TEACHING ENGLISH SPEAKING USING GUESSING GAMES: A CASE STUDY AT MA MATHOLI'UL ANWAR LAMONGAN

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



By:

Dwi Amatun Nafisah NIM D75216087

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA

2021

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama : Dwi Amatun Nafisah

NIM : D75216087

Jurusan/Program Studi : Pendidikan Bahasa/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

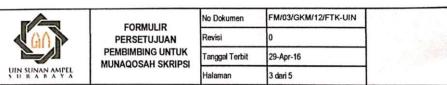
Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 9 February 2021

Yang membuat pernyataan,

Dwi Amatun Nafisah D75216087

APPROVAL SHEET



| 3 U KABATA | Halaman 3 dan 3 |
|-------------------------|---|
| Hari/Tanggal | 13 Januari 2021 |
| Nama Mahasiswa | Dwi Amatun Nafisah |
| NIM | D75216087 |
| - 1 B | Teaching English Speaking Using Guessing Games: A Case Study at MA Matholi'ul Anwar Lamongan |
| Judul Skripsi | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Pembimbing telah men | yetujul isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah Skripsi |
| | |
| | |
| Pembimbing I | |
| | Mokhamad Syaifudin, M.Ed, Ph.D |
| Pembimbing II | Juis |
| | Hilda Izzati Madjid, MA |
| Formul | ir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi |
| Cheklist dokomen | Dokumen Skripsi rangkap 4 (lengkap/tidak lengkap)*coret tidak perlu |
| Diterima oleh JFU | Nama |
| Waktu | TanggalBulanTahun |
| paraf JFU prodi/jurusan | |
| Form 1.2. PPMPS | Asli untuk Dosen Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik |

EXAMINER APPROVAL SHEET

This thesis by Dwi Amatun Nafisah entitled "Teaching English Speaking Using Guessing Games: A Case Study at MA Matholi'ul Anwar Lamongan" has been examined 9 February 2021 and approved by board examiners.

Dean,

Ali Mas'ud, M.Ag, M.Pd.I

P. 196301231993031002

Examiner I,

Rizka Safriyani, M. Pd NIP. 198409142009122005

Examiner II,

Rakhmawati, M. Pd NIP. 197803172009122002

Examiner III,

H. Mokhamad Syaifuddin, M. Ed., Ph.D.

NIP. 197310131997031002

Examiner IV,

Hilda Izzati/Madjid, MA NIP. 198602102011012012

PERNYATAAN PUBLIKASI PERPUSTAKAAN



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

| Sebagai sivitas aka | demika UIN Sunan Ampel Sumbaya, yang bertanda tangan di ba | wah ini, saya: |
|--|--|---|
| Nama | : Dwi Amatun Nafisah | |
| NIM | : D75216087 | |
| Fakultas/Jurusan | : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris | |
| E-mail address | : dwiamatumafisali98@gmail.com | |
| UIN Sunan Ampo ✓ Sekripsi ☐ yang berjudul : | ugan ilmu pengetahuan, menyetujui untuk memberikan kepada El Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmial Di Tesis Desertasi Diain-lain (| h: |
| at MA N | datholi'ul Anwar Lamongac | |
| Perpustakaan UII mengelolanya d menampilkan/me akademis tanpa p | t yang diperlukan (bila ada). Dengan Hak Bebas Royalti No N Sunan Ampel Surabaya berhak menyimpan, mengalih-med alam bentuk pangkalan data (database), mendistribus mpublikasikannya di Internet atau media lain secara fulltext untu berlu meminta ijin dari saya selama tetap mencantumkan nam dan atau penerbit yang bersangkutan. | lia/format-kan, ikannya, dan uk kepentingan |
| Saya bersedia um Sunan Ampel Sur dalam karya ilmiah | tuk menanggung secara pribadi, tanpa melibatkan pihak Perp abaya, segala bentuk tuntutan hukum yang timbul atas pelangga n saya ini. | oustakaan UIN aran Hak Cipta |
| Demikian pernyat | aan ini yang saya buat dengan sebenarnya. | |

Surabaya, 9 February 2021

Penulis

(Dwi Amatun Nafisah)

ABSTRACT

Nafisah, Dwi Amatun. (2021). *Teaching English Speaking Using Guessing Games:*A Case Study at MA Matholi'ul Anwar Lamongan. Thesis. English Language
Education Department, Faculty of Education and Teacher Training,
Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad
Syaifuddin, M. Ed., Ph.D., Advisor II: Hilda Izzati Madjid, MA.

Keyword: Teaching Speaking, Guessing Games, Students' Response

Teacher has different ways to teach Speaking. Playing games is one of the techniques that can be applied in teaching speaking. One of the games is guessing game in which a person or a group that tries to answer a question that has been given a few keywords related to the images, titles or words. This research is a case study focuses on how the teachers teach English speaking using guessing games and what students' responses when the teacher teach English speaking using guessing games. The subjects of this research are teachers and students who have experienced in teaching or learning English speaking using guessing games at MA Matholi'ul Anwar Lamongan. The finding shows that the type of guessing games used by the teachers is "Guess Who I am?". To apply "Guess Who I am?", every student should imagine themselves to be somebody else who are famous person and each makes up sentences about it. The stages to teach English speaking using guessing games are opening the class, warming up, main activity which are presentation, practice, and production and the last is closing the class. Guessing games are applied in the stages of warming up and main activity, especially in production activity. Teaching English speaking using guessing games makes students more active than teacher. The teacher just direct and monitor the classroom activities and the students will speak actively during the activity. The students describe that they are interested if the teacher teach English speaking using guessing games because guessing games give them opportunity to turn around the classroom and to speak with all of their classmates. The students also state that they have a lot

of experience of learning English speaking with games also knowledge such as new vocabulary, grammar and pronunciation. The use of guessing games in teaching-learning process encourage students to speak actively, motivate students to speak confidently and make students to be more involved in classroom activities.



ABSTRAK

Nafisah, Dwi Amatun. (2021). *Pengajaran Berbicara Bahasa Inggris Menggunakan Game Menebak: Studi Kasus di MA Matholi'ul Anwar Lamongan*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: H. Mokhamad Syaifuddin, M. Ed., Ph.D., Pembimbing II: Hilda Izzati Madjid, MA.

Kata Kunci: Pengajaran Berbicara Bahasa Inggris, Permainan Menebak, Respon Siswa

Guru memiliki cara berbeda untuk mengajar berbicara Bahasa Inggris. Bermain game merupakan salah satu teknik yang dapat diterapkan dalam pengajaran berbicara. Salah satunya adalah permainan tebak-tebakan dimana seseorang atau sekelompok orang mencoba menjawab pertanyaan yang telah diberi beberapa kata kunci yang berhubungan dengan gambar, judul atau kata. Penelitian ini merupakan studi kasus yang berfokus pada bagaimana guru mengajar berbicara bahasa Inggris menggunakan permainan tebak-tebakan dan apa tanggapan siswa ketika guru mengajar berbicara bahasa Inggris dengan permainan menebak. Subjek penelitian ini adalah guru dan siswa yang telah berpengalaman dalam pembelajaran berbicara bahasa Inggris menggunakan permainan tebak-tebakan di MA Matholi'ul Anwar Lamongan. Hasil penelitian menunjukkan bahwa tipe guessing games yang digunakan guru adalah "Tebak Siapa Saya?". Dalam menggunakan "Tebak Siapa saya", setiap siswa harus membayangkan dirinya menjadi orang lain yang terkenal dan masing-masing membuat kalimat tentangnya. Tahapan pengajaran berbicara bahasa Inggris menggunakan permainan tebak-tebakan adalah membuka kelas, pemanasan, kegiatan inti yaitu presentasi, latihan, dan produksi dan yang terakhir adalah menutup kelas. Game menebak diaplikasikan pada tahapan pemanasan dan kegiatan inti, khususnya pada aktivitas produksi. Mengajar berbicara bahasa Inggris menggunakan permainan menebak membuat siswa menjadi lebih aktif daripada

guru. Guru hanya akan mengarahkan dan memonitor aktivitas di dalam kelas dan siswa akan berbicara Bahasa Inggris dengan aktif aktivitas kelas. Para siswa menjelaskan jika mereka tertarik apabila guru mengajar berbicara Bahasa Inggris menggunakan permainan menebak karena permainan menebak memberi mereka kesempatan untuk berkeliling kelas dan berbicara kepada semua teman sekelasnya. Para siswa juga menjelaskan bahwa mereka memiliki banyak pengalaman belajar berbicara Bahasa Inggris dengan permainan dan juga mendapat pengetahuan seperti kosakata Bahasa Inggris baru, tata bahasa dan pengucapan. Penggunaan game menebak dalam proses belajar-mengajar meningkatkan siswa untuk berbicara dengan aktif, memotivasi siswa untuk berbicara dengan percaya diri dan membuat siswa lebih terlibat di dalam aktivitas kelas.

