.36} = -2.1481$$

$$2. Z_i = \frac{50 - 56.63}{10.36} = -1.1834$$

$$3. Z_i = \frac{58 - 56.63}{10.36} = -0.4116$$

$$4. Z_i = \frac{60 - 56.63}{10.36} = 0.43333$$

$$5. Z_i = \frac{61 - 56.63}{10.36} = 0.46666$$

To find out S(Zi) we use the formula :

$$S(Z_i) = \frac{Fcum}{n}$$

1. $S(Z_i) = \frac{3}{30} = 0,1$
2. $S(Z_i) = \frac{5}{30} = 0,16666$
3. $S(Z_i) = \frac{9}{30} = 0,3$
4. $S(Z_i) = \frac{13}{30} = 0.36842$
5. $S(Z_i) = \frac{14}{30} = 0.52632$

From the explanation above, it can be seen that the Lilifors Observation or $L_0 = 0.084$ with $n = 30$ and at real level $\alpha = 0.05$ from the list critical coefficient of Lilifors table, $L_t = 1,161$. It can be concluded that the data distribution was **normal**, because $L_0 (0.084) < L_t (1,161)$.

Table B.1.2
Normality Test of Post-test in Experiment Class

No	Score	F	FCUM	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	2	2	-2,95513	0,00156	0,06666	0,06510399
2	75	2	4	-1,12343	0,13062	0,13333	0,002707708
3	78	1	5	-0,75709	0,22449	0,16666	0,057828326
4	80	3	8	-0,51287	0,30401	0,26666	0,037353009
5	83	1	9	-0,14653	0,44174	0,3	0,141749344
6	85	4	13	0,09769	0,53891	0,43333	0,105577564
7	86	2	15	0,21980	0,58698	0,5	0,08698779
8	87	2	17	0,34191	0,63379	0,56666	0,067126319
9	88	5	22	0,46402	0,67868	0,73333	0,054646818
10	89	2	24	0,58614	0,72110	0,8	0,078890083
11	90	2	26	0,70825	0,76060	0,86666	0,106060191

12	91	1	27	0,83036	0,79683	0,9	0,103165466
13	92	1	28	0,95248	0,82957	0,93333	0,103759989
14	93	1	29	1,07459	0,85872	0,96667	0,107945054
15	95	1	30	1,31881	0,90639	1	0,093614772

To find Z score by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{60-84.2}{8.189} = -2,9551$$

$$2. Z_i = \frac{75-84.2}{8.189} = -1,1234$$

$$3. Z_i = \frac{78-84.2}{8.189} = -0,7570$$

$$4. Z_i = \frac{80-84.2}{8.189} = 0,2666$$

$$5. Z_i = \frac{83-84.2}{8.189} = -0,1465$$

To find out S(Z_i) we use the formula :

$$S(Z_i) = \frac{F_{cum}}{n}$$

$$1. S(Z_i) = \frac{2}{30} = 0,06666$$

$$2. S(Z_i) = \frac{4}{30} = 0,13333$$

$$3. S(Z_i) = \frac{5}{30} = 0,16666$$

$$4. S(Z_i) = \frac{8}{30} = 0,21052$$

$$5. S(Z_i) = \frac{9}{30} = 0,3$$

From the explanation above, it can be seen that the Lilifors Observation or $L_0 = 0.1417$ with $n = 30$ and at real level $\alpha = 0.05$ from the list critical coefficient of Lilifors table, $L_t = 0.161$. it can be concluded that the data distribution was **normal**, because $L_0(0.1417) < L_t(0.161)$.

Table B.1.3
Normality Test of Pre-test in Control Class

No	Score	F	FCUM	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	5	5	-1,53860	0,06195	0,17241	0,110463625
2	45	2	7	-1,05571	0,14555	0,24137	0,095829101
3	50	2	9	-0,57281	0,28338	0,31034	0,02695972
4	52	1	10	-0,37965	0,35210	0,34482	0,00727273
5	53	1	11	-0,28307	0,38855	0,37931	0,009248563
6	54	1	12	-0,18649	0,42602	0,41379	0,012234104
7	55	1	13	-0,08991	0,46417	0,44827	0,015900098
8	58	1	14	0,19981	0,57918	0,48275	0,09643033
9	60	6	20	0,39297	0,65283	0,68965	0,036823231
10	61	1	21	0,48955	0,68777	0,72413	0,036361748
11	62	1	22	0,58613	0,72110	0,75862	0,037512788
12	63	2	24	0,68271	0,75260	0,82758	0,074979648
13	65	2	26	0,87587	0,80945	0,89655	0,087101121
14	70	1	27	1,35876	0,91289	0,93103	0,018144291
15	75	1	28	1,84166	0,96723	0,96551	0,001720721
16	76	1	29	1,93824	0,97370	1	0,026296679

To find Z score by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{40 - 55.93}{10.35} = -1,53860$$

$$2. Z_i = \frac{45 - 55.93}{10.35} = -1,05571$$

$$3. Z_i = \frac{50 - 55.93}{10.35} = -0,57281$$

$$4. Z_i = \frac{52 - 55.93}{10.35} = -0,37965$$

$$5. Z_i = \frac{53 - 55.93}{10.35} = -0,28307$$

To find out S(Z_i) we use the formula :

$$S(Z_i) = \frac{F_{cum}}{n}$$

$$1. S(Z_i) = \frac{5}{29} = 0,17241$$

$$2. S(Z_i) = \frac{7}{29} = 0,24137$$

$$3. S(Z_i) = \frac{9}{29} = 0,31034$$

$$4. S(Z_i) = \frac{10}{29} = 0,34482$$

$$5. S(Z_i) = \frac{11}{29} = 0,37931$$

From the explanation above, it can be seen that the Lilifors Observation or $L_0 = 0.110$ with $n = 29$ and at real level $\alpha = 0.05$ from the list critical coefficient of Lilifors table, $L_t = 0.161$. it can be concluded that the data distribution was **normal**, because $L_0(0.110) < L_t(0.161)$.

