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CHAPTER I **INTRODUCTION** This chapter discusses some topics which is related to the study. It consists of six sub chapter, those are background of the research, identification of the problem, limitation of the problem, formulation of the problem, purpose of the problem, the significance of the problem. Background of the Research English is learnt as a foreign language.

It is the international language we should use to communicate with anyone other than Indonesian as our national language. English learning problems can take place both at home and at school. Sometimes the teacher and the students have different motivations for learning as well. At school, the problems may appear when the class consists of a big number of students.

The noisy class does not only disturb the students who really want to study, but also influence the students concentration to the subject given in class. The problems may appear when they study by them self at home and they still do not understand the subject, and nobody at home can help them. If this condition continues they will feel very bored and not interested in studying English.

In this case, the teacher's role is very important, that is to encourage them to study harder and better. In addition, students' problems are not only from the class but also from the students themselves. In the real condition, we often see easily. In fact, many students master the theory better than practice. Speaking is one of the productive skills beside listening.

It is not only to say a word or sound, but one of way to communicate ideas, express our



feeling, and etc. There is such a process of understanding the message from the speaker. Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly.

Then, Brown (2001:270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case. Bailey (2005: 2) states that Speaking is such a fundamental human behaviour that we don't stop to analyse it unless there is something noticeable about it.

Moreover, Nunan (2003: 45) states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Based statement above teaching speaking is important to improve the speaking ability the student. The teaching learning process of speaking can help the student speak fluency in the future. Speaking is the process of oral communication involving the interaction both speaker and listener in sharing information.

It is also defined as the ability to articulate sound or some words to express, state, and convey ideas from one considered the most complex skills to be learnt. Ideally, in learning speaking, the students should be good at some language components like grammar, vocabulary, and pronunciation. It is because the mastery of those three language components will influence the mastery of speaking itself.

In Learning Speaking the students need to recognize that speaking involves three areas of knowledge, those are: 1) the mechanical elements of language there are pronunciation, grammar, and vocabulary which is should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) the socio-cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, to whom he is talking, and what the purpose of speaking is. By understanding these elements, each individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

Cited on (<http://www.nclrc.org/essentials/speaking/spindex.htm>). In learning speaking, the students of Senior High School should be able to speak English. In the teaching

learning process of speaking many students have difficulties. Pollard (2008: 33) states that speaking is one of the most difficult aspects for students to mastery.

This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Many factors might influence that case. Difficulty in speaking, they are as follows; Inhibition, Students are worried about making mistakes, fearful of criticism, or simply shy.

Nothing to say, students have no motive to express themselves. Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. According Mary Lou's Role in Speaking Easy: "I am speaking of a way to help build community and become a better person. After all, the point of living is not mere existence, but fullness of life, and that includes much more than self-fulfillment.

A full life includes the world around us keenly observed and cared for, other people respected and loved, a sense of the sheer mystery of existence, and our human calling to walk courageously into an unknown future. In this spirit, each chapter includes a reflection on a larger "life lesson" that pertains to the rule being presented.

Chapters also include a brief sample dialogue, taken from one of my colloquy teaching classes, to further clarify an aspect of conversation." EDWARD G. BULWER-LYTTON (1803-1873) British politician, poet and critic "The true spirit of conversation consists in building on another man's observation, not overturning it."

So for the solution of these problems and in order that to be easy for mastering speaking skill and the teacher can get the best reaching of the result, we try to apply the flash card for study about speaking skill in 10th grade. And for to know how efficiency this method for mastering speaking skill. Pictures were applied to increase the students' speaking ability which was low.

They were used as one of visual aids to help and to guide the students to speak and make them interested in learning English. Media attractive as a teaching aid needed to help the student's understanding and to improve the effectiveness of the communication between teachers and the students in the process of teaching and learning. It is also used to stimulate the student's motivation and the student's interest to the lesson.

One of media is picture, it will make teacher easier to transfer the material. To interact the students, teacher can use Guess Me Game. That include the picture of many things like habits, and everything about the daily activities. Based on some research that had been done by some teacher by giving or using flashcard as media the student become more active and be confident.

Identification of the Problem There are some common problems appear in speaking: a) students reluctance to speak and take part in speaking activity, students are often reluctant to speak because they don't have self-confidence and they are not forced to express themselves in front the other people. By using Guess Me Game, students are encouraged to contribute their opinion each other and the students will be easily to express their ideas and they will be more confidence to speak, b) facilitator, and feedback provider that **can make the students** have frequent time to practice speaking English.

The teacher merely focus on providing adequate speaking task and guiding the students to actively practice speaking English. In the real life, sometimes most teachers still uses the conventional method to **teach speaking in the class. The teacher didn't give appropriate activity that support the students practice speaking English widely.**

It **makes the students feel bored and they don't have enough encouragement to practice speaking English** (Harmer,2007, pp.345-346). **Based on the statement above, the** limitation will be presented in this way. The mastery of vocabulary can not sometimes be reached optimally. Mastery of language required by each language skills. Mastery of the language is a governance knowledge, meaning, and pronunciation of the language teaching.

