

**THE EFFECT OF GUESS ME GAME ON THE STUDENTS'
SPEAKING SKILL IN THE TENTH GRADE OF SMK
MUHAMMADIYAH 1 KEDIRI 2017/2018**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain The Sarjana

Degree of Education of English Department

Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



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UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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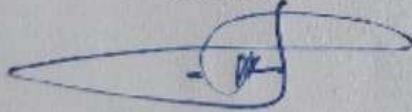
THE EFFECT OF GUESS ME GAME ON THE STUDENTS' SPEAKING SKILL IN
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ned by.

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MOTTO AND DEDICATION

MOTTO:

Being a gentlement is matter of choice!

DEDICATION:

- 1. The almighty Alloh SWT who always gives me mercies and blessing.**
- 2. My beloved parents, who always give their support, love, everlasting pray for me so I could finish this skripsi well.**
- 3. My friends who always support and help me do the process of research and finishing the skripsi.**

ABSTRACT

Fahmi Lazuardi Wirawan: The Effect of Guess Me Game on the Students' Speaking Skill in The Tenth Grade of SMK Muhammadiyah 1 Kediri. Skripsi. English Education Department the Faculty of Teacher Training and Educational University of Nusantara PGRI Kediri, 2020.

Keywords: speaking, teaching speaking, game, guess me game.

Speaking is a skill that should be owned by every students to make their interaction and communication in daily activities can run well. There are some problem that faced by the students in mastering speaking. In teaching speaking, students couldn't express their opinion easily and most of them get lack of confidence to speak up. The teacher should know well how to make the matter easy to understand and how to improve student's speaking skill. In this case, the teacher have to motivate the students become enjoy and interested to practice their speaking skill in the class and outside the class. In this research, the writer chose guess me game to make students interest and enjoy in studying and improving their speaking ability.

This research is conducted using quantitative research and experiment method with one group pre-test and post-test. This research is conducted at SMK Muhammadiyah 1 Kediri and the subject is tenth grade students which consist of 10 students as the sample of the research. The writer give three kinds of activities, they are pre-test, treatment, and post-test. The data result got from student's score in pre-test and post-test that analyzing using t-test formula.

The result show that the t-score is higher than t-table in the level of significant 5% (2.262). The mean score of post-test (40.80) is higher than the pre-test score (40.40). it means there is significant effect using guess me game in teaching speaking which supported by the result of t-test. From the explanation we could know that H_a (alternative hypothesis) is accepted and H_o (null hypothesis) is rejected.

In conclusion, guess me game is effective to improve student's speaking skill in learning process. They could speak up in good way, enjoy in the class and interest to the learning process. Furthermore, the teacher should know an interesting topic that will be discussed to make the students interested in doing the learning process in the class of guess me game.

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Be grateful to Alloh SWT the Almaighty who has been given blessing and mercies so the research is able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitle “The Effect Of Guess Me Game On The Students’ Speaking Skill In The Tenth Grade Of Smk Muhammadiyah 1 Kediri”. The writer realize that this skripsi is far from perfect and has many weakness, thus he needs criticism and suggesion to make it better. Therefore, h would like to express her gratitude to:

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The researcher knows that this skripsi still has many mistakes. Thus, he needs any criticism, advices, and suggestion from all reader. Finally, he hopes that this skripsi will be useful for every reader.

Kediri, July 19th 2020

Fahmi Lazuardi W.
14.1.01.08.0002

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5. Score of Post-test.
6. Documentation.
7. The letter has been doing research for the school.
8. Skripsi guidance card.

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.

A. 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.

Khoiriyah stated in her research that communication is interaction between one person and others through verbal and nonverbal communication. Being able to communicate effectively is the optimal goal of all language learners; therefore, despite difficulties they face and restrictions they have while expressing themselves, they rely on employing diverse communication strategies (CSs).

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’ 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.

B. 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 material. It is made of card and contain picture and letters that can wear in the head of the student and the student who 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.

C. Research Question

1. How is the students' speaking skill before being taught using Guess Me Game?
2. How is the students' speaking skill after being taught using Guess Me Game?
3. Is there any significant effect of Guess Me Game for the students' speaking skill?

D. Research Purpose

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

E. Significance of Research

1. For Researcher

The researcher get a lot of knowledge in teaching speaking of using Guess Me Game to the students's speaking mastery.

2. For Teacher

Can be one alternative reference for the teacher in teaching speaking mastery.

3. 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.

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