TABLE OF CONTENTS

| COVER | i | |
|---|----|--|
| PERNYATAAN KEASLIAN TULISAN | ;; | |
| APPROVAL SHEET | | |
| EXAMINER APPROVAL SHEET | iv | |
| PERNYATAAN PUBLIKASI PERPUSTAKAAN | | |
| ABSTRACT | | |
| ABSTRAK | | |
| TABLE OF CONTENTS | | |
| LIST OF ABBREVIATION | | |
| LIST OF APPENDICES | | |
| CHAPTER I: INTRODUCTION | 1 | |
| | | |
| A. Research Background | 1 | |
| B. Research Questions | | |
| C. Objectives of the Study | | |
| D. Significance of the Study | | |
| E. Scope and Limitation of the Study | | |
| F. Definition of Key Terms | 9 | |
| | | |
| CHAPTER II: REVIEW OF RELATED LITERATURE | 11 | |
| | | |
| A. Theoretical Framework | | |
| 1. Speaking | | |
| 2. Teaching Speaking | | |
| 3. Guessing Games | | |
| 4. Teaching Speaking Using Guessing Games | | |
| 5. Students' Responses in The Use of Guessing Games | | |
| B. Previous Studies in Teaching English Using Games | 22 | |
| CHAPTER III: RESEARCH METHOD | 26 | |
| CHAPTER III. RESEARCH METHOD | 20 | |
| A. Research Design | 26 | |
| B. Research Setting | | |
| C. Research Subject | | |
| D. Data and Source of Data | | |
| E. Data Collection Technique | | |
| 1. Interview | | |
| 2. Questionnaire | | |
| F. Research Instrument | | |
| 1. Interview guideline | | |
| 2. Online questionnaire | 31 | |
| G. Data Analysis Technique | | |
| 1. Data Collection | | |

| 2. Data Reduction | 32 |
|--|----|
| 3. Display Data or Presentation of Data | 32 |
| 4. Conclusion or Verification | |
| H. Trustworthiness | 33 |
| CHAPTER IV: RESEARCH FINDING AND DISCUSSION | 35 |
| A. Research Finding | 35 |
| 1. Teaching English Speaking Using Guessing Games | |
| 2. Students' Responses When the Teachers Teach English Speal | |
| Guessing Games. | 43 |
| B. Research Discussion | 54 |
| 1. Teaching English Speaking Using Guessing Games | 54 |
| 2. Students' Responses When the Teachers Teach English Speal | |
| Guessing Games. | |
| | |
| CHAPTER V: CONCLUSION AND SUGGESTION | 64 |
| | |
| A. ConclusionB. Suggestion | 64 |
| B. Suggestion | 66 |
| | |
| REFERENCES | 67 |
| APPENDICES | 70 |

LIST OF ABBREVIATION

1. MA : Madrasah Aliyah (Islamic Senior High School)

2. X.2 Grade : Tenth Point Two Grade (10.2 Grade)

3. X.3 Grade : Tenth Point Three Grade (10.3 Grade)

4. SA : Strongly Agree

5. A : Agree

6. NAD : Neither Agree nor Disagree

7. D : Disagree

8. SD : Strongly Disagree

LIST OF APPENDICES

Appendix I : Teachers' Interview Guideline

Appendix II : Students' Interview Guideline

Appendix III : Questionnaire

Appendix IV : The Result of Teachers' Interview

Appendix V : The Result of Students' Interview

Appendix VI : Validation Letter

Appendix VII : Permission Letter from School

Appendix VIII : Online Questionnaire

CHAPTER I

INTRODUCTION

The first chapter addresses the recent theories in the field of English speaking and guessing games that will be covered in background of the research, research questions, objectives of the research, significance of the research, research scope and limitation also key terms definition related to teaching English speaking using guessing games.

A. Research Background

Speaking is an interactive meaning-building process that includes knowledge creation, reception, and processing. Nunan explains that because speaking is a basic skill, skill of speaking is considered necessary to be mastered. Hybel says that speaking often plays a crucial role in establishing a social bond with others. Therefore, every student must have a good ability to speak and students must be accustomed to speaking in the classroom, even in the basic ways, such as greeting, answering, expressing ideas, giving responses and the others.

In Indonesia, many students face difficulties in learning speaking. Moreover, they have difficulty in speaking practice. Istianti states that it is not only learning about the language itself to learn speaking ability, but also understanding how to speak in real conversation.³ Because English is not Indonesian students' primary language, they cannot communicate English in the classroom also in real communication. Speaking English is rarely used for communicating with others in everyday activities.

To solve those problems, teacher has different ways to teach English speaking. One of the strategies that usually apply to teach English speaking is Playing games. Games are one of the possible activities that give students freedom

¹ D. Nunan. "Language Teaching Methodology". New York: Prentice Hall International English Language Teaching, 1991.

D. Hybel. "Understanding Speaking Interaction". Cambridge: Cambridge University Press, 2001.
 Nurul Istianti. "The Correlation Between Students' Motivation in Learning Speaking and Their

Speaking Ability". UIN Syarif Hidayatullah, 2013.

to express themselves. According to Ersoz games can be motivational to teach foreign language because it is not only fun and interesting, but it can be applied to give some practices in all language skills.⁴ Games are not only stimulating and enjoyable but also involve great practice to improve the language skills (reading, listening, speaking, and writing), pronunciation, vocabulary and grammar. In the classroom, it is easy to apply games. Games are one possible activity that provides the feeling of freedom for students to express themselves. So that games can be applied in teaching English speaking as teaching strategy because games are also actually helpful for enabling students to communicate and engage verbally with other students.

There are several games may be played in teaching English speaking. One of those games that may be implemented is guessing games. Guessing games is a game where a person or team attempts to guess the keywords or clues related to the subject, images or titles. In the research of Windy and Sitti, Klippel argues about guessing games have the simple rule which is individual mentions words or sentences as clues and other individual will guess the answer.⁵

Klippel says that guessing games may be applied to build and enhance ideas, bring stimulation to daily exercises, and to do warming up. Furthermore, the significant purpose is to provide practice of communication. Guessing games help students during learning process to feel bored. It creates a comfortable classroom atmosphere. Guessing games also encourage students to learn by playing. Guessing games can encourage students to think and explore the thoughts of their minds to speak. This game is also not too hard to play and interactive for the students. Another expert, Amato says that to understand the material, guessing games can be applied to build or improve the thoughts. However, the most basic role of guessing

⁴ A. Ersoz. "Six games for the EFL/ESL classroom". The internet TESL journal. Vol. 6 No. 6, 2000.

⁵ Windi Zahara and Sitti Fatimah. "Using Guessing Game In Teaching Writing Descriptive Texts To Junior High School Students". Journal of English Language Teaching Vol. 7 No. 1. 2018. 201.

⁶ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998.

⁷ RP. Amato. "Making it happen: Interaction in the second language classroom: From Theory to Practice". London: The Alpine Press. 1988.

games is to provide practicing in communication. Since games are often focused on real-life experiences, guessing games are popular language classroom activities. They offer an opportunity to practice using language to communicate in a practical way.

As known that English is the second language, English speaking is difficult skill to master. Teaching speaking in Indonesian school seemed unproductive. Related to teach speaking, it is ironic that based on the researcher's experience while studying in high school and sit in observation in secondary school, most of students have difficulties to speak English. Mostly, students are inconfident to speak in English. This is triggered by many factors, such as untrained teacher, being bored, afraid of making mistakes, boring lesson, etc. It is anticipated that the teaching-learning process will be effective by the use of guessing games in teaching speaking.

Guessing games gives new atmosphere of learning English to the students because guessing games give more chances students to interact with all of their classmates. In the research of Sri Wahyuni and Fitri Yulianti, the use of guessing games helps students to get confidence to speak and improve their speaking ability. It is because guessing games gives the compfort atmosphere where students can practice their speaking in a conversation with their friends. When doing guessing games, students are asked to guess more clues to be the winner. So that makes the students challenged and speak actively to fins the answer. Moreover, by using guessing games, students can learn English vocabulary, pronunciation and grammar.

Safitri, et. al in Mega Dwi describes that it is possible to use guessing games to build or improve the concept, to increase excitements to daily tasks, or just to do warming up. However, the most significant role of guessing games that is applied in teaching is to give practice in communication.¹⁰ Guessing games ensure that

⁸ Fia Renny. "Improving Students' Speaking Skill by Using Guessing Game to The Fifth Grade of SD N 04 Kemiri Karanganyar" Sebelas Maret University Surakarta. 2010. P. 2

⁹ Sri Wahyuni and Fitri Yulianti. "The Use of Guessing Game to Improve Student's Speaking Skill." Getsempena English Education Journal, vol. 3, no. 2, 2016. Pp 20-21.

¹⁰ Safitri, Safitri, et al. "The Effectiveness of Guessing Game Towards Students' Writing Skill On Descriptive Text." Jurnal Pendidikan dan Pembelajaran Untan, vol. 5, no. 2, 12 Feb. 2016. P.3.

students are not bored and create a comfort environment in the classroom. The reason for teaching speaking using guessing games is exciting and motivating. Guessing games also often develop students' ability in English speaking. Students are asked to describe someone or something and to ask some questions related to the clues orally. In playing guessing games, students will practice their speaking skill.

Previous study, Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah conducted the research about The Use of Guessing Game in Teaching Speaking. The finding indicated that the students' score of pre-test and post-test is increased. The Guessing Game strategy really helped the students in each aspect of speaking, especially in fluency. Among all of the aspects of speaking, the researcher found that vocabulary is the aspect that increased the most. ¹¹ This study is different with their research because they use quantitative research in conducting the study while this research was done in qualitative research. Then, their research is conducted in state junior high school while this rerearch is conducted in private islamic senior high school.