Table B.1.4

Normality Test of Post-test in Control Class

No	Score	F	FCUM	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	1	1	-2,18493	0,01444	0,03448	0,020035905
2	48	1	2	-1,36734	0,08575	0,06896	0,016792983
3	50	4	6	-1,16294	0,12242	0,20689	0,084471371
4	55	4	10	-0,65195	0,25721	0,34482	0,087612816
5	60	4	14	-0,14096	0,44394	0,48275	0,038809218
6	62	2	16	0,06343	0,52528	0,55172	0,02643477
7	63	1	17	0,16563	0,56577	0,58620	0,02043015
8	65	5	22	0,37002	0,64431	0,75862	0,114301095
9	70	3	25	0,88102	0,81084	0,86206	0,051222014
10	75	2	27	1,39201	0,91804	0,93103	0,012993529
11	80	2	29	1,90300	0,97148	1	0,02851983

To find Z score by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

1. $Z_i = \frac{40 - 61.37}{9.784} = -2,18493$

2. $Z_i = \frac{48 - 61.37}{9.784} = -1,36734$

3. $Z_i = \frac{50 - 61.37}{9.784} = -1,16294$

4. $Z_i = \frac{55 - 61.37}{9.784} = -0,65195$

5. $Z_i = \frac{60 - 61.37}{9.784} = -0,14096$

To find out $S(Z_i)$ we use the formula :

$$S(Z_i) = \frac{F_{cum}}{n}$$

$$1. S(Z_i) = \frac{1}{29} = 0,03448$$

$$2. S(Z_i) = \frac{2}{29} = 0,06896$$

$$3. S(Z_i) = \frac{6}{29} = 0,20689$$

$$4. S(Z_i) = \frac{10}{29} = 0,34482$$

$$5. S(Z_i) = \frac{14}{29} = 0,48275$$

From the explanation above, it can be seen that the Lilifors Observation or $L_0 = 0.114$ with $n = 29$ and at real level $\alpha = 0.05$ from the list critical coefficient of Lilifors table, $L_t = 0.161$. it can be concluded that the data distribution was **normal**, because $L_0 (0.114) < L_t (0.161)$.

B.2 Homogeneity Test

Homogeneity test used F-test to know what the sample come from the population that homogenous or not.

Table B.2.1

Homogeneity Test of Pre-test

Num	Data	Variants	F _{observation}	F _{table}	Conclusion
1	Pre-test of experiment class	107,44	1,002	1,875	homogeneous
2	Pre-test of control class	107,20			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Note :

S_1^2 = the highest variant of both variable

S_2^2 = the lowest variant of both variable

Then, the homogeneity of the sample could be decided based on this following hypothesis:

- If $F_0 < F_t$ = data homogenous
- If $F_0 > F_t$ = data is not homogenous (heterogenous)

Analysis data of pre-test of both variable:

$$S_{ex}^2 = 107,44 \quad N = 30$$

$$S_{cont}^2 = 107,20 \quad N = 29$$

So:

$$F_{\text{observation}} = \frac{S_{ex}^2}{S_{cont}^2}$$

$$F_{\text{observation}} = \frac{107,44}{107,20} = 1.00$$

The coefficient of $F_{\text{observation}} = 1.00$ was compared with F_{table} , where F_{table} was determined at real level $\alpha = 0.05$ and the same numerator dk = n-1 (30-1 = 29), the denominator dk = n-1 (29-1 = 28). Then F_{table} can be calculated 1.875.

Because of $F_{\text{observation}} < F_{\text{table}}$ or (1.00 < 1.875) so it can be concluded that the variant was **homogenous**.

Table B.2.2
Homogeneity Test of Post-test

Num	Data	Variants	F _{observation}	F _{table}	Conclusion
1	Post-test of experiment class	67.06	1.427	1.875	homogeneous
2	Post-test of control class	95.74			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Note :

S_1^2 = the highest variant of both variable

S_2^2 = the lowest variant of both variable

Then, the homogeneity of the sample could be decided based on this following hypothesis:

- If $F_0 < F_t$ = data homogenous
- If $F_0 > F_t$ = data is not homogenous (heterogenous)

Analysis data of pre-test of both variable:

$$S_{ex}^2 = 95.74 \quad N = 29$$

$$S_{cont}^2 = 67.06 \quad N = 30$$

So:

$$F_{\text{observation}} = \frac{S_{ex}^2}{S_{cont}^2}$$

$$F_{\text{observation}} = \frac{95.74}{67.06} = 1.427$$

The coefficient of $F_{observation} = 1.427$ was compared with F_{table} , where F_{table} was determined at real level $\alpha = 0.05$ and the same numerator dk = n-1 (30-1 = 29), the denominator dk = n-1 (29-1 = 28). Then F_{table} can be calculated 1.875.

Because of $F_{observation} < F_{table}$ or (1.427 < 1.875) so it can be concluded that the variant was **homogenous**.

B.3 Hypothesis Testing

The next of the analysis of the data was doing hypothesis test. Hypothesis test aims to give the answer which proposed by the researcher whether the hypothesis accepted or rejected. The hypothesis test was done by using T_{test} .