Guess Me Game is one medium **that can be used to** present the materiel. It is made of card and contain picture and letters that can wear in the head of the student and the student wo wear the media must guess what the picture is. Guess Me Game is the ideal medium for having a card that is interesting and not boring.

So it may help to remember the English speaking in **the tenth grade students of SMK Muhammadiyah 1 Kediri** In this research proposal the writer focuses on Guess Me Game in speaking skill for 10th grade of senior high school, and to make a description of this research proposal deeper, the problems will be limited in the example of basic English education with fun program. **In this case, the** researcher will tell the special of Guess Me Game for speaking skill.

Research Question How is the students' speaking skill before being taught using Guess Me Game? How is the students' speaking skill after being taught using Guess Me Game? Is there any significant effect of Guess Me Game for the students' speaking skill?

Research Purpose Find the students' speaking skill before being taught using Guess Me Game. Find the students' speaking skill after being taught using Guess Me Game. To know the effect of Guess Me Game for the students' speaking skill.

Significance of Research For Researcher The researcher get a lot of knowledge in teaching speaking of using Guess Me Game to the students's speaking mastery. For Teacher Can be one alternative reference for the teacher in teaching speaking mastery. For the other researcher To motivate the other researcher to do the English research more detail especially teaching English speaking for the tenth grade of senior high school.

**CHAPTER II REVIEW OF RELATED LITERATURE** An activity that is taken from resource books or references based on the theories is called the review of related literature. In this chapter, the researcher will discuss some related literature concerning the topic of this study. Speaking Concept of Speaking Speaking is one of the skills to be mastered by students in order to communicate in English.

It is one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship. Speaking is important for them to improve their ability to communicate orally by presenting their ideas in real life. According to Harmer (2007), speaking is the act at the real time.

When people make a conversation, they will produce words at that time, and the interlocutor will directly respond. While speaking, people cannot revise or edit what they have spoken. It describes that speaking is directly speech language. Therefore, many people link the ability to speak with how good they are in English.

Torky (2006) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is also defined as the ability to express something orally, coherently, fluently and appropriately in given a meaningful context to serve both transactional and interactional purpose using correct

pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Speaking is also the media of transaction between speaker and listener. Speaker sends message to the listener, and the listener responds to the information given by speaker. By constructing conversation with others, this activity gives an opportunity to share information and opinion, and to build good social relationship between speaker and listener.

Element of Speaking In speaking, it is very important for the students to master some of the elements in speaking skill, and there are some elements according to Harmer, (2001:269-271), language feature such as the connector speech, expressive devices, lexis and grammar, and negotiation language. Connected speech is the modifying in sound production or utterance such as assimilation, omission, addition, weakne (through contraction and stress patterning).

An expressive device is the alteration of the speech, volume, and stress of utterance to show the feeling. The use of this device contributes the ability to convey meaning. The lexis and grammar are necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth.

Those make students can produce at various stages of an interaction. Lastly negotiation language is the benefit to clarify and to show the structure what we are saying. Those elements are completely significant a speaking ability. Furthermore, Harmer (2001:104) stated that the other elements of the speaking is mental/social processing skill is also necessary, such as language processing, interaction, and information processing.

The language processing is the effective speaker to convey their intention to someone else and they process the words or retrieval of words or phrases from memory to communicate with people. It help the students develop habits of rapid language processing English. Then, interaction is the students interacting with the other and they understand each other.

Lastly, information processing is related to the perception of someone else concerning the response to other feeling in using the language. Consequently, the mental has important role to succeed the communication particularly in speaking ability. Classroom Activities in Speaking Performance Harmer (2001: 348-352) states six classroom speaking activities.

They are acting from script, communication games, discussion, prepared talks,



questionnaires, simulation, and role play. Acting from script Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting.

The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance.

The students will gain much more from the whole experience in the process. Communication games Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

Discussion Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion.

For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject. Prepared talks Students make a presentation on a topic of their own choice.

Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes

rather than from a script. Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks. Simulation and Role play Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations.

Students can act out simulation as they or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught.

For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

These activities can be used as the way to measure how far students can speak, say and express their feeling in English. Teaching Speaking Concept of Teaching Speaking In teaching speaking, the teacher must create interesting teaching process so that the students can be enjoy the class and interested to the speaking class. The teacher should motivate the students to practice and speak up.

According to Deni Asrida, (2014), that many teacher realize that the best strategy for motivating the students to communicate in English is by changing the situation in the class. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers. According Harmer, (2007:123), good speaking activities can and should be extremely engaging for the students.

If they are all participating fully-and if the teacher has set up the activity properly and can them give sympathetic and useful feedback-they will get tremendous satisfaction from it. Nunan, (2003:48) state that teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation.