Agus Niarti, Ikhsanudin and Wardah researched about Improving Student's Vocabulary Through Guessing Games Technique in Descriptive Text in Speaking. The finding showed that by using guessing games for oral description, the influence process of teaching and learning give a good impact on students' achievement. It found that there was significant score of students' vocabulary knowledge which is increased. This study is different with their research because their research uses Classroom Action Rsearch, which this research used qualitative research. The researchers also focuses in students' vocabulary, while this research is focused on students' English speaking. Next, their research setting is in state islamic elementary school while this research setting is in private islamic senior high school.

Ina Mutmainah, Sudirman, and Rosita Simbolon investigated on Implementation of Guessing Game in Teaching Vocabulary at the Fifth Grade. The

Ghina Fairuz, et.al., "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X
 Agus Niarti, Ikhsanudin, Wardah "Improving Student's Vocabulary Through Guessing Games Technique In Descriptive Text In Speaking" Tanjungpura University, Pontianak. 2015.

finding indicated that the teacher was seeking to attract students to engage in the learning process. Students often have their own consciousness to provide knowledge to anyone else. Next, it showed that the teacher handled the whole language learning well with the basis of what was planned on the study guide as her function as a facilitator for students.¹³ This research is different because the researchers focused in students' vocabulary, while this research will be focused on students' English speaking. Then, this research is researched in private islamic elementary school while this research is in private islamic senior high school.

Sri Wahyuni and Fitri Yulianti examined The Use of Guessing Game to Improve Student's Speaking Skill. The result revealed a substantial difference seen on pre-test and post-test result which was increased. The average skill of the students through treatment was really high. This suggest that using the guessing games technique in the lesson would make this more successful for students to communicate.14 This research was different with previous study because their research used quantitative study while this research will use qualitative study. Next, they are conducted their research in state islamic senior high school while this research is conducted in private islamic senior high school.

Safitri, Bambang Wijaya and Syarif Husin conducted the research about The Effectiveness of Guessing Game Towards Students' Writing Skill On Descriptive Text. The result indicated that gessing games improved students' skill on text of descriptive writing significantly. The students had better score after given the treatment. So, Guessing Games is useful for increasing students' descriptive text writing skill.15 This research was different because the researchers focused in students' writing skill, while this research will be focused on students' English speaking. Also, this research is studied in private islamic junior high school while this research is in private islamic senior high school.

¹³ Ina Mutmainah, et al. "Implementation of Guessing Game in Teaching Vocabulary at the Fifth Grade." UNILA Journal of English Teaching, vol. 2, no. 9, 2013

¹⁴ Sri Wahyuni and Fitri Yulianti. "The Use of Guessing Game to Improve Student's Speaking Skill." Getsempena English Education Journal, vol. 3, no. 2, 2016. Pp. 12-22

¹⁵ Safitri, Safitri, et al. "The Effectiveness Of Guessing Game Towards Students' Writing Skill On Descriptive Text." Jurnal Pendidikan dan Pembelajaran Untan, vol. 5, no. 2, 12 Feb. 2016.

In this research, the researcher conducted the study about teaching of English speaking using guessing games. In addition, this study attempted to figure out how the implementation of teaching English speaking with guessing games and what students responses during the learning process. This research is different with previous study because most of previous study conducted their research in Classroom Action Research and Experimental study with Quantitative Research design while this research is researched in Case Study with Qualitative Research design. The researcher conducted the research on guessing games, but in different skill which is teaching speaking using guessing games. although there is a previous study that is conducted in speaking with guessing games, but this research is different because it has different research design to conduct the study which is qualitative research. Next, the previous studies above also just focused on the students while this research is researched on teacher and students. Then, the previous studies above are conducted in elementary school, junior high school and senior high school. Although there is a previous study that is conducted in senior high school, this research is conducted in private Islamic senior high shool.

The researcher chose Islamic secondary school to be the subject of this research whics was MA Matholi'ul Anwar Lamongan. That school was chosen because the teachers of MA Matholi'ul Anwar Lamongan use Guessing Games to teach their students in English. MA Matholi'ul Anwar is chosen because it has A accreditation and the students often get achievements in many competitions. The teachers also often follow teacher training to improve their skill in teaching. Next, this school has an event namely "Language Day" which is held as a competition.

B. Research Questions

Two research question of this research are:

- 1. How do the teachers teach English speaking by using guessing games?
- 2. What are the students' responses when the teacher teaches English speaking using guessing games?

C. Objectives of the Study

The objectives of this study are:

- 1. To describe how do the teachers teach English speaking using guessing games.
- 2. To investigate the students' responses when the teacher teaches English speaking using guessing games.

D. Significance of the Study

There are some advantages to obtained from this study. The study result is supposed to provide information to the researcher itself, the English teachers, the students, and future researchers, as follows:

- 1. For the researcher, this research result provided the researcher with valuable knowledge about teaching English speaking, especially in using guessing games.
- 2. For the English teacher, this research provided beneficial learning activities to enhance students' speaking skills and give knowledge about teaching English speaking using guessing games.
- 3. For the students, this research could make them to be more involved and imaginative in the learning English speaking because of games used, especially guessing games when the teacher teaches English speaking.
- 4. For the researchers in future, this study could be resources for prospective researcher to study more research that is relevant to the issue, especially in the field of speaking, teaching speaking, and guessing games.

E. Scope and Limitation of the Study

The scope and limitation of this research are:

1. Scope

Spartt, Pulverness and Williams states that the pattern activities in a speaking lesson are; "First, lead-in which is an introduction to the

subject of the lesson. Second, practice activities or exercises in which students have ability to practice the new language. Last, post-task activities in which activities in which students openly discuss the subject and ask the teacher about the materials". Lee in Betteridge and Buckby explains that "there are some guessing games can be applied. They are (1) Guess what is it? Is it ...? (2) Guess who am I? / What is my name?/ Who is he/she? (3) Guess what is there in my ...? (4) Guess where is it?" 17

Suherdi in Niken Dwi describes that students' response is the students' reactions during the classroom activities. The expression of the interaction response is a communication activity that is intended to have a consequence or outcome. They are cognitive, affective, and conative (psychomotor).

The scope of this research is focused on how the teachers' way to deliver the materials of English as they teach English speaking using kind of guessing games and how the students' responses during learning process when the teacher teaches English speaking using guessing games applied in teaching process.

2. Limitation

The limitation of this study is the researcher only investigates teaching speaking using guessing games on the class of X.2 and X.3 (Tenth Grade) of MA Matholi'ul Anwar Lamongan in academic year 2019/2020 as the English teachers teach English Speaking using Guessing Games. Then, this study is only focused on the guessing games applied in the first semester of tenth grade of senior high school, especially in the first material of English which is introducing oneself.

¹⁶ Spratt, M., Pulverness, A., and Williams, M. The Teaching Knowledge Test Course. Cambridge: Cambridge University Press. P 157. 2005.

¹⁷ Lee, W. R. "Teaching Language Games and Contests". Oxford University Press. 2002

¹⁸ Niken Dwi Cahyana. "The Students' Response Toward ELT Practice in Classroom of the First Grade at SMAN 1 Kampak Trenggalek". IAIN Tulungagung. 2019.

F. Definition of Key Terms

The present research presents the following key terms in order to prevent confusion and achieve the same understanding:

1. Teaching Speaking

Kayi states that teaching speaking means that "teacher teaches students to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) choose appropriate words and sentences according to the proper social environment, audience, circumstance and subject matter, (4) arrange their thoughts in a coherent and logical sequence, (5) use language as a means of speech, beliefs and judgments, (6) use the language with few unnatural delays easily and comfortably, which is called fluency". ¹⁹ Spartt, Pulverness and Williams says that the pattern activities in a speaking lesson are Lead-in, Practice activities or tasks, and Post-task activities. ²⁰ This research focuses on how the teachers' way to deliver the materials of English as they teach English speaking.

2. Guessing Games

Guessing games are games in which an individual or a group attempts to answer questions related to pictures or words which is had a few keywords. Klippel says about guessing games simple rule which is individual mentions words or sentences as clues and other individual will guess the answer.²¹ Lee in Betteridge and Buckby writes "there are some guessing games can be applied. They are; (1) Guess what is it? Is it ...? (2) Guess Who I am? / What is my name?/ Who is he/ she? (3)

¹⁹ Kayi, Hayriye. Teaching Speaking: Activities to Promote Speaking in a Second Language. The Internet TESL Journal, Vol. XII, No. 11, November 2006. [online]. Retrieved on http://iteslj.org/Articles/Kayi-Teaching Speaking.html

²⁰ Spratt, M., Pulverness, A., and Williams, M. The Teaching Knowledge Test Course. Cambridge: Cambridge University Press. P 157. 2005.

²¹ F. Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998.

Guess what is there in my box today? (4) Guess where is it?". ²² In this research, the researcher focused on kind of guessing games which possible to apply by teachers in teaching process.