Before deciding the result of hypothesis, the researcher proposed the interpretation toward t_o (t observation) with procedure:

$$H_o = \mu_x < \mu_y$$

$$H_a = \mu_x > \mu_y$$

From the criteria of the hypothesis, H_a is accepted If $t_{observation} > t_{table}$

To know whether there was are not a significant effect among the students' speaking ability who were taught by Guessing technique so it was need to do t-test. The formula was stated as the following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where: Mx = The mean value of experimental group

My = The mean value of control group

$\sum x$ = The standard deviation of experimental group

Σy = The standard deviation of control group

Nx = The total number samples of experimental group

Ny = The total number samples of controlgroup

Before calculating t-test data, it used the formula bellow to find out the deviation standard of both of class:

$$Mx = \frac{\Sigma d}{n}$$

Table B.3.1

The Tabulation of Students' Score at Experiment Class

No	Students' Initial Name	Pre Test (t1)	Post Test (t2)	d = (t2-t1)	dx= d - Mx	dx2
1	A	40	60	20	-1,93	3,73
2	AKA	75	93	18	-3,93	15,47
3	AE	60	87	27	5,06	25,67
4	ACP	70	89	19	-2,93	8,60
5	DMS	50	80	30	8,06	65,07
6	FKH	70	88	18	-3,93	15,47
7	F	78	89	11	-10,93	119,53
8	FFA	58	88	30	8,06	65,07
9	HK	58	88	30	8,06	65,07
10	IES	50	86	36	14,06	197,87
11	ISD	70	91	21	-0,93	0,87
12	LABB	58	83	25	3,06	9,40
13	MDD	60	87	27	5,06	25,67
14	MF	70	90	20	-1,93	3,73
15	MR	60	78	18	-3,93	15,47
16	MAP	40	88	48	26,06	679,47
17	MBS	40	60	20	-1,93	3,73
18	MIA	75	88	13	-8,93	79,80
19	MZ	58	80	22	0,06	0,004
20	NZ	66	85	19	-2,93	8,60
21	NA	66	86	20	-1,93	3,73

22	PAR	75	92	17	-4,93	24,33
23	RJ	70	90	20	-1,93	3,73
24	RPS	62	80	18	-3,93	15,47
25	RA	61	95	34	12,06	145,60
26	STS	63	85	22	0,06	0,004
27	SFA	72	85	13	-8,93	79,80
28	UZM	60	75	15	-6,93	48,07
29	YMS	71	85	14	-7,93	62,93
30	YU	62	75	13	-8,93	79,80
	Total	1868	2526	658	0	8,08
	Mean	62,26	84,2			

$$\begin{aligned}
 Mx &= \frac{\sum d}{n} \\
 &= \frac{658}{30} \\
 &= 21,93
 \end{aligned}$$

Table B.3.2

The Tabulation of Students' Score at Control Class

No	Students' Initial Name	Pre Test (t1)	Post Test (t2)	d = (t2-t1)	dx= d - Mx	dx2
1	AH	62	65	3	-2,44	5,99
2	AAR	50	55	5	-0,44	0,20
3	AWT	53	60	7	1,55	2,40
4	BTD	60	65	5	-0,44	0,20
5	CH	63	65	2	-3,44	11,89
6	DS	40	50	10	4,55	20,71
7	EA	58	60	2	-3,448	11,89
8	FAG	60	60	0	-5,44	29,68
9	GM	60	62	2	-3,44	11,89
10	HS	61	65	4	-1,44	2,09
11	IS	45	55	10	4,55	20,71
12	IS	75	80	5	-0,44	0,20
13	LV	40	40	0	-5,44	29,68
14	ML	63	63	0	-5,44	29,68
15	NAAG	40	48	8	2,55	6,51

16	NH	76	80	4	-1,44	2,09
17	RMS	65	70	5	-0,44	0,20
18	RM	50	50	0	-5,44	29,68
19	RW	60	60	0	-5,44	29,68
20	SFG	55	55	0	-5,44	29,68
21	SFG	40	50	10	4,55	20,71
22	SW	52	62	10	4,55	20,71
23	SM	40	50	10	4,55	20,71
24	SrW	65	70	5	-0,44	0,20
25	Sy	54	70	16	10,55	111,33
26	SFG	60	65	5	-0,44	0,20
27	Wa	70	75	5	-0,44	0,20
28	WA	45	55	10	4,55	20,71
29	Wu	60	75	15	9,55	91,23
		1622	1780	158	0	4,54
		55.93	61.37			

$$\begin{aligned}
 My &= \frac{\sum d}{n} \\
 &= 158 \\
 &= 5.44
 \end{aligned}$$

Based on the calculation data, the result was as follows:

$$\begin{aligned}
 Mx &= 21.93 & My &= 5.44 \\
 dx^2 &= 8,08 & dy^2 &= 4,54 \\
 n_x &= 30 & n_y &= 29
 \end{aligned}$$

So t-test can be counted as follows:

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\
 t &= \frac{21.93 - 5.44}{\sqrt{\left(\frac{8,08 + 4,54}{30 + 29 - 2}\right)\left(\frac{1}{30} + \frac{1}{29}\right)}}
 \end{aligned}$$

$$t = \frac{16.49}{\sqrt{\left(\frac{12.62}{57}\right)(0.1)}}$$

$$t = \frac{16.49}{\sqrt{4.70(0.1)}}$$

$$t = \frac{16.49}{\sqrt{4.70}}$$

$$t = \frac{16.49}{2.16}$$

$$t = 7.63$$

From the calculation of the data, it can be seen there significant effect of using Guessing technique on the students' speaking ability. In order to find out the significant effect of Guessing technique, the researcher analyzed the data by applying t-test formula to prove his research. It was obtained that the coefficient of $t_{\text{observation}}$ was 7.63.

In this research, the coefficient of t-table for the degree freedom (df) 37 at level of significance 0.05 is between $df = 35$ and $df = 40$. Because $df = 37$ there was not in t distribution, so the researcher used interpolation.