Although speaking is totally natural, speaking in a language other than our own is anything but simple. Based on the explanation above, teaching speaking require English

teacher to do great effort on teaching in learning process. And the students need good motivation in decreasing their lack of confidence when they have to speak up.

The teacher also have good strategy to support the learning speaking process. Teaching English at Senior High School In Indonesia teaching learning process have been decided in the 2013 curriculum, and have been applied in almost all school in Indonesia.

In 2013 curriculum **the teaching learning process** must more effective than before, because in 2013 curriculum the students hopefully more active in the class, because there are many practice that been held than the theories. So the students can catch the materies that been given by the teacher. M. Zaim **in his research state** that, **in accordance with the standart competence of the 2013 curriculum, learning objectives should include the development of the realm of attitude, knowledge, and skill. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice.**

Knowledge was gained through the activit of **remember, understand, apply, analyze, evaluate, and create.** Skills were acquired through activities of **observing, asking, experimenting, reasoning, serving, and creating** (Kemendikbud, 2013a). According to Nunan, (2003:49-50), for many years, **teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak.**

So many students might spend several semesters repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. **The Principles for Teaching Speaking** **There are some principles** that explained by Nunan (2003:54-56) in "Practical English in Learning Teaching" **Be aware of the differences between second language and foreign language learning contexts.**

A foreign language (FL) context is one **where the target language is** not the language of communication in the society (e.g learning English in Japan or studying French in Australia). While, second language (SL) contexts is one **where the target language is** the language of communication in the society (such as English in the UK or Spanish in Mexico).

Here, the teacher should know which one should be applied in the classroom activities. **Give students practice with both fluency and accuracy.** 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.

Esign **classroom activities that involve** guidance an **practice in both transactional and**

interactional speaking. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or service.

Concept of Game Game is an activities with rules, a goal element of fun. There are a lot of games that belong to language games activities, the students who involve the game, they experienced to produce English and use it for their own benefits. Wright, (1976: 228) state that it attracts students interest motivation, stimuli to involve in teaching learning process without any doubtless.

Students would not stuffy, boring, sleepy and similar problems, because they are asked to take part during the lesson. Their attention would be focused on the materials being presented without being making any other Negative action and never miss the lesson. According to Dave Moursund, game provide an excellent environment to explore ideas of computational thinking.

The fact that many games are available both in a non-computerized form and in a computerized form helps to create this excellent learning environment. A modern education prepares students to be productive and responsible adult citizens in a world in which mind/brain and computer working together is a common approach to solving problems and accomplishing tasks.

The Advantages of Game Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom.

Mei (2000) emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. In a similar extent, there are several advantages of using games in the classroom which can be summarized as follows : Games are motivating and challenging; Learning a language requires a great deal of effort; Games help students to make and sustain the effort of learning; Games provide language practice in the various skills (speaking, writing, listening and reading); Games encourage students to interact and communicate; Games create a meaningful context for language use; Speaking games bring real world context in to the classroom, and increase students use of English in a flexible, meaningful and communicate way; Games usually involve friendly competition and they keep students interested in learning the language; and

Games can help students to learn and hang on to new words more easily.

According to I-Jung (2005) the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners.

(<http://www.witslanguageschool.com/NewsRoom/ArticleView/tabid/180/ArticleId/85/Teaching-Tips-Using-Games-in-the-English-Second-or-Foreign-Language-classroom.aspx>)  
Guess Me game Using game in learning English is very important in order to make students easily to understanding the material.

Thota et al (2014) describe truth or dare game is the classic party game of embarrassment. Guess Me game is a way to make the students to speak up and can improve their speaking skill and can increase their vocabularies. Guess Me game is a simple game, so this game need two participants in front of the class, one student use the property and the other one is became the corrector, so the property is some picture that can use in the head of the student, and the student who use the property must be able to guess what the picture is.

By that way the student will improve their vocabularies, make the student speak up and make the class situation became fun and relax but still focus to the English skill. Guess Me game process is very easy and simple. The activities for using flash card into the guessing game. The process are: Make four groups in the class. Make a lottery for determine the rivals and the number of order. After that, make a discussion in each groups who is become the delegation of their group.

One delegation of each two groups take a sit in front of the class, one of the delegation wear a flash card that have been modified in the head and guess what the picture is. And the other one became the judge. Role the rule in three minutes. Do the same step for the two last groups. Related the idea above, Maribel (2007) states that game is an activity or sport involving skill, knowledge, or chance in which the learners follow fixed rules and try to win against an opponent or to solve a puzzle. In addition, Hadfield (1998) defines "A game is an activity with rules, a goal and an element of fun".

It means that a game can progress the students' skill and knowledge by using an activity in rules. A game also creates good situation in the classroom since it has an element of fun. Rationale Speaking is one of important part in developing the students' ability in mastery English.