3. Students' Response

According to Suherdi in Niken Dwi, students' response is the students' behaviour during the classroom interaction process.²³ In this study, students' response means students action when teaching English speaking in the classroom. In this study, students' response is described as the reaction of students when teaching and learning process has been completed, especially technique of teaching that is used by the teacher which is guessing games

²² Lee, W. R. "Teaching Language Games and Contests". Oxford University Press. 2002

²³ Niken Dwi Cahyana. "The Students' Response Toward ELT Practice in Classroom of the First Grade at SMAN 1 Kampak Trenggalek". IAIN Tulungagung. 2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter explains the theoretical framework related to teaching English speaking using guessing games. There are four points that is explained in the theoretical framework. There are; speaking, teaching speaking, guessing games, teaching speaking using guessing games and students' responses in the use of guessing games. This chapter is also included previous studies in teaching English using games.

A. Theoretical Framework

1. Speaking

The first point that is explained in this theoretical framework is speaking which is included speaking ability and the goal of speaking.

a. Speaking Ability

Speaking is an active process of building meaning that includes creating, gathering, and information of processing. Brown emphasizes that speaking ability is an ability in communicating an oral language. ²⁴ Another expert, Nunan states that skilled in the art of speaking is the most essential part of mastering a foreign or second language. Also, performance is assessed by the knowledge to perform a communication in a language. So, speaking is a two-way process that requires true exchange of knowledge, facts or thoughts.

Jo Mc Dough and Christopher defines speaking is a willingness and a primary function which it includes sharing thoughts, views, a willingness or a desire to do something, to negotiate and solve a certain issue.²⁵ Then, Caroline argues that speaking is a basic type of oral communication between people in society. In addition, Kayi describes that speaking is a process of

²⁴ Brown. "Language Assessment: Principles and Classroom Practices". London: Pearson Education. Inc. 2004

²⁵ Mc Donough, Jo and Christopher Shaw. "Materials and Method in ELT: A Teacher's Guide". Cambridge: Blackwell Publisher. 1993.

constructing and communicating meaning through verbal and non-verbal use in number of a context.²⁶ It is inferred that speaking is a language skill which has function as communication. Speaking is an oral activity as a communication by two or more than two people in face to face.

b. The Goal of Speaking

Scrivener states that confidence and fluency are the main objectives in classroom speaking activity.²⁷ It implies that speaking activity trains students to be fluent and confident in interacting with others. Next, fluency is used to define the knowledge to express the actual meaning and it is also supposed to be precise so that the listener can easily get the meaning of the idea. The purpose of teaching speaking is to enable learners to give the opportunity in speaking, have interaction with others, develop fluency and natural communication also express their opinions, feelings and ideas to others. In a basic way, the purpose of speaking is to communicate with others. Henry explains "the particular aim of speaking is to communicate and it has three general goals which is to inform, to entertain and to persuade".

2. Teaching Speaking

The second point that is explained in this theoretical framework is teaching speaking which is included the teaching speaking stages and teaching speaking key concepts.

a. Teaching Speaking Stages

Harmer describes some steps in teaching speaking as follows; "introducing the new language, practice, and communicative activities". ²⁸

1) Introducing to the new language

²⁶ H. Kayi "Teaching Speaking: Activities to Promote Speaking in a Second Language". TESL Journal, Vol 12. 2007.

²⁷ Jim Scrivener. "Learning Teaching: A Guidebook for English Language Teachers". Oxford: Macmillan publisher. 2005

²⁸ Harmer, J. The Practice of English Language Teaching (Third Edition). Essex: Pearson Education Ltd. 2001.

English is the second language for the students who do not English native speakers. Students should be exposed to the context, type and purpose of the English language. The definition of the word relates to its meaning, social context, and culture. The role is related to social life and the forms is related to the linguistics. Introducing to the second language is the first stages in order to give the first knowledge to the students before they do the language practices. If the students have the good knowledge of English language, they will ready to do the practice.

2) Practice

After the students got the knowledge of new language, the next stage is practicing. It is not just once to learn a foreign language. The teacher should step up over and over again so that students become experienced and natural in development of the language. Teachers should create a comfort environment where students can find words to describe themselves in areal situation. Practice is used to measure how far students learn and what students' ability in English language.

3) Communicative activities

Communicative activity is the last stage of teaching speaking stages. Communicative activities should be directed at the practice of communication that takes place on a regular basis. Students are ready to learn to communicate in the text available in the students' course book. These dialog models are restricted because students do not have an opportunity to share their own information and create a new situation. If the students are used to communicate their new language in the form of daily life, they will be able to apply their new language, especially English language in their daily lives.

b. Teaching Speaking Key Concept in the Classroom

Key concepts of teaching speaking are stated by Spartt, Pulverness and Williams. They are: 29

- Teachers can improve listening skills by working on specific aspects of speaking on a regular basis such as fluency, pronunciation, grammatical consistency and physical appearance.
- 2) Students carry out supervised practice exercises in which only the language that has just been learned can be used.
- 3) Exercises and less managed practice activity provide opportunities for students to engage in interaction, fluency, and speaking activity.
- 4) Occasionally students talk more in classroom if they have a need to speak, find, solution, or offer other friends some of the knowledge they require.
- 5) Because speaking is such a critical activity, students will need a lot of support in planning for speaking, learning the vocabulary they use, time to understand their thoughts what they would like to say, practice expressing new terms and phrases, practice performing until they talk comfortably.
- 6) Students, particularly beginners and youngsters, need a lot of chance to comprehend the foreign language heard before they speak.
- 7) There are models in speaking activity lesson:
 - a) Lead-in as an opening of the subject or material.
 - b) Practice activity and productions in which students have chances to practice the foreign language.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

²⁹ Spratt, M., Pulverness, A., and Williams, M. The Teaching Knowledge Test Course. Cambridge: Cambridge University Press. P 157. 2005.

c) Post-task activities which students explore the subject openly and question to the teacher related to the language learnt.

3. Guessing Games

The next point that is explained in this theoretical framework is guessing games which is included the basic rule of guessing games and the concepts of the use of guessing games.

a. The Basic Rule of Guessing Games

Patricia A. Richard Amato describes that guessing games may be applied to build or strengthen the idea, to create enjoyment to daily assignments, or simply to warm up. However, the most essential purpose is to offer a lot of practice in communication. So, guessing games is a game to find out an item using some details as keyword.

Guessing game can be taken from television or radio game that generates a teaching-learning situation which is focused on the enjoyment of students game playing. So, students have a lot of confidence to think about what they want to say. Dian Fitriana in Silver argues that guessing games offer students a lot of practice in formalizing question as an important skill that does not often receive enough attentions.³⁰. It means that guessing games support more opportunity to students to practice and formulate communication question.

According to Klippel, "The basic rule of Guessing Game is eminently simple; one person knows something that another one wants to find out". Mrightand Buck describes "Essentially, in Guessing and applying game, an individually knows something and individual others must

³⁰ Dian Fitriana. "Improving the Speaking Skills Through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in The Academic Year of 2012/2013". Universitas Negeri Yogyakarta. 2013.

³¹ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998.

answer what it is". Next, based to Merriem Webster "Guessing Game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)". It is concluded that guessing games is a game where a participant or individual gives information as clues and other individual or in team to recognize or figure it out and guess the clues.

b. Concepts of Guessing Games

In teaching speaking, there are some guessing games principles to apply guessing games. Lee in Betteridge and Buckby suggests some guessing games concepts which can be applied in teaching activity.³⁴

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

The participant in the class provides the name of things as keywords and other participant asks about the keywords, raises his hand, then asks questions. In example; "Is it his cheek? / Is it my mother? / It is her pen?", etc. The first to think right takes the role of the thinker. It can be performed in teams or even in pairs after such a game has been played successfully by the community overall. To keep the whole class engaged, students who learned of something could be challenged by a participant on others.

2) Guess Who I am? / Who is he/ she / What is my name? Every participant thinks himself to be other person. They should know the characteristics of those person chosen. Then, they make descriptions about it as clues, e.g. "I am an actress/singer/actor" or "I am Indonesian", etc. There is not much difficulty in this type of guessing games, but it is not too

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³² A. Wright. D. Betteridge, and Buckby M. "Games for Language Learning Third Edition. New York: Cambridge University Press. 2005.

³³ Webster. "Webster' Encyclopedia Unbridge Dictionary of the English Language". USA. 1989.

³⁴ Lee, W. R. "Teaching Language Games and Contests". Oxford University Press. 2002

- simple, e.g. one is Fedi Nuril. So, the clues will be I am Indonesian, actress, and model).
- 3) Guess what is there in my box? / What have I had in this box today? / What is in my box?

This can be an instructor or a bag of someone, no doubt specially made). For instance, The participants guess, there's a fruit/book/pen/beverages, etc. and the owner of the box tells, "No, there is no a" or "Yes, there is a" and takes it out and maybe wonders question what shapes or colors is it? Or "is it a small or big" Plurals come naturally here at the required stage, e.g. "I have some in my box".

4) Guess where is it?

Students walk around with eyes closed as they conceal an item or a few items, such as ball, jewelry, candy, or fruit. They can ask "Is it behind the white board? Is it in my bag? Is it in teacher's desk", etc. Each individual should mention minimum one sentence that can be made questions such as: It is behind the cupboard / in Mr. Claire's bag, etc.