- $t_{(35)} = 2.03$

- $t_{(40)} = 2.02$

So :

$$t_{(39)} = 2.03 + \frac{39-35}{40-35} (2.02 - 2.03)$$

$$t_{(39)} = 2.03 + \frac{4}{5} (-0.01)$$

$$t_{(39)} = 2.03 + 0.8(-0.01)$$

$$t_{(39)} = 2.03 - 0.008$$

$$t_{(39)} = 2.02$$

From the calculation above, it was found that the coefficient of $t_{\text{observation}}$ (5.15) was highest than the coefficient of t_{table} (2.02). it can be seen as follows:

$$7.63 > 2.02$$

This result showed that alternative hypothesis is accepted and the null hypothesis is rejected. There was any significant effect of using Guessing Technique on the students' ability speaking especially in descriptive text study at MTsN Bohorok in 2016/2017 Academic Years.

C. Research Finding

Based on the result of the calculation above, it is found that the students' ability on speaking taught by using of Guessing Technique got mean in pre-test 62.26 with the highest score was 78 and the lowest score was 40. While in post-test the students got mean 84.2 with the highest score was 95 and the lowest score was 60. Meanwhile the students' speaking ability taught by using Conventional Technique got mean 55.93 in pre-test with the highest score 76 and the lowest score 40. While in post-test the students got mean 61.37 with the highest score 80 and the lowest score as 40. Based on the statistical computation t-test was found that the coefficient of $t_{\text{observation}} = 7.63$ where the value of $t_{\text{table}} = 2.02$. it means that there is significant effect of using Guessing Technique on students' speaking ability. It is indicated that H_a was accepted and H_o was rejected.

D. Discussion

The result of this research showed that there was significant effect of Guessing Technique in students' speaking ability at eight grade students of MTsN Bohorok in 2016/2017 Academic Years. It is prove by the result of t t-test that t_o $7.63 > t_t = 2.02$.

If we see from the value side, applying Guessing Technique in learning speaking showed that there was significant effect on the students' speaking ability. Where the mean of the experiment class that taught by Guessing Technique is 84.2 while the mean of the control class that taught by without Guessing Technique is just 61.37. Although they are given by the same material and test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

After doing the research, analyzing the data and hypothesis test, the researcher had conclusions such as:

1. The students' speaking ability after being touch by Guessing Technique get data was, Mean: 84.2, Standard Derivation:8.18, Variants: 67.06, it was good category.
2. The students' speaking ability after being touch Conventional Technique get data was Mean: 61.37, Standard Derivation: 9.78, Variants: 95.74, where it was enough category
3. There was significant effect of Guessing Technique on students' speaking ability. It was known by statistical analysis to the hypothesis where is it showed that to was higher than t_t ($7.63 > 2.02$) it could be said that "There was significant effect of Guessing Technique on students' speaking ability at the second grade students of MTsN Bohorok in 2016/2017 Academic Years.

B. SUGGESTION

Based on the result and conclusion of this research, the researcher conclude:

1. The teachers are suggested to apply Guessing Technique in their learning process, especially in descriptive text. If it's possible to implement this technique on the material that will be given to the students, because it can make the students to be more active and participative. So, it also can help the teacher easier to teach the students.
2. For another researchers, the researcher suggests to guide the students more by asking about the problem that face by them, and suggest them do not shy talking use English because the researcher had difficulties to suggest students to speak in front of the class.
3. In the learning process that using Guessing Technique, the researcher found difficulties to manage the allocation of time. So, for another researcher who will apply this technique are suggested to concern about the time allocation. Because, this learning technique need much time.

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THROUGH-GUESSING-GAME-TECHNIQUE. Accessed on 30 January 2017

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APPENDIX I

LESSON PLAN

(Experimental Group)

School : MTsN Bohorok

Class/ Semester : VIII/ II

Subject : English

Skill : Speaking

Theme : Animal

Genre : Descriptive

Time allocation : 2x40 minutes (1 meeting)

A. Standard Competence

Expressing the meaning of spoken functional text in simple short monologue discourse, in the form of descriptive to interact in daily life.

B. Basic Competence

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

C. Indicator

- Get the detail information of monologue descriptive text
- Master the vocabularies related to the text
- Describe the picture in simple short monologue discourse
- Play Guessing technique with pictures.

D. Teaching Objective

After completing this session, students are able to:

- Describe the picture in simple short monologue discourse

- Identify the detail information of monologue descriptive text
- Play Guessing technique with pictures (single and composite pictures)

E. Methods

Model of learning : Guessing technique (with picture)

Method of learning : Group Discussion

F. Source/ Media

Source : English Book for class VIII SMP: Suyanto, Kasihani K.E and Sri Andreani, (2016), *English in Context*(SMP/MTs Grade VIII), Jakarta: Bumi Aksara. And internet sources:
[Http://www.google.com](http://www.google.com)

- Media : - Pictures of animals
- Dictionary
- Marker
- Whiteboard
- Recorder

G. Teaching Learning Process

Teacher's Activity	Teaching Activity	Time Allocation
<p>A. Opening Activity</p> <ul style="list-style-type: none"> • Motivating and guiding the students • Evaluating students' ability to express <i>descriptive text</i> in simple short monologue dicourse. • Explaining the objective of the study. 	<p>Motivation and apperception:</p> <p>a. Motivation</p> <p>Showing the picture and asking questions.</p> <p>Look at the picture:</p> <ul style="list-style-type: none"> • Do you have a pet? • What kind of animal is it? • Can you mention what the names of those animals are, how they look like, and what they like to do? <p>b. Apperception</p> <ul style="list-style-type: none"> • Can you describe those 	<p>10'</p>