Most of the students have difficulties in studying especially in make the sentence to expose what the student want to say. The teacher must be able to find the suitable

media for the students, so they can master speaking easily. There are many kinds of media which can be used in teaching English class. One of the media is Guess Me game using flash card.

Guess Me game is a very suitable strategy in teaching speaking because the Guess Me game can be used to explain the meaning of vocabulary items and can increase their vocabulary. The Guess Me game also became a stimulant for the students to be active in the class. Because the game is using the picture, it also can make the situation in the class more comfortable and make a good communication between the students.

And from the Guess Me game, hopefully, the learning process about English, especially in speaking skill, became more fun and enjoyable for the students. Previous studies: Some researchers had conducted some studies of the use of media to enhance students' ability in English, some of them related to speaking. First, a thesis entitled "Using Visual Media in Teaching Speaking" by Achmad Baidawi (2016).

The findings in his study showed that teaching English using visual media is very effective for the students to enjoy the class, because the students can be comfortable with the situation of the learning process, and he believes that by visual media the students can be more happy because they can see and pay attention to some pictures that are very fun for them to enjoy and pay attention to every detail of the media.

Second, a study was conducted by Adel Farianto, Fitriana Harmaini, and Lailatul Husna entitled "Teaching Speaking Through the Guessing Game". The goal of this paper is to give further explanation about teaching speaking through guessing games, as an alternative teaching technique which can be used in teaching speaking, especially in junior high school. The writer hopes this technique will improve students' speaking ability. The writer suggests some steps.

The first step is arrangement and participation complete individually or team. In the identification of something, the object's picture is shown by the chairperson. In addition, the chairperson tells a clue to the team that the object is household tools, clothes, vehicles, or anything else. On finding the answer of what the object is, the team should ask yes or no questions to the chairperson, for instance, "Is it for helping us?" Therefore, the chairperson is allowed only to say 'yes' or 'no'. The team will get points if they guess the answer by having twenty questions or more.

Third, a final project made by Dimas Wahyu A.S. (2018) entitled "The Effect of Picture-Guessing Game Toward The Ninth Grade Students' Speaking ability of SMK Muhammadiyah 1 Kediri in Academic Year 2017/2018" in his study explains that the aim of

his research was to know th students' speaking ability before and after being taught picture-guessing game and to find out whether there is any effect or not of using picture-guessing game toward the ninth grade students' speaking ability of SMK Muhammadiyah 1 Kediri.

Hypothesis The hypothesis of this research can be stated as follows: (H<sub>A</sub>) the alternative hypothesis There is any effectiveness of using Guess Me game to the student's speaking mastery at the tenth grade students of SMK Muhammadiyah 1 Kediri. (H<sub>0</sub>) the null hypothesis There is no effectiveness of using Guess Me game to the student's speaking mastery at the tenth grade students of SMK Muhammadiyah 1 Kediri

**CHAPTER III RESEARCH METHOD** This chapter presents the detail explanation about the research method in this study.

It is divided into six sub chapter, they are: approach and technique of the research, place and time of the research, population and sample, research instrument and technique of collecting data, and technique of data analysis. Identification of Research Variable It is important to know about the variable of research that will be observed in a research.

According to Ary (2010:37), variable is construct or a characteristic that can take on different values or scores. Variable is being an important part to know and determine about the research variable. There are two types of variable that will be discussed in this research, they are dependent and independent variable.

Ary (2010:266) state that an experiment has three characteristics: (1) An independent variable is manipulated; (2) all other variables that might affect the dependent variable are held constant; and (3) the effect of the manipulation of the independent variable on the dependent variable is observed. Ary also states that, "the independent variable is manipulated (changed) by the experimenter".

It means that independent variable is the variable who could control the data. while variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter. Based on the title of research "The effect of guess me game in the students' speaking skill of SMK Muhammadiyah 1 Kediri", the writer defines the teaching speaking as the dependent variable and guess me game as the independent variable.



Technique and Approach of Research Approach of the Research Ary Donald in his book (Introduction to Research in Education 8th Edition) state that the quantitative researcher would suggest an experimental study to try to determine the impact of block scheduling and other demographic variables on student performance. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.

The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. In experiments, you seek to control all other variables that might influence the dependent variable. So, this study will focus on the result of comparing an experimental class using picture-guessing game as a treatment with the class that does not get a treatment.

Design of the research According to Ary there are three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. This design used to the some groups to become the treatment and then the writer evaluated by comparing the pretest and posttest scores of the students' speaking ability before being taught picture-guessing game and after treatment to know the students' speaking ability after being taught using picture-guessing game.

Then the result of pre-test and post-test would be analyzed using t-test to know the effect of mind mapping technique in their ability of speaking. Place and Time of the Research Based on the problem explained above, the research report conduct a research as the following detail: Place of the Research The writer conducted the research in SMK Muhammadiyah 1 Kediri which is located in Penanggungan street number 1, Bandar Lor, Mojoroto, Kediri.