All of individual are allowed to construct sentences by the use of such games. Students may use their skill to make question word by the WH question or Yes/No question applied in guessing games.

4. Teaching Speaking Using Guessing Games

The last point explained in this theoretical framework is teaching speaking using guessing games which included the activities of teaching speaking using guessing games also the strengths and weaknesses of the use of guessing games in teaching speaking.

a. The Activities of Teaching Speaking Using Guessing Games
 Thirumalai explains if guessing games can be applied to teach speaking. Though the guessing process, students are expected to use

patterns and to make right words and phrases.³⁵ Students can do words guessing and sentences that is not explained yet to them. By guessing words, they will figure out the guidelines to create a new word for themselves.

Dian Fitriana in Ulviana suggests the example of the use of Guessing Games in teaching speaking.³⁶ The teacher writes a couple of sentences on the paper, such as the following "She writes books, ------She's a writer / He sells books, ------He's a book seller". Next, students could guess the right answer as; "Someone who teaches students (teacher) / Someone who sings songs (singer) / Someone who drives cars (driver)".

In some other guessing games, one participant could pretend to become a famous actor showing some of the characteristic of that character, including physical looks, clothing, body shape, stance, etc. such as: "Are you Indonesian? Are you a singer? Are you an actress?".

The activities of teaching speaking using guessing games have the aims to offer the subject and allows students to make expressions to improve students speaking. Guessing games often promote students' engagement and may eliminate the anxieties of everyone who feel overwhelmed by structured classroom circumstances. Next, guessing games may transform position of teacher from a structured mentor to be a planner or manager of games that students enjoy engaging in.

 The Advantages and Disadvantages of Teaching Speaking Using Guessing Games

Guessing games is a simple game where the students predict something where an individual or participant needs to compete individually

³⁵ MS. Thirumalai. "An Introduction to TESOL: Teaching English to Speaker Other Languages". Retrieved from http://www.languageindia. 2002.

³⁶ Dian Fitriana. "Improving the Speaking Skills Through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in The Academic Year of 2012/2013". Universitas Negeri Yogyakarta. 2013.

or in teams to recognize or figure out. Devi Anggraeni in Lee mentions the benefits of the use of guessing games. They are: ³⁷

- 1. The learners learn to improve knowledge in vocabulary and grammar structure.
- 2. The learners also learn to give thoughts and use oral communication skills to speak.
- 3. The guessing game technique helps students understand the subject.
- 4. Guessing games allow students to interact more naturally, using imitate and sign movement.
- 5. Learners are encouraged to communicate even though in simple terms.
- 6. If learners can identify and answer creature or clue, they will be pleased. It also important to develop their confidence to speak.

So, the benefit of the use of guessing games in teaching speaking seems to be that students enjoy daily classroom events and provide a more comfortable environment in the teaching and learning process. Next, learners should be motivated to interact in the classroom because games are practice of language that is mixed with joy and excitement also the students' skill to shape a lot of dialogs can be exercised. However, there are still some weaknesses to this strategy. They are:

- 1. In implementing guessing games, it is needed the participants who have skilled in communicating questions from conversation.
- 2. In implementing guessing games, it is needed the students to interact more carefully.

³⁷ Anggreyni, Devi. Improving Students' Speaking Skill Through Guessing Game Technique At Grade X-I Of Sma Negeri 1 Angkola Selatan Tapanuli Selatan. Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni. 2014. Pp. 5-7

3. In implementing guessing games, it is needed the students to have more power over how to make the correct sentences.

So, in teaching speaking using guessing games, teacher should prepare material as well as possible, so that students can learn materials well using guessing games.

5. Students' Responses in The Use of Guessing Games

The next point that is explained in this theoretical framework is students' responses in the use of guessing games which included students' response and students' responses in learning speaking using guessing games.

a. Students response

Ahmadi in Niken describes that the has become one of the key functions of the spirit, which can be viewed as a memory picture of perception, has ended, only a feeling.³⁸ In the meantime, the reaction is the coordinating activity of it. Response is not just a good motion of activity that is stimulants induced. It also can be viewed as a consequence or as a trace resulting from the activity. Suherdi in Niken Dwi also describes that students' response is the students' reactions during the classroom activities.³⁹ The expression of the interaction response is a communication activity that is intended to have a consequence or outcome. They are:

1) Cognitive.

Cognitive response is linked to human intelligence, skills and facts. This response occurs when there is a shift in the understanding of students.

³⁸ Niken Dwi Cahyana. "The Students' Response Toward ELT Practice in Classroom of the First Grade at SMAN 1 Kampak Trenggalek". IAIN Tulungagung. 2019.

³⁹ Ibid.

2) Affective.

Affective response is related to emotions. Emotion is an expressly mental reaction. This response occurs when there is a shift in the understanding of students

3) Conative (psychomotor).

Conative is response related to actual activity that involves action or habit.

Response is created from the stimulation process or activity given or affects the output to the stimulus process in response and output. Responses occur from intended recipient after conversation between some people. Communication can be effective and smoothly or also the opposite if the strategy stimulus accepted.

b. Students' responses in learning speaking using guessing games

Klippel states that guessing games activity is a real communicative condition and this is very important for learning second languages with joy and excitement.⁴⁰ The guessing games that is applied in learning activity helps students to learn effectively. Students seem appreciated in playing game and they pay more attention and engage in the game played. According to Webster in Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah, by teaching speaking with guessing games, learners are supposed to involve actively interested in speaking. Also, learners are brave to think about what they should to communicate.⁴¹

Devi Anggraeni in Lee explains that the benefit of the guessing games is by guessing games, students are encouraged to speak even in basic terms. If they are able to guess the elusive clues, they will feel pleased and

⁴⁰ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998. P 33.

⁴¹ Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". 2018.

happy. Students are also able to develop trust in English speaking.⁴² Guessing games in teaching and learning speaking improve students' responds actively in the learning process and make audacious in English speaking as the first they feel shy and be afraid to speak English. So, guessing games applied may help students to be active in English learning, particularly in the speaking courses.

B. Previous Studies in Teaching English Using Games

Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah conducted the research about how the use of guessing games in teaching speaking. This research included the student pretest and posttest score. They used experimental class to the 31 students of seventh grade in SMPN 2 Lhokseumawe. The finding indicated that the students' score improved after giving the guessing games as treatment in speaking class. The students' score of pre-test and post-test may be indicative of students' progress. This research showed that the Guessing Game technique really helped the students in each aspect of speaking, especially in fluency. This teaching technique increased students' fluency, vocabulary, pronunciation and grammar. Among all of the aspects of speaking, the researcher found that vocabulary is the aspect that increased the most. This study is different with their research because they use quantitative research in conducting the study while this research was done in qualitative research. Then, their research is conducted in state junior high school while this rerearch is conducted in private islamic senior high school.

Agus Niarti, Ikhsanudin, and Wardah researched about improving student's vocabulary using guessing games technique in descriptive text in speaking. This study included three cycles of learning process. They involved 25 third grade students of SD Islam Terpadu Haruniyah Pontianak Timur in 2015/2016 academic year. The finding showed that by using guessing games for oral description, the

⁴² Anggreyni, Devi. Improving Students' Speaking Skill Through Guessing Game Technique At Grade X-I Of Sma Negeri 1 Angkola Selatan Tapanuli Selatan. Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni. 2014. Pp. 5-7

⁴³ Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X

influence process of teaching-learning have a good impact on students' achievement. By first and second cycles, the teacher started to teach the students using guessing games technique. Then from the last cycle, it found that there was significant score of students' vocabulary. This study is different with their research because their research uses Classroom Action Rsearch, which this research used qualitative research. The researchers also focuses in students' vocabulary, while this research is focused on students' English speaking. Next, their research setting is in state islamic elementary school while this research setting is in private islamic senior high school.

Ina Mutmainah, Sudirman, and Rosita Simbolon investigated on the implementation of guessing game in teaching vocabulary. Their study was classroom interaction research with three meetings. This research involved the students in fifth grade of MI Islamiyah Ciwaru Serang, in 2012/2013 academic year. The finding indicated that the teacher was seeking to engage students in the classroom. Next, in the implementation of guessing games, students can get the knowledge and be engaged in practicing and be contributed as good as participated effectively in the classroom activities. Students often have their own consciousness to provide knowledge to anyone else. Next, it showed that the teacher handled the whole language learning well with the basis of what was planned on the study guide as her function as a facilitator for students.⁴⁵ This research is different because the researchers focused in students' vocabulary, while this research will be focused on students' English speaking. Then, this research is researched in private islamic elementary school while this research is in private islamic senior high school.

Sri Wahyuni and Fitri Yulianti examined the use of guessing game to improve student's speaking skill. This research included the students' score from pretest and posttest. The researchers used experimental study with quantitative approach. This research involved 27 students of XI MIA-3 grade in MAN 3 Banda Aceh in the 2015/2016 academic year. The result revealed that there was a

⁴⁴ Agus Niarti, Ikhsanudin, Wardah "Improving Student's Vocabulary Through Guessing Games Technique in Descriptive Text in Speaking" Tanjungpura University, Pontianak. 2015.