	<p>pictures?</p> <ul style="list-style-type: none"> Describe the picture in simple short monologue discourse 	
<p>B. While Activity</p> <ul style="list-style-type: none"> Guiding, facilitating, and motivating the students Invite the students to play Guessing technique with pictures. Giving reward/ motivaion and suggestion orally. 	<p>a. Exploration Activities:</p> <ul style="list-style-type: none"> Students make a group Teacher explains about Guessing technique (with picture) <p>b. Learning Process <i>(Elaboration activities)</i></p> <ul style="list-style-type: none"> Teacher shows the students a hidden picture Teacher shows the clue of hidden picture <ul style="list-style-type: none"> It is a large mammal and lives in Afrika It eats leaves It has four legs and yellow and brown colour It has a long neck and very tall. Who am I? Each group guesses the picture base on the clues If there is a group can guess the picture, teacher shows the real picture and compare it with the clues before. Students find the description of the picture based on the clues Teacher announces the group score <p>The score are divided into 4 categorizes are as follow:</p> <ul style="list-style-type: none"> Right guessing in the first 	<p>20'</p>

	<p>clue will get 100 points</p> <ul style="list-style-type: none"> - Right guessing in the first clue will get 75 points - Right guessing in the first clue will get 50 points - Right guessing in the first clue will get 25 points <p><i>Confirmation activities</i></p> <ul style="list-style-type: none"> • Teacher makes conclusion with the students • Teacher gives the motivation to the passive students <p><i>Exploration Activities</i></p> <ul style="list-style-type: none"> • Students get information for more exploring with their new ideas about the topic • Students get assignment as the facility to find other new words individually • Students, facilitated to describe the picture in monologue individually • Students given limit (2 minutes) to do that. <p><i>Elaboration activities</i></p> <ul style="list-style-type: none"> • Students describe the picture in monologue individually <p><i>Perception</i></p> <p>Descriptive</p> <ul style="list-style-type: none"> ➤ Communicative purpose ○ Description is a type of written text, which has the specific 	
--	---	--

	<p>function to give description about an object (human or non human)</p> <ul style="list-style-type: none"> ➤ Generic Structure <ul style="list-style-type: none"> ○ Identification, identify the phenomenon to be described ○ Description, describe parts, qualities, characteristics of something. ➤ Grammatical patterns <ul style="list-style-type: none"> ○ Using declarative sentence ○ Using present tense 	
C. Closing Activity	<ul style="list-style-type: none"> • Students and teacher close the study by concluding together • Students, asked to explain about what they have learnt • Students get homework 	10'

H. Assesment

Cognitive

Indicator	Assesment Technique	Instrument
Describe the thing in simple short monologue discourse using generic structure properly.	Spoken	Describe the animal (rabbit) in front of the class.

Scoring guide:

- Maximal score : 100
- Students' score :

No	Assesment of Speaking	Score
----	------------------------------	-------

	Vocabulary	Comprehension	Fluency	Pronunciation	Grammar	

Table Oral Proficiency Scoring categories

Components	Score	Description
Grammar	17-20	Nothing or just few of mistakes found in structure
	13-16	It sometimes makes mistake of structure, but it does not influence the meaning
	9-12	Control of grammar is good
	5-8	It makes a lot of mistakes that influence the meaning and often rearrange the sentence
	1-4	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Vocabulary	17-20	Using vocabulary and expression like native speaker
	13-16	Sometimes uses appropriate vocabulary answer, should explain the idea because of limited vocabularies
	9-12	Often use inappropriate vocabulary, the conversation is limited vocabularies
	5-8	Use vocabulary inappropriate and it is difficult to be understood
	1-4	Speaking haltingly, so the conversation cannot be done

Comprehension	17-20	Equivalent to that of an educated native speaker
	13-16	Can understand any conversation within rate of his experience
	9-12	Comprehension is quite complete at a normal rate speech
	5-8	Can get the gist of most conversation of non-technical subject
	1-4	Can understand simple question and statements if delivered with slowes speech and repetition
Fluency	17-20	Speech as fluent and effortless as that of native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speed and fluency are rather strongly affected by language problems
	5-8	Usually hesitant, often forced into silence by language limitation
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible
Pronunciation	17-20	Easy to understand and has native speaker's accent
	13-16	Easy to understand although having the certain accent
	9-12	There is problem in pronunciation that makes listener should concentrate and sometimes find misunderstanding
	5-8	It is difficult to understand because of pronunciation problem, and often ask to repeat
	1-4	Serious problem in pronunciation, and it cannot be understood

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APPENDIX II

LESSON PLAN

(Control Group)

School : MTsN Bohorok

Class/ Semester : VIII/ II

Subject : English

Skill : Speaking

Theme : Animal

Genre : Descriptive

Time allocation : 2x40 minutes (1 meeting)

A. Standard Competence

Expressing the meaning of spoken functional text in simple short monologue discourse, in the form of descriptive to interact in daily life.

B. Basic Competence

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

C. Indicator

- Get the detail information of monologue descriptive text
- Master the vocabularies related to the text
- Describe the picture in simple short monologue discourse

D. Teaching Objective

After completing this session, students are able to:

- Describe the picture in simple short monologue discourse

- Identify the detail information of monologue descriptive text

E. Methods

Model of learning : Conventional

F. Source/ Media

Source : English Book for class VIII SMP: Suyanto, Kasihani K.E and Sri Andreani, (2016), *English in Context*(SMP/MTs Grade VIII), Jakarta: Bumi Aksara. And internet sources:
[Http://www.google.com](http://www.google.com)