The school has 9 classrooms (X KPR, XI AK, XI APK, XI KPR, XII AK, XII APK, XII KPR 1, XII KPR 2, XII MM) The reason why the writer chose this school, because the students got problem in English, especially in speaking. They do not yet have liveliness to speak up, they still do not how to spell the words correctly, and they do not yet get many vocabularies.

So the writer try to make offer a new way to teach English specially in speaking skill, that is Guess Me Game. Time of the Research The time to conduct the research was in the effective time of teaching and learning process in the school. It was in the academic year of 2018/2019 in the first semester. Table 3.1.

Time of the research No \_Procedure and activities \_July 2018 \_March 2019 \_July 2020 \_ \_

\_\_1\_\_2\_\_3\_\_4\_\_1\_\_2\_\_3\_\_4\_\_1\_\_2\_\_3\_\_4\_\_1\_\_Pre-research \_\_\_\_\_a.  
 Designing the title \_v\_v \_\_\_\_\_2\_Whilst-research \_\_\_\_\_a.  
 Collecting the data \_\_\_\_\_v\_v \_\_\_\_\_b. analyzing the data \_\_\_\_\_v\_v\_v \_\_\_\_\_  
 \_\_3\_\_Post-research \_\_\_\_\_a.

writing the finishing proposal \_\_\_\_\_v\_v\_v \_\_\_\_ There are three kinds of activities, they are pre, whist and post. The first is designing the title, the second activity are collecting and analyzing the data, and the last activity is writing the finishing proposal. Population and Sample Population Creswell in Research Design (2013: 204) states that One of the first important steps is to define the population under study.

To whom will you distribute the survey? The population may be quite large, or it may be rather limited. Defining the population is essential for identifying the appropriate subjects to select and for knowing to whom the results can be generalized. Identify the population in the study. Also state the size of this population, if size can be determined, and the means of identifying individuals in the population.

Questions of access arise here, and the researcher might refer to availability of sampling frames mail or published lists of potential respondents in the population. Therefore, the population of the study is the tenth grade students of senior high school at SMK Muhammadiyah 1 Kediri in academic year 2018/2019, and the writer chose one class for the target.

Sample According to Creswell in Research Design (2013: 204), Identify whether the sampling design for this population is single stage or multistage (called clustering). Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population (Babbie, 2007). A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people (or other elements) directly.

In a multistage or clustering procedure, the researcher first identifies clusters (groups or organizations), obtains names of individuals within those clusters, and then samples within them. Based on the explanation above, it was found that the sample from the population of tenth grade students in SMK Muhammadiyah 1 Kediri state above, the writer chose one class from the population as sample of this research.

The writer chose X OTKP Class, because this class has 10 students and must be given a new way to learn English specially in speaking skill in other that they can be progress in English. Technique of Collecting Data and Research Instrument Technique of Collecting Data Collecting data was an important thing for this study. To get the data which related

to the language game, picture-guessing game as technique in improving the students' speaking skill, the writer did some step of collecting data as the following: Pre-test  
Pre-test is the first method **to collect the data** that used by the writer.

In this part, the writer gave pre-test **to know the students' speaking ability** of X class without explaining the material related to the test. The was writing test wich consisted of ten questions with the material was descriptive text about animal and fruits. The students are asked to decrbe about animals and fruits.

For the measure the score, the writer use five indicators in scoring rubric of speaking by Brown (2003:172) Table 3.2. Scoring rubric. No. \_Name \_Rubric of Scoring \_Total \_Score \_  
\_ \_Voc \_Com \_Flu \_Pro \_ \_ \_1 \_Student A \_5 \_5 \_5 \_5 \_25 \_100 \_ \_2 \_Student B \_ \_ \_ \_ \_  
\_ \_3 \_Student C \_ \_ \_ \_ \_ \_4 \_Etc.

\_ \_ \_ \_ \_ \_Com = Comprehension Pro = Pronunciation Voc = Vocabulary Flu =  
Fluency Treatment After giving pre-test, the writer gave the treatment to the students.  
Guess Me Game was introduced as the new teaching technique. In this game, picture  
became thing to be guessed. The students devided in to four groups and every groups  
would take the lottery for the turn.

The picture would wear in the head, so need two partisipants for the object, the student  
who wear the guessing picture would be the guesser and the one else would be the  
corrector. And there are three minutes for guess the picture in every turn. Guess Me  
game process is veery easy and simple. The activities for using flash card into the  
guessing game. The process are: Make four groups in the class.

Make a lottery for determine the rivals and the number of order. After that, make a  
discussion in each groups who is become the delegation of their group. One delegation  
of each two groups take a sit in fron of the class, one of the delegation wear a flash card  
that have been modiflicated in the head and guess what the picture is. And the other  
one became the judge. Role the rule in three minutes. Do the same step for the two last  
groups.