⁴⁵ Ina Mutmainah, et al. "Implementation of Guessing Game in Teaching Vocabulary at the Fifth Grade." UNILA Journal of English Teaching, vol. 2, no. 9, 2013

substantial difference seen in students' pre-test and post-test result which was increased. In pretest, almost all of students got bad score, then most of them got very good score in posttest. The average skill of the students through treatment was really high. This suggest that using the guessing games technique in the lesson would make this more successful for students to communicate. ⁴⁶ This research was different with previous study because their research used quantitative study while this research will use qualitative study. Next, they are conducted their research in state islamic senior high school while this research is conducted in private islamic senior high school.

Safitri, Bambang Wijaya, and Syarif Husin conducted the research about the effectiveness of guessing game towards students' writing skill on descriptive text. This study was quantitative research with experimental study. This research included a pre-test and post-test using a written exercise to assess students writing skill of descriptive text. There was three times treatment was given. This research involved 32 students in VII C grade of MTS N 01 Pontianak in 2014/2015 academic year. The result showed that Guessing Game improved students' mastery on text of descriptive writing significantly. It is known from the disparity in students' of pre-test and post-test result. The students had better result after given the treatment. So, Guessing Games is useful for increasing students' descriptive text writing skill. ⁴⁷ This research was different because the researchers focused in students' writing skill, while this research will be focused on students' English speaking. Also, this research is studied in private islamic junior high school while this research is in private islamic senior high school.

Based on five previous studies above, all of the researchers had similarity to research their study on guessing games. What makes different with this study is the researcher researched the study on guessing games but in different skill which is teaching speaking using guessing games. Although there are some researches on teaching speaking with guessing games, this research used different method to do

⁴⁶ Sri Wahyuni and Fitri Yulianti. "The Use of Guessing Game to Improve Student's Speaking Skill." Getsempena English Education Journal, vol. 3, no. 2, 2016. Pp. 12-22

⁴⁷ Safitri, et al. "The Effectiveness of Guessing Game Towards Students' Writing Skill on Descriptive Text." Jurnal Pendidikan dan Pembelajaran Untan, vol. 5, no. 2, 12 Feb. 2016.

the research which is qualitative study. The previous studies above are conducted with experimental study and classroom action research. The previous studies above also just focused on the students while this research is research on teachers and students. Then, the previous studies above are conducted in elementary school, junior high school and senior high school. Although there is a previous study that is conducted in senior high school, this research is conducted in private Islamic senior high shool.



CHAPTER III

RESEARCH METHOD

The third chapter presents on the way to conduct this study in conducting the research of teaching English speaking using guessing games that involves; research design, research setting, data and data source, techniques of data collection, instrument of research, data analysis techniques, research stages and trustworthiness.

A. Research Design

Qualitative method was used in this study and focuses on how the teachers teach English speaking using guessing games and what students' responses during the class related to the teachers when they teach English speaking using guessing games. The researcher obtained data from various sources.

Journal of Qualitative Research Methods states that "Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations". ⁴⁸ Qualitative method was used because the researcher explored on how to apply the guessing games in teaching speaking and what students feel or their experience when the teachers teach speaking with guessing game.

In this study, case study is used to get the concrete data. Robert K. Yin explains that case study is one of research strategy to investigate a symptom in real life.⁴⁹ Dita Ayu in Stake states that "a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick which has unique complexistudy." So, case study is extensive examination of the specific area emphasizing evaluation of various in terms of the environment, such as a person or group.

⁴⁸ Mack, Natasha. Et. al. "Qualitative Research Methods: A Data Collector's Field Guide (Modul.1)". USA: Family Health International. 2005.

⁴⁹ Robert K. Yin. Case study research design and methods. Third edition. Applied social research method series volume 5. Sage Publications. California, 2002. ISBN 0-7619-2553-8

⁵⁰ Dita Ayu Putri Wardani. "A Case Study on English Teaching Strategies at Al-badar Islamic Elementary School Kedungwaru Tulungagung". IAIN Tulungagung. P 27

The researcher used case study because the particular interest is focused on this research. The analysis looks for the detail of the interactions with the context. The activities of teaching English speaking using guessing games is a particular interest in this study. The researcher drew from the phenomena and observed it as clearly and accurately avoiding manipulation. Moreover, the researcher examined and determined the study result of teaching English speaking using guessing games in MA Matholi'ul Anwar Lamongan.

B. Research Setting

MA Matholi'ul Anwar Lamongan is the research setting of this study. MA Matholi'ul Anwar has good accreditation, which is A accreditation. The students often get achievements in many competitions, from the sub-district level to the national level. The teachers of MA Matholi'ul Anwar also often follow teacher training to improve their skill in teaching. Next, to develop students' skill in language, MA Matholi'ul Anwar has the Language Extracurricular, which is Arabic and English language. Then, they also have an event namely "Language Day" which is held as a competition of Arabic and English language.

C. Research Subject

The teachers that was been the subject of this research was teachers who have applied Guessing Games to teach English Speaking, which are the teachers who teach in the X.2 and X.3 Grade in 2019/2020 academic year. Next, there are around 30 students in X.2 grade and 30 students in X.3 grade of MA Matholi'ul Anwar Lamongan in 2019/2020 academic year. Then, there are 6 students to be the subjects of this research. They are chosen according to students' English score which are categorized as high, middle, and low score in each class. Each categories were choosen 2 students, 1 from X.2 Grade and 1 from X.3 Grade.

D. Data and Source of Data

The readiness of the data resources is one of the factors in choosing the research problem. Qualitative view data recognizes the current occurrences while

the subject of data resources is where data is obtained. Related to the research questions, the data collected in this research are how the teachers teach English speaking using guessing games and the students' responses when the teachers teach English speaking using guessing games.

The data is collected by doing interview and questionnaire technique. Interview is used to know how the teacher teaches English speaking using guessing games. The researcher interviewed the teachers who teach English speaking using guessing games in MA Matholi'ul Anwar Lamongan. Then, the questionnaire is used to know how the students' responses when the teacher teaches them using guessing games. Then, the researcher interviewed to the students who taught English speaking using guessing games which are the students from X.2 and X.3 grade in 2019/2020 academic year of MA Matholi'ul Anwar Lamongan.

E. Data Collection Technique

Data collection techniques of this study are:

1. Interview

The first technique that used by the researcher was interview. Creswell describes that interview provides data which cannot be explicitly observed and also provide information in detail.⁵¹ In this study, interview technique is used in order to gain the details from the interviewee who are the teachers and the students. The interview result was used to answer first research question related to how the teacher teaches English speaking using guessing games and to get more data for second research question related to students' respond when the teacher teaches English speaking using games.

To do the interview, the researcher asked interview questions to the teachers as interviewee related on how they teach English speaking using guessing games. There were 2 teachers that were the interviewee. The researcher also interviewed 6 students related to students' respond when the

⁵¹ John W. Creswell. "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition". Boston: Pearson Education, Inc.2010., 212.

teacher teaches speaking English using guessing games. The researcher chose 6 students according to students' English score which are categorized as high, middle, and low score. Each categories were choosen 2 students, 1 from X.2 Grade and 1 from X.3 Grade. During the interview, the researcher took the note and record the interview process as the result of interview. The researcher interviewed the teachers and the sdtudents once as the agreement with the teacher and students before. The interview was done in the school.

2. Questionnaire

The second technique that is used by the researcher is Questionnaire. Based on Creswell, questionnaire is provided to the respondents and brought back to the researchers in order to look for information relevant to the study. It is relevant to the status of things, reactions or views understood by the research object.52 The result of questionnaire is used to get the second research question data related to the students' responses when the teacher teaches English speaking using guessing games.

To get the data from questionnaire, the researcher used online questionnaire via online form. The researcher sent the link of questionnaire via WhatsApp to the students. There were 60 students from X.2 and X3 Grades as respondents in this research. After the students answer the questionnaire, the researcher downloaded the questionnaire result from the google form.

F. Research Instrument

In qualitative analysis, the primary instrument collector is the researcher itself.⁵³ The researcher has the function to determine the focus study, determine the resource person as source data, collect the data, interpret the data, and make

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁵² John W. Creswell. "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition". Boston: Pearson Education, Inc.2010., 212.

⁵³ Lexy. Jm. Maleong. Metode Penelitian Kualitatif, (Bandung: Remaja Rosdakarya, 2005) P. 9

conclusion from the research result. There are two research instruments that was used in this research:

1. Interview guideline

(See Appendix I: Teachers' Interview Guideline and Appendix II: Students' Interview Guideline for the complete guideline)

Before doing interview, the researcher established an interview guideline to guide the conduct of the interview. The interview is done once. The interview questions are open ended question in order to get more data from the teacher. The questions are semi-structural interview which if there are answer that is needed more information, the researcher can add some questions. For the teachers, there were 24 questions related to how the teacher teaches English speaking using guessing games, the stages to teach English speaking using guessing games, how to apply guessing games in teaching English speaking, teacher and students role in classroom activities, how the classroom situation during they teach speaking English using guessing games, the goal and indicators, challenges faced by teachers, also strengths and weaknesses in applying that game in teaching speaking. Next, for the students, there were 10 questions related to students' respond when the teacher teaches English speaking using guessing games, what they feel during classroom activities, what challenges faced by students, and what they can get from learning English speaking using guessing games.