Media : - Pictures of animals
- Dictionary
- Marker
- Whiteboard
- Recorder

G. Teaching Learning Process

Teacher's Activity	Teaching Activity	Time Allocation
<p>D. Opening Activity</p> <ul style="list-style-type: none"> • Motivating and guiding the students • Evaluating students' ability to express <i>descriptive text</i> in simple short monologue dicourse. • Explaining the objective of the study. 	<p>Motivation and apperception:</p> <p>c. Motivation</p> <p>Showing the picture and asking questions.</p> <p>Look at the picture:</p> <ul style="list-style-type: none"> • Do you have a pet? • What kind of animal is it? • Can you mention what the names of those animals are, how they look like, and what they like to do? <p>d. Apperception</p> <ul style="list-style-type: none"> • Can you describe those pictures? • Describe the picture in 	<p>10'</p>

	simple short monologue discourse	
<p>E. While Activity</p> <ul style="list-style-type: none"> • Guiding, facilitating, and motivating the students • Giving reward/ motivation and suggestion orally. 	<p>c. Exploration Activities:</p> <ul style="list-style-type: none"> • Teacher explains about conventional. <p>d. Learning Process <i>(Elaboration activities)</i></p> <ul style="list-style-type: none"> • Teacher shows the students some picture • The teacher explain the generic structure of descriptive text • The teacher give the example (describing the animal pictures) • The teacher divide the students into 5 groups • The teacher give the animal pictures for each groups • The teacher ask the students to describes the animal belong the group animal kind. <p><i>Confirmation activites</i></p> <ul style="list-style-type: none"> • Teacher makes conclusion with the students • Teacher gives the motivation to the passive students <p><i>Exploration Activities</i></p> <ul style="list-style-type: none"> • Students get information for more exploring with their new ideas about the topic • Students get assignment as the facility to find other new words individually 	20'

	<ul style="list-style-type: none"> • Students, facilitated to describe the picture in monologue individually • Students given limit (2 minutes) to do that. <p><i>Elaboration activities</i></p> <ul style="list-style-type: none"> • Students describe the picture in monologue individually <p><i>Perception</i></p> <p>Descriptive</p> <ul style="list-style-type: none"> ➤ Communicative purpose <ul style="list-style-type: none"> ○ Description is a type of written text, which has the specific function to give description about an object (human or non human) ➤ Generic Structure <ul style="list-style-type: none"> ○ Identification, identify the phenomenon to be described ○ Description, describe parts, qualities, characteristics of something. ➤ Grammatical patterns <ul style="list-style-type: none"> ○ Using declarative sentence ○ Using present tense 	
<p>F. Closing Activity</p>	<ul style="list-style-type: none"> • Students and teacher close the study by concluding together • Students, asked to explain about what they have learnt • Students get homework 	<p>10'</p>

H. Assesment

Cognitive

Indicator	Assesment Technique	Instrument
Describe the thing in simple short monologue discourse using generic structure properly.	Spoken	Describe the animal (rabbit) in front of the class.

Scoring guide:

- Maximal score : 100
- Students' score :

No	Assesment of Speaking					Score
	Vocabulary	Comprehension	Fluency	Pronunciation	Grammar	

Bohorok,

2017

Approved by:

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Source : [Http://www.google.com](http://www.google.com)



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APPENDIX III

INSTRUMENT

Interview Question Sheet

Researcher: Dalam pembelajaran Bahasa Inggris, Skill apa aja yang masih memiliki kendala dalam pembelajarannya buk?

Teacher: Ya speakingnya lah.

Researcher: Speaking? Ee.. terus dalam pembelajaran speaking ini kendala apa saja yang biasanya ibuk hadapi di kelas?

Teacher: Dalam pengucapan seperti pronunciationnya, kemudian vocabularynya yang kurang kaya.

Researcher: Selain itu buk?

Teacher: Selain itu ya.. yaudahlah cukup dua itu pronunciation dan vocabulary.

Researcher: ee.. terus upaya apa saja yang dilakukan untuk mengatasi kendala tersebut?

Teacher: Ya menyuruh siswa untuk memperbanyak atau menghafal vocabulary dan sekaligus memperbaiki pronunciationnya.

Researcher: Emm.. ketika melakukan pembelajaran speaking di kelas, apakah ibuk menerapkan metode pembelajaran?

Teacher: Ya..

Researcher: Biasanya menerapkan metode apa buk di kelas?

Teacher: Ya seperti apalah questioning, tanya jawab ya kan?

Researcher: Tanya jawab.. e.. kan ibuk udah menerapkan metode tersebut, terus bagaimana respon siswa dalam metode tersebut buk?

Teacher: Merasa senang.

Researcher: Ee.. dari pengalaman ibuk e.. selama mengajar bahasa Inggris di sekolah kan materi apa yang paling sulit kira-kira yang dipahami siswa khususnya dalam speaking.

Teacher: Ya descriptive textlah..

Descriptive text..

Teacher: Menjelaskan sesuatu ya karna mereka masih sulit untuk memahami cara pengucapannya dalam Bahasa Inggris.

Researcher: Hmm.. mengapa materi tersebut sulit dipahami untuk siswa buk?

Teacher: Itu tadi, karena siswa belum e.. belum paham atau belum memahami sulitnya menjelaskannya dalam Bahasa Inggris.

Researcher: Hmm.. selanjutnya bagaimana rata-rata kemampuan siswa dalam materi tersebut?

Teacher: Ya.. beberapa siswa yang pintar yaa cukup memuaskan.

Researcher: Hmm...

Teacher: Tapi yang masihnya yang lainnya masih sedang..

Researcher: Berarti kira-kira sebagian yang bisa.. yang sebagian lagi kurang ya buk ya. Setengah-setengah la ya buk ya?

Teacher: Iya iya..

Researcher: Selama ibuk mengajar bahasa Inggris ni, jadi guru bahasa Inggris di kelas ibuk pernah gak menggunakan teknik guessing?

Ya pernah.. murid-murid merasa senang kalok ibuk menggunakan teknik tersebut yaa..

Researcher: Responnya bagus ya buk berarti.

Iyaa

Researcher:Terimakasih ya buuk atas waktunya karena mau meluangkan waktunya untuk diwawancarai.