Post-test The writer gave **the post-test after the treatment** ws given to the students. It  
was to measure their **speaking ability after being taught using** Guess Me Game. The test  
was writing test with the material descriptive text about animals and fruits. The question  
will be difference with the pre-test.

Research Instrument Creswell (2013:385) states that **designing good survey instruments**  
**is challenging and complex process.** You should first conseder wheter a survey

instrument is available to measure your variable. You might also consider modifying an existing instrument. There are two kinds of test in this research, pre-test and post-test.

Those kinds of test is writing test, the students must mention the describing of animals and fruits. Technique of Data Analysis Types of Analysis The data that was obtained would be used for analysis. It was compared the score between pre-test and post-test. In this research T-test was chosen because this was suitable to measure the students' speaking skill in building up their speaking skill after using Guess Me Game.

The data of research is collected and being analyzed by the formula of T-test. The formula of T-test is: 
$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$
 Norm To analyze the hypothesis, it is necessary to know the significant of the T-test of it is compared with T-table by following the rules below: If the  $t\text{-score} > t\text{-table}$  in the degree of significant 5% (0,05), it mean that the research is significant. So,  $H_a$  is accepted and  $H_o$  is rejected.

If the  $t\text{-score} < t\text{-table}$  in the degree of significant 5% (0,05), it mean that the research is not significant. So,  $H_a$  is rejected and  $H_o$  is accepted.

**CHAPTER IV RESEARCH FINDING AND DISCUSSION** In this chapter, the writer discusses about the research finding and discussion. The writer presents about the result of instrument in using guess me game in speaking skill at X grade of SMK Muhammadiyah 1 Kediri. This chapter contains the description of data variables, data analysis, hypothesis test and discussion.

The description of data variables In this chapter, the writer shows about the description of data variables. The research conducted is quantitative. The writer uses experiment research which has two variables, dependent and independent. The dependent variable is speaking skill and the independent variable is guess me game. The subject of the research is the ninth grade of SMKN 1 Muhammadiyah Kediri.

This research took 10 students of X grade in SMKN Muhammadiyah Kediri. The writer observed the students and found out that they lack of vocabularies and their confidence to speak up. They have difficulties to show their ideas about the topic that given to them. Some of them have a good idea, but they could not say in English.

It shows that lack of confidence and vocabularies can obstruct their ability in speaking English. Speaking skill of students before being taught using guess me game (pre-test) The writer got the data to measure the speaking skill of students before being taught using guess me game using pre-test. The pre-test was

done on 29 January 2019. The writer observe the learning process in the class and got the difficulties in speaking.

The teacher give the stdents some questions about the description of fruits and animals. It gives effect to the students to process their vocabuaries. Another difficulties that faced by the students are error grammatical and about the spelling. Pre-test was writing test whe the students given some topics that should be wrote in the task. The opic that chose by the writer is "fruits and animals".

First, the students got difficulties in vocabullaries. Some of them could description well in Indonesia, but got difficulties delivering in English. They couldn't process their vocabullaries wich they used. The writer has done the test in 120 minutes. The result was shown in the frequency distribution table below Table 4.1. converting score Pre-test No. \_Name \_Voc. \_Comp. \_Fluen. \_Pro.

No.	Name	Voc.	Comp.	Fluen.	Pro.
1	Student 1	3	2	3	4
2	Student 2	2	2	3	3
3	Student 3	2	3	2	3
4	Student 4	3	2	3	3
5	Student 5	3	3	3	3
6	Student 6	2	3	3	3
7	Student 7	3	2	3	2
8	Student 8	3	2	2	3
9	Student 9	2	3	2	2
10	Student 10	2	2	2	2
Total		25	24	25	27
Minimum		2	2	2	2
Maximum		3	3	3	4

Voc = Vocabulary Comp = Comprehension Flue = Fluency Pro = Pronunciation From the table above showed the result of pre-test in tenth grade of SMK Muhammdiyah 1 Kediri.

There are 10 students who attended the class and join the pre-test. We could know the aspect which is used in measuring studest's speaking skill, there are vocabulary, comprehension, fluency, and pronaunciation. From the table, we could see that the ability of students is relative in average under the standard. The maximum score from each indicators is 5.

As like shown in the table, many varies of the score. But there are some students who get the best score and some of them must improve their ability more. The writer analyzes the frequency of student's score to make the reader more understanding about the research. Table 4.2. Frequency of Pre-test

Pretest	Frequency	Percent	Valid Percent	Cumulative Percent
32	1	10.0	10.0	10.0
36	1	10.0	10.0	20.0
40	5	50.0	50.0	70.0
44	2	20.0	20.0	90.0
48	1	10.0	10.0	100.0
Total	10	100.0	100.0	

From the table above, 1 students (10%) get score 32, 1 students (10%) get score 36, 5 students (50%) get score 40, 2 students (20%) get score 44, 1 students (10%) get core 48. Form the explanation, it can be conclude that the

students speaking ability is not good enough.