The interview between the interviewer and the interviewee was carried out orally. The researcher used mobile phone during the interview to record the interview process. In order to make sure the data will not be lost, it is important to provide it. The interview result was used to answer first research question related to how the teacher teaches English speaking using guessing games and to get more data for second research question related to students' respond when the teacher teaches English speaking using guessing games.

2. Online questionnaire

(See Appendix III: Questionnaire for the complete questionnaire)

The second research instrument is questionnaire. The researcher used online questionnaire via online form. After the questions in questionnaire have made, the researcher sent the link of online questionnaire via WhatsApp to the students from X.2 and X.3 Grade as the respondents. There were 10 questions with open ended question related to students' responses when the teacher teaches using guessing games, students' feeling and knowledge they could get form classroom activities. The students also can write notes if they need to express their thought or feelings in answering questionnaire.

Online questionnaire will be taken once to 30 students from X.2 Grade and 30 students from X.3 Grade. After the students wrote the questionnaire, the researcher downloaded the questionnaire result from google form. The result of questionnaire is used to get the second research question data related to the students' responses when the teacher teaches English speaking using guessing games.

G. Data Analysis Technique

Sugiyono states the research important part is data analysis. It is because this research is obtained findings involving substantive or formal findings.⁵⁴ Data analysis is an effort done by researcher to embrace the data accurately. It is the method of interpreting the necessary information from the research outcome. In order to correct results such as following the steps by Ali Sya'ban, the researcher analyzed data across several phases⁵⁵:

1. Data Collection

Data collection from the research findings means that to recognize the condition of the phenomenon, the researcher must get the information from

⁵⁴ Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta. 2012. P: 244

⁵⁵ Ali Sya'ban, M.Pd, "TeknikAnalisis Data Penelitian" UHAMKA, 2005, p. 8.

the objects or participants. The researcher interviewed 2 teachers to know how the teacher teaches English using guessing games and interviewed 6 students to find what students' responses during the class. The researcher also asked 60 students to fill online questionnaire.

2. Data Reduction

After did collection of data, the researcher collected and classify the findings of the study by making summary reports and coding to correct them. In this research, the data got is chosen which are important for grouping. The important data is data that related of how the teacher teach English speaking using guessing games and the students' responses when the teacher teaches them using guessing games. If there is some information unrelated with this study, the data was reduced by the researcher. After collected the information, the researcher made transcript of interview and see result of questionnaire to classify the important and unimportant data. The researcher reduced some information got from interview and questionnaire which are not necessary and unrelated to this study.

3. Display Data or Presentation of Data

The next stage is data displayed or data presentation after reduction of data. The data displayed or presentation of data that used in this study is explanation of how the teacher teach English speaking using guessing games and the students' responses when the teacher teaches them using guessing games. The displayed data provided the method of presenting the data clearly and descriptively also the table can be easily interpreted as the basis for acceptable conclusion. In displayed data, the researcher systematically organized the data to be inferred as a finding of the study. The result of the research is summarized in Chapter IV of this study. The questionnaire result is displayed to Table 4.1: Students' responses about teaching English speaking using guessing games.

4. Conclusion or Verification

The findings of the analysis that was obtained and analyzed must be replicated by comparing the data reduction and data presentation. So, the conclusion that was researched can be accepted to be explained as a study that has the right degree of trust⁵⁶.

H. Trustworthiness

Assigning the trustworthiness of this research, it showed the credibility, transferability, dependability and conformability. Related to credibility, the researcher taken into accounts all the complexities in the study and show problem that are not easy to explained. Next, related to transferability, the researcher included descriptive, context relevant, statement so that someone knowing about or doing an experience of the study can identify with the setting. Then, related to dependability, the researcher included as much detail as possible so others can see the setting for themselves. The researcher also addressed the stability of the data collected. Last, related to conformability, the researcher addressed the neutrality and objectivity of the data.

To check the credibility of the data, the researcher used triangulation. According to Sugiyono, triangulation is defined as data collection techniques that are combining of various data collection techniques and data sources that already exist. There are four major keys of triangulation; sources, method, researchers, and theories. The sources were gotten from the interview transcript and the interview result. Meanwhile, the researcher reviewed the theories which are related to the teaching English speaking using guessing games.

Sugiyono states that transferability is external validity that indicate the degree of accuracy of the research' result which implemented in the setting.⁵⁸ Therefore, the researcher wrote the report of the research in detail, systematically,

⁵⁶ Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru. Jakarta: UIP, p. 12.

⁵⁷ Sugiyono. Metode Penelitian Pendidikan. Bandung: Alfabeta. 2010.

⁵⁸ Ibid.

clear and trustworthy in order to make the readers understand the result and decided whether or not to implement the research in the other setting. According to Faisal in Sugiyono, when readers obtain a research report which so clearly "what sort of" a result of research can be applied (transferability) then the report meet the standard of transferability.⁵⁹

In qualitative research, dependability was called reliability. According to sugiyono, the research was reliable if the other person can repeat or replicate the process of the research. ⁶⁰ In this study, dependability test was conducted by audit to the whole process of research. Dependability refers to the stability and track ability of the changes in both data collection and data analysis. The researcher read and re-read the data to gain certainty and stability of the data. The researcher ensured that the data are coherence with the research question. Therefore, the examining of the process of data collection and data analysis was conducted by the researcher by matching the research question with the research result of data collection in order to achieve the degree of dependability. The researcher also conducted consultation with the supervisor in order to audit the whole researcher's activities when conducting the process of research.

Conformability test also called as objectivities test in qualitative research. Sugiyono argues that the research was objective if the results of the research are agreed by some people.⁶¹ In this research, the researcher asked and checked the whole data to the supervisor and lectures to provide suggestion and opinion about the data analysis.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This fourth chapter provides an description of the finding and discussion of the research. The finding focuses on answering two research question which about how the teachers teach English speaking using guessing games and the students' responses when the teachers teach English speaking using guessing games. Then, the discussion describes the main research findings about the topic and related them to the theories and previous studies of this research. For this research, the detail information of these two topics will be explained as follows;

A. Research Finding

To obtain the data on how the teachers teach English speaking using guessing games and the students' responses when the teachers teach English speaking using guessing games, this research interviewed teachers and students and distributed questionnaire to the students at MA Matholi'ul Anwar Lamongan who experienced in teaching and learning English speaking using guessing games. The outcomes of interview and questionnaire defined two main terms to be discussed in research findings related to the research questions. The first term declared about how the teachers teach English speaking using guessing games and the second term declared the students' responses when the teachers teach English speaking using guessing games. The detail information of those two terms will be detailed as follows:

1. Teaching English Speaking Using Guessing Games

This research was conducted in MA Matholi'ul Anwar Lamongan. In order to get data about how the teacher teach English speaking using guessing games, the researcher interviewed two teachers who experienced in teaching English using guessing games. The teachers were they who teach English speaking using guessing games which were in X.2 and X.3 Grade in academic year 2019/2020 of MA Matholi'ul Anwar Lamongan. The interview was done on Monday, October 19th,

2020 for teacher of X.2 Grade and Thursday, October 22nd, 2020 for teacher of X.3 Grade.

There were 24 interview questions asked to the teachers related to their experiences in teaching English, how they teach English speaking using guessing games, material and media used, advantages and disadvantages of guessing games applied in teaching English speaking.

Based on two teachers interviewed, they state that they have difficulties with how to make students engaged during the class. To have learning process more interesting, the teachers use games which one games they used is guessing games. The teachers stated that teaching English speaking using guessing games is fun and simple to use.

"Guessing games is a game that I think is easy to apply. There are not many media used and the concept to apply is easy. One person provides descriptions or clues and the other guesses the clues" (Teacher of X.3 Grade).

"By applying guessing games, students can be more interested to be the winner by giving and guessing the clues." (Teacher of X.2 Grade)

Teaching English speaking using guessing games is easy to use and makes the students to be more involved in classroom. To apply guessing games in teaching English speaking is also simple.

The teacher in X.2 Grade and X.3 Grade is similar in choosing the type of guessing games which is applied in teaching process. The type used is "Guess Who I am". To use this kind of guessing games, the steps used as follows:

- a) The teacher asks the students to imagine themselves as famous person. It can be actress, author, model, hero character, politician, etc.
- b) After the students imagine, they should find and make the description as clues of its famous person.

- c) Next, in pair, one person will give the clues and one other will guess who is He/She. After they can guess who the person is, one other will take turns to give the clues.
- d) If those pair can guess each other, they should find other person to do the conversation and do as in third steps.
- e) The winner is who can answer and guess at the most in specified time.

To apply guessing games in learning process is simple. It just preparing the keywords, making the description or clues, then guessing based on the clues given.

The teacher says that to find the media is simple too. They can use things which close, easy to find and familiar with them. The media used are pictures, paper, and students' notes. Then, for the material when the teachers teach English speaking using guessing games is Introducing Oneself which is in the X Grade.

The steps of teaching English speaking using guessing games in X.2 Grade are:

a) Opening the class

The teacher opens the class with greetings, prayers, and attendance check for the students.

b) Warming up

The teacher provides the clues and asks students to guess who are him as famous person. Then, after the students can guess who is the person, the teacher asks some students to take turn in front of the class. Then other students will guess who is he/she. Then, the students should guess who is he/she.

c) Main activity

The teacher explains the material of introducing oneself, how to introduce oneself and others, asking and responding when doing the introduction.