Iya sama-sama

APPENDIX IV

Pre-Test and Post-Test Sheet For Experimental and Control Group

Instruction:

Describe the animal (rabbit) in front of the class!

Key answer :

A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to its small body, a rabbit has large sized ears.

A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the faintest sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

APPENDIX V

Table Oral Proficiency Scoring categories

Components	Score	Description
Grammar	17-20	Nothing or just few of mistakes found in structure
	13-16	It sometimes makes mistake of structure, but it does not influence the meaning
	9-12	Control of grammar is good
	5-8	It makes a lot of mistakes that influence the meaning and often rearrange the sentence
	1-4	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Vocabulary	17-20	Using vocabulary and expression like native speaker
	13-16	Sometimes uses appropriate vocabulary answer, should explain the idea because of limited vocabularies
	9-12	Often use inappropriate vocabulary, the conversation is limited vocabularies
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	5-8	Can get the gist of most conversation of non-technical subject
	1-4	Can understand simple question and statements if delivered with slowes speech and repetition
Fluency	17-20	Speech as fluent and effortless as that of native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speed and fluency are rather strongly affected by language problems
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Pronunciation	17-20	Easy to understand and has native speaker's accent
	13-16	Easy to understand although having the certain accent
	9-12	There is problem in pronunciation that makes listener should concentrate and sometimes find misunderstanding
	5-8	It is difficult to understand because of pronunciation problem, and often ask to repeat
	1-4	Serious problem in pronunciation, and it cannot be understood

APPENDIX VI

Samples of Records Transcript Experiment Class

Pre-Test

Teacher : Ok student.. I will ask you about the animal, can you describe about the rabbit?

Student : Rabbit is funny, rabbit had big eyes, long ear, small head, emm.. rabbit like jump, rabbit had two strong legs, and rabbit is cute.

Teacher :Enough? Enough?

Student :Yes..

Teacher :Okay, thank you.. you can go back to your chair.

Post Test

Teacher : Ok student.. I will ask you about the animal, can you describe about the animal?

Student : Rabbit is a cute animal, rabbit.. rabbit is animal herbivore. Rabbit including mammal, rabbit favourite food is carrot, rabbit has strong tooth, rabbit has four strong legs, rabbit has two long ears, rabbit has a pair of eyes, rabbit has a short tail.

Teacher : Udah itu aja?Thank you..

APPENDIX VII

Samples of Records Transcript Control Class

Pre-Test

Teacher : Ok student.. I will ask you about the animal, can you describe about the animal?

Student : Rabbit is have body hair pure and have big eyes, and have ear long.

Teacher : And then?

Student : And .. trus itu imut cantik. Hmm.. dan banyak disukai orang

Teacher : Udah cukup? Thank you.. you can go back to your chair.

Post-Test

Teacher : Ok student.. I will ask you about the animal, can you describe about the animal?

Student : Rabbit is a animal, rabbit is a animal herbivore, rabbit.. rabbit has a long ear, rabbit has a big eye, rabbit has a small nose rabbit has a small mouth, rabbit has a big tooth, rabbit has a mustache, rabbit has a , rabbit has a short short tail, rabbit has a short neck, rabbit has claw.

Teacher : Thank you

Student : Yes

APPENDIX VIII

THE STUDENTS INITIAL AND REAL NAME

OF EXPERIMENT CLASS (VIII-1)

No	Initial Name	Real name
1	A	Adinda
2	AKA	Ahmad Khumais Ayyuba
3	AE	Anisa Elnaya
4	ACP	Arya Candra Pahlevi
5	DMS	Dinda Mayang Sari
6	FKH	Fadhila Khairani Husna
7	F	Fadhullah
8	FFA	Futri Fatma Alfathonah
9	HK	Hanapi Khandika
10	IES	Icha Egidia Syahfitri
11	ISD	Ika Sri Devi
12	LABB	Liana Anggreini Br. Barus
13	MDD	M. Dhifa Desfryan
14	MF	M. Firdaus
15	MR	Maisyaroh Rangkuti
16	MAP	Melati Aulia Putri
17	MBS	Muhammad Bagus Septio

18	MIA	Muhammad Imran Alfuadi
19	MZ	Mutiara Zahra
20	NZ	Najwa Zahra
21	NA	Nurul Aulia
22	PAR	Putri Ayu Riantika
23	RJ	Rahmah Juniarti
24	RPS	Rendy Pratama Surbakti
25	RA	Ria Angelina
26	STS	Siska Tri Suci
27	SFA	Siti Fadlilah Alifiah
28	UZM	Ufaira Zia Mustika
29	YMS	Yaser Muliadin Sani
30	YU	Yuri Ulandari

APPENDIX IX

THE STUDENTS INITIAL AND REAL NAME

OF CONTROL CLASS (VIII-2)

No	Initial Name	Real Name
1	AH	Apri Hidayat
2	AAR	Ari Alfa Riza
3	AWT	Arya Wiguna Tarigan
4	BTD	Bagus Toro Dipo
5	CH	Candra Hidayat
6	DS	Dewi Syukrilla
7	EA	Eky Aulya
8	FAG	Farhan Abid Ginting
9	GM	Gusti Maysarah
10	HS	Halkyya Sitepu
11	IS	Ilma Syahfitri
12	I	Indra
13	LV	Liza Vania
14	ML	Muhammad Leo
15	NAAG	Nabawi Al Abim Ginting
16	NH	Nurul Hasanah
17	RMS	Rido Muali Sembiring

18	RM	Risma Marfi'ah
19	RW	Rizki Wulandari
20	SFG	Salbiyah Fitriyani Ginting
21	Se	Seli
22	SiW	Siti Wardani
23	SM	Sofi Mardiah
24	SrW	Sri Wahyuni
25	Sy	Syahputra
26	SF	Syalwa Fahreza
27	Wa	Wahyu
28	WA	Wika Aulia
29	Wu	Wulandari