The description of Treatment In this part, the writer show about the treatment that given on 8 February 2019. Treatment used to improve student's speaking ability with guess me game. There are three kind of activities in treatment, they are pre-teaching, whilst-teaching, and post-teaching. The writer used guess me game in whilst-teaching.

The activity of treatment is used to develop the learning process of the students well. The treatment is conducted on 8 February 2019. First, the writer coe to the class and greet the students. Then, ceck the attendance list and after that give some simple explanation of the rule. The writer give the topic, "Fruits and Animals" for the students and the next students **must be able to** describe as specific as they could.

In this game, picture became thing to be guessed. The students devided in to four groups and every groups would take the lottery for the turn. The picture would wear in the head, so need two partisipants for the object, the student who wear the guessing picture would be the guesser and the one else would be the corrector. And there are three minutes for guess the picture in every turn. Guess Me game process is very easy and simple.

Speaking skill of students **after being taught using** guess me game (Post-test) After doing the treatments **to the students, the** writer give post test to them. It has aim to know whether guess me game has effect to the student's speaking skill. In post test the writer give same topic from the treatment, "Fruits and Animals". The writer show the frequency of table post test below: Table 4.3. converting score Post-test No. \_Name \_Voc. \_Comp. \_Fluen. \_Pro.

_Total_Score	_1	_Student 1	4	3	4	4	15	60	_2	_Student 2	4	4	2	2	12	48	_3							
_Student 3	2	2	3	3	10	40	_4	_Student 4	2	2	3	3	10	40	_5	_Student 5	2	4						
3	2	11	44	_6	_Student 6	2	4	3	2	11	44	_7	_Student 7	3	2	2	2	9	36	_8				
_Student 8	3	3	2	2	10	40	_9	_Student 9	3	2	3	3	11	44	_10	_Student 10	3	4						
2	2	11	44	_Total	28	30	27	25	110	440	_Minimum	2	2	2	2	9	36	_Maximum	4	4	4	4	15	60

Based on the table, **it can be concluded that the** lowest score is 36 **and the highest score** is 60. **The total score of post-test is** 440.

Then, the score frequency as follows: Table 4.4. Frequency of Post-test \_Frequency \_Percent \_Valid Percent \_Cumulative Percent \_Valid 36 1 10.0 10.0 10.0 \_40 2 20.0 20.0 30.0 \_44 4 40.0 40.0 70.0 \_48 2 20.0 20.0 90.0 \_60 1 10.0 10.0 100.0 \_Total 10 100.0 100.0 \_ From the table above, 1 students (10%) got score 36, 2 students (20%) got 40, 4 students (40%) got score 44, 2 students (20%) got

score 48, 1 students (10%) got score 60. It can be concluded that student's speaking ability have significant development after using guess me game.

**Data Analysis** The writer use t-test as the media to analyze the data analyze. Both of pre-test and post-test score of stdents should be consider in this test. This part is devded into two, they are the procedures of data analyze and the result of data analyze. The procedure of data analyze This part is intended to answer the research question about the effect of guess me game in teaching speaking at SMK 1 Muhammadiyah.

First, the writer collect the of pre and post-test then input and collect it into SPSS Version 16 and also used Paired Sample t-test. The result of data analyze In this part, the writer show the result of students pre-test and post-test score using SPSS Version 16. Mean Table 4.5. Paired Sample Statistic \_ \_Mean \_N \_Std. Deviation \_Std. Error Mean \_ \_Pair 1 \_Pretest \_40.40 \_10 \_4.402 \_1.392 \_ \_Posttest \_44.80 \_10 \_6.477 \_2.048 \_ \_ Based on the table, the mean of score pre-test is 40,40 and the standard deviation is 4,402.

While, the mean score of post-test is 44,80 and the standard deviation is 6,477 Correlation Table 4.6. Paired Sample Corelation \_ \_N \_Correlation \_Sig. \_ \_Pair 1 \_Pretest & Posttest \_10 \_673 \_033 \_ \_ In this part, the result present about correlation before and after being taught using guess me game is 0,673 with significance 0,033. T-test Table 4.7.

Paired Sample Test \_ \_Paired Differences \_t \_df \_Sig. (2-tailed) \_ \_ \_Mean \_Std. Deviation \_Std. Error Mean \_95% Confidence Interval of the Difference \_ \_ \_Lower \_Upper \_ \_ \_Pair 1 \_Pretest - Posttest \_4.400 \_4.789 \_1.514 \_7.826 \_974 \_2.905 \_9 \_017 \_ \_ In this part, paired sample test show about the man between pre-test and post-test using SPSS. It showed that the t-test is 2.905 with the degree of the freedom 9 is 2.262 and the significant is 5%. It means that t-test is higher than t-table (2.905 > 2.262).