After that, students should practice to fill in the blank of the dialogue given by the teacher. To find the answer, the students should have a conversation with their friends, because there were two dialogues with different information. So, the key answer of first dialogue is in the second dialogue and the key answer of the second dialogue is in the first dialogue.

In the last of main activity, students will do guessing games. To do the guessing games, students should imagine themselves as famous person, it can be actress, author, model, hero character, politician, etc. After that, the students should find and make the description as clues of its famous person. Next, in pair, one person will give the clues and one other will guess who is He/She. After they can guess who the person is, one other will take turns to give the clues. If those pair can guess each other, they should find other person to give the clues and guess who am I?

d) Closing the class

Teacher gives the review of all the activities and gives feedback to the students. And in the last, the teacher and students close the class by praying.

Next, the steps of teaching English speaking using guessing games in X.3 Grade are:

a) Opening the class

The teacher opens the class with greetings, prayers, and attendance check for the students.

b) Warming up

The teacher divides students into groups. In groups, students should guess and answer who is the famous person based on teachers' clues or descriptions.

c) Main activity

The teacher explains the material of introducing oneself, how to introduce oneself and others, asking and responding in the introduction.

Then, the teacher gives a description text about famous person to the students. Then, after students read the passage, they should answer the questions based on the passage.

In the last of main activity, students will do guessing games. To do the guessing games, students should imagine themselves as famous person, it can be actress, author, model, hero character, politician, etc. After that, the students should find and make the description as clues of its famous person. Next, in pair, one person will give the clues and one other will guess who is He/She. After they can guess who the person is, one other will take turns to give the clues. If those pair can guess each other, they should find other person to give the clues and guess who am I?

d) Closing the class

Teacher gives the review of all the activities also gives feedback to the students. And in the last, the teacher and students close the class by praying.

Based on two steps explained above, it is almost same what was done in the activities of X.2 Grade and X.3 Grade, but there are some different activities in teaching English speaking using guessing games. They have similarity in choosing the kind of guessing games which is guess who I am, but they have different in the way of applying guessing games to the classroom activities.

In the X.2 Grade, when doing the warming up, the students are work individually to guess the clues which in the X.3 Grade, the students can work in group. The different also is in the main activity, which in the X.2 Grade, they should practice the dialogues with their friends to find

the information while in the X.3, and the students have to answer the exercises based on the description passage read.

In teaching English speaking using guessing games, students are more active than teacher. The teacher just direct and monitor the classroom activities.

"The students are active in speaking practice. They are active to give clues and guess the clues that given by their friends. This is individual work, so the students want to get many points. They are so active in learning process". (Teacher of X.2 Grade)

"The students are happy, enjoy, and active to do the activity. They are interested and want to answer the clues correctly, so they do the speaking activity with spirit up". (Teacher of X.3 Grade)

The guessing games make students to be more active in English speaking practice. They are motivated to be the winner by guessing and answering the clues given by the teacher and their friends. So, students can practice their speaking ability actively.

"The students are able to English speaking correctly and confidently. Also, the students get used to English speaking. Moreover, the students can add new vocabulary and know the right pronunciation". (Teacher of X.2 Grade)

"Commonly, the goal of teaching speaking using guessing games is the students get used to speak. Then, their English ability can be improved because in guessing games, they have to be active in speaking and giving clues to their friends. Moreover, in pronunciation and vocabulary also can be improved. Because if they want to know the answer, they should understand what spoken by their friends". (Teacher of X.3 Grade)

The goals of teaching English speaking using guessing games is to enable students to speak English correctly and confidently. By doing conversation, which they give the clues and guess the clues, they have to be active in speaking in order to give and get the answer. Moreover, students can practice to be fluent in English speaking. "Vocabulary used is vocabulary that used in their daily, so it can be habituation to English speaking. Then, they can add new vocabulary from the interaction or conversation done". (Teacher of X.2 Grade)

Guessing games support the students to speak actively. The students should be active to give and guess the clues in conversation. By the conversation, students can add their new vocabulary or just practice their speaking by using their daily vocabulary.

In teaching English speaking using guessing games, the teachers have some difficulties. Based on the teacher of X.2 Grade and X.3 Grade, they have similar difficulty. The teachers face difficulty in assessing students' speaking score.

"The difficulty is when assessing speaking. The condition the class is very crowded because all of the students have interaction to speak each other while amounts of students are lots". (Teacher of X.2 Grade)

"The difficulty is when monitoring and assessing students' speaking one by one whereas the activity makes crowded because the students have same interactions or speaking to ask and answer with their friends". (Teacher of X.3 Grade)

When the students have conversation to do guessing games, the students speak actively in the same time. It makes classroom very noisy and crowded by the amount students. There are around 30 students in each class whereas all of students should speak in same time. In pair, the students should speak in order to give clues and guess the clues given by their friends. Because of that noisy, the teachers have difficulties in assessing students' speaking one by one. Moreover, teachers should monitor the class and each student.

There are some strengths and weaknesses in teaching English speaking using guessing games. One of strengths is the using of guessing games is easy to apply in teaching English speaking.

"The strengths are; it is easy to do teaching English speaking using guessing games; the medias used is easy to find; we can make the theme to be up to date preferred by the students to interest them in speaking activity; and it is easy to motivate the students to speak because they feel be challenged to guess the clues". (Teacher of X.2 Grade)

"The strengths of using guessing games are; the games are easy to apply; the medias are not complicated, we can use the things used every day such as paper or students' notes; then, this game also activates students to be more active to communicate in English". (Teacher of X.3 Grade)

Teaching English speaking using guessing games is easy. The way to apply guessing games in English speaking makes students more active to speak. The students are challenged to be the winner by guess the words. Then, the media used in teaching English speaking using guessing games is also easy to find. It can use pictures, paper, and students' notes which those medias can find easily around them.

Besides the strengths, there are also the weaknesses of teaching English speaking using guessing games.

"The weakness is when assess the speaking. The difficulty because the condition is crowded and the teacher should monitor the class fully because the class is so crowded". (Teacher of X.2 Grade)

"The weakness is when assess their speaking ability one by one with such a busy class, short time, and the lots of students". (Teacher of X.3 Grade)

Based on two teachers interviewed, the teachers state that they have difficulties in assessing students' speaking. When doing the games, the class is very noisy and crowded. All of students speak in the same time. They have a conversation to give the clues and guess the clues given by their friends. The students are motivated to be the winner. That condition makes the class very noisy. In that time, the teachers should assess students' speaking while monitoring the class. The number of

students is around 30 students in each class. It will not be easy to get around while monitoring and assessing students' speaking one by one.

2. Students' Responses When the Teachers Teach English Speaking Using Guessing Games.

This research was conducted in MA Matholi'ul Anwar Lamongan. To get data on students' responses when the teachers teach English speaking using guessing games, the researcher distributed questionnaire to 60 students who taught English speaking using guessing games which were in X.2 and X.3 Grade in academic year 2019/2020 of MA Matholi'ul Anwar Lamongan.

The researcher used online questionnaire. On Monday, October 19th, 2020, the researcher sent the link of online questionnaire via WhatsApp application and asked the students to fill the questionnaire. The students have 5 days to finish the questionnaire. There were 10 question with open ended question related to what they feel or their respond when the teacher teaches English speaking using guessing games.

Based on the online questionnaire downloaded, here the result of questionnaire;

Table 4.1 Students' responses about teaching English speaking using guessing games

| No | Statement | SA | A | NAD | D | SD | Notes |
|----|-----------------------------|-----|-----|-----|----|----|-------|
| 1 | I am happy when the teacher | 45% | 47% | 8% | 0% | 0% | |
| | teaches English speaking | | | | | | |
| | using game. | | | | | | |
| 2 | I am comfort when the | 38% | 50% | 10% | 2% | 0% | |
| | teacher teaches English | | | | | | |
| | speaking using game. | | | | | | |

| 3 | I am more interested in | 48% | 38% | 12% | 2% | 0% |
|----|--------------------------------|-----|-----|-----|----|----|
| | learning English when the | | | | | |
| | teacher teaches English | | | | | |
| | speaking using game. | | | | | |
| 4 | I am more confident in | 12% | 40% | 40% | 8% | 0% |
| | speaking when the teacher | | | | | |
| | teaches English speaking | | | | | |
| | using game. | | | | | |
| 5 | I don't feel bored in learning | 46% | 47% | 7% | 0% | 0% |
| | English when the teacher | | | | | |
| | teaches English speaking | | | | | |
| | using game. | | A | | | |
| 6 | I can understand the material | 13% | 47% | 38% | 2% | 0% |
| | well when the teacher | - / | | | | |
| 3 | teaches English speaking | | | | | |
| | using game. | | | | | |
| 7 | I don't have difficulties in | 5% | 32% | 55% | 8% | 0% |
| | learning process when the | | | | | |
| | teacher teaches English | 7 | | | | |
| | speaking using game. | | | | | |
| 8 | I learn English actively when | 27% | 55% | 18% | 0% | 0% |
| | the teacher teaches English