APPENDIX X

**Worktable to Find Mean, Variant and Deviation Standart of
Experiment Class**

No	Initial Name	Pre Test		Post Test	
		Score (X)	X ²	Score (X)	X ²
1	A	40	1600	60	3600
2	AKA	75	5625	93	8649
3	AE	60	3600	87	7569
4	ACP	70	4900	89	7921
5	DMS	50	2500	80	6400
6	FKH	70	4900	88	7744
7	F	78	6084	89	7921
8	FFA	58	3364	88	7744
9	HK	58	3364	88	7744
10	IES	50	2500	86	7396
11	ISD	70	4900	91	8281
12	LABB	58	3364	81	6889
13	MDD	60	3600	87	7569
14	MF	70	4900	90	8100
15	MR	60	3600	78	6084

16	MAP	40	1600	88	7744
17	MBS	40	1600	60	3600
18	MIA	75	5625	88	7744
19	MZ	58	3364	80	6400
20	NZ	66	4356	85	7225
21	NA	66	4356	86	7396
22	PAR	75	5625	92	8464
23	RJ	70	4900	90	8100
24	RPS	62	3844	80	6400
25	RA	61	3721	95	9025
26	STS	63	3969	85	7225
27	SFA	72	5184	85	7225
28	UZM	60	3600	75	5625
29	YMS	71	5041	85	7225
30	YU	62	3844	75	5625
Total		1868	119430	2526	214634
Mean		62,26		84.2	
S		10.36		8.18	
V		107.44		67.06	

1. Calculating of Pre-test Data

Tabulation of the value obtained:

$$\Sigma x_1 = 1868 \qquad \Sigma x_1^2 = 119430 \qquad n = 30$$

So the mean rating is:

$$\bar{x} = \frac{\Sigma x}{n} = \frac{1868}{30} = 62,26$$

And the deviation standard:

$$\begin{aligned} S &= \sqrt{\frac{n \Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{30(119430) - (1868)^2}{30(30-1)}} \\ &= \sqrt{\frac{3582900 - 3489424}{30(29)}} \\ &= \sqrt{\frac{93476}{870}} \\ &= 10.36 \end{aligned}$$

$$s^2 = 107.44$$

Calculating of Post-test data

Tabulation of the values obtained:

$$\Sigma x_1 = 2526 \qquad \Sigma x_1^2 = 214634 \qquad n = 30$$

$$\bar{x} = \frac{\Sigma x}{n} = \frac{2526}{30} = 84.2$$

$$\begin{aligned} S &= \sqrt{\frac{n \Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{30(214634) - (2526)^2}{30(30-1)}} \\ &= \sqrt{\frac{6439020 - 6380676}{30(29)}} \end{aligned}$$

$$= \sqrt{\frac{58344}{870}}$$

$$= 8.18$$

$$s^2 = 67.06$$

APPENDIX XI

Worktable to Find Mean, Variant and Deviation Standard of Control

Class

No	Initial Name	Pre Test		Post Test	
		Score (X)	X ²	Score (X)	X ²
1	AH	62	3844	65	4225
2	AAR	50	2500	55	3025
3	AWT	53	2809	60	3600
4	BTD	60	3600	65	4225
5	CH	63	3969	65	4225
6	DS	40	1600	50	2500
7	EA	58	3364	60	3600
8	FAG	60	3600	60	3600
9	GM	60	3600	62	3884
10	HS	61	3721	65	4225
11	IS	45	2025	55	3025
12	In	75	5625	80	6400
13	LV	40	1600	40	1600
14	ML	63	3969	63	3969
15	NAAG	40	1600	48	2304
16	NH	76	5776	80	6400

17	RMS	65	4225	70	49000
18	RM	50	2500	50	2500
19	RW	60	3600	60	3600
20	SFG	50	3025	55	3025
21	Se	40	1600	50	2500
22	SW	52	2704	62	3844
23	SM	40	1600	50	2500
24	SW	52	4225	62	4900
25	Sy	54	2916	70	4900
26	SF	60	3600	65	4225
27	Wa	70	4900	75	5625
28	WA	45	2025	55	3025
29	Wu	60	3600	75	5625
Total		1622	93722	1780	111936
Mean		55.93		61.37	
S		10.35		9.78	
V		107.20		95.74	

1. Calculating of Pre-test Data

Tabulation of the value obtained:

$$\Sigma x_1 = 1622 \quad \Sigma x_1^2 = 93722 \quad n = 29$$

So the mean rating is:

$$\bar{x} = \frac{\Sigma x}{n} = \frac{1622}{29} = 55.93$$

And the deviation standard:

$$\begin{aligned} S &= \sqrt{\frac{n \Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{29(93722) - (1622)^2}{29(29-1)}} \\ &= \sqrt{\frac{2717938 - 2630884}{29(28)}} \\ &= \sqrt{\frac{87054}{812}} \\ &= 10,35 \end{aligned}$$

$$s^2 = 107.20$$

2. Calculating of Post-test data

Tabulation of the values obtained:

$$\Sigma x_1 = 1780 \qquad \Sigma x_1^2 = 111936 \qquad n = 29$$

$$\bar{x} = \frac{\Sigma x}{n} = \frac{1780}{29} = 57.95$$

$$\begin{aligned} S &= \sqrt{\frac{n \Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}} = \sqrt{\frac{29(111936) - (1780)^2}{29(29-1)}} \\ &= \sqrt{\frac{3246144 - 3168400}{29(28)}} \\ &= \sqrt{\frac{77744}{812}} \\ &= 9.78 \end{aligned}$$

$$s^2 = 95.74$$