From the result, we could conclude that  $H_a$  is accepted because t-test is higher than t-table. In addition, there is significant effect usng guess me game for student's speaking skill at tenth grade of SMK Muhammdiyah 1 Kediri. Interpretation of data analysis Based on the analyzing of the data using SPSS, the wrter got some activities which show about the ability of the students.

First, when the students do the pre-test, they got difficulties in describing a picture. They got lack of vocabulary and confidence in saying opinion to their friends. But, some of them have an ability to speak up well since they have more knowledge than others. Each student has difference ability. The most crucial problem is they are difficult at saying their opinion in English.



Some of them have a good idea about the topic that given but difficult to say it. Hypothesis According to the hypothesis study and the data which have been analyzed, it could concluded that there was significant effect of guess me game on student's speaking skill. It was proven from the data on table 4.7 show that post-test is higher than pre-test.

The total score of pre-test is 404 and the total score of post-test is 440. We could conclude that student's speaking skill increase than before. Based on the data on table 4.7, the result show that t-score is  $2.905 > t\text{-table}$  with the significance of 5%. It means that there is a significant effect before and after taught using guess me game in speaking skill at SMK Muhammadiyah 1 Kediri.

Discussion In this part the writer explains about the discussion of pre-test, treatment, and post-test by differentiate them with the result from the previous study. There are two kinds of hypothesis that used in quantitative research, they are null hypothesis ( $H_0$ ) that means there is no effect using guess me game to the student's speaking skill and alternative hypothesis ( $H_a$ ) that means there is any effect using guess me game to the student's speaking skill.

Another aspect is about the score in pre-test and post-test in each indicator. There are four indicators that used in measuring the student's speaking skill, as follows: 1) vocabulary, 2) Comprehension, 3) Fluency, and 4) Pronunciation. According to the result of treatment, there is strength and weakness in applying guess me game.

Guess me game makes the students active in the class since they have to speak up about what they know.

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION This chapter present about the conclusion, implication and suggestion of the research after getting result about implementation of guess me game in speaking at SMK Muhammadiyah 1 Kediri.

Conclusion Based on the research finding and discussion at the previous chapter, it can be conclude that guess me game has an effective way to improve student's speaking skill at tenth grade of SMK Muhammdiyah 1 Kediri. Guess me game make students be active in the class to speak up about their opinion. The students got chance to speak up in good order and improve their confidence since they choose the picture and describe the picture.

This game can increase the vocabulary of the students since they have to looking for some evidence which make them know more about unfamiliar vocabulary they had. The result of significant improvement was shown by the result of analyzing pre-test and post-test. It showed that t-score (2.905) is higher than t-table with significant 5% (2.262). from the explanation, it can be conclude that the student's speaking skill is increase using guess me game.

Another result show that mean between post-test (44.80) is higher than pre-test (40.40). In addition, guess me game can becomo the solving problem to teach speaking in learning process. The significant improvement from the result showed that guess

me game makes the students easily to speak up in their way.

Students can be more active and responsible in the since they have their own part in guess me game. Guess me game give a new atmosphere in the class because the students can active to express their opinion. They **must be able to** process the great describe about the picture that they choosed.

Using this way, the students can improve their vocabulary and their mental to speak up **in front of the class**. Implementation This research showed that guess me game have an effect to the student's speaking skill in the learning process. In guess me game the students should have many vocabularies before saying their opinion.

Accoding to Adel, Fitria, Husna in their research " Teaching Speaking Through the Guess Game" that speaking is one important skill that covers the whole skills because speaking is a productive and active skill, even though in fact students cannot master it. It happens because they are afraid of making mistake while uttering the words or expressing their idea and opinion. That is why the students cannot communicate each other in their daily life.

To overcome those problems, the teachers should be able to motivate their **students to speak by** choosing an interesting technique of teaching speaking. One of the techniques that writer suggests is guessing game. There are four indicators that used by the writer in scoring student's speaking skill, there are vocabulary, comprehension, pronunciation, and fluency, and there was an improvement of speaking after taugh guess me game, **it can be seen from the** result of mean in all cycle from pre-test and post-test.

Suggestion Based on the research findings, the writer is going to purpose suggestions as follow: The teacher After getting the result from the data, the writer suggest to that guess me game can improve the student's speaking skill. It **can make the student** be active **in the class and** have a responsibility since they get the turn. The teacher should explain first about the rules of guess me game to the students.

After finishing the material, the teacher ask the student to make some group and each group consisting of two students, every group would take the lotery for the turn. The picture would wear in the head, the student who wear the guessing picture would be the guesser and the one else would be the corrector. And there are three minutes for guess the picture in every turn.

Other researcher The writer recommended guess me game for another researcher who will do the research and hoping that it will improve student's speaking skill. First, the

researcher should select the topic which interested to th students and easy for the students to explore their opinion. It can make the student be active in the class.

Second, the writer suggest that anoter researcher who are interest ed in using guess me game should give more treatment to the students. The writer believe that more treatment can give better effect to the students, especially in speaking learning process.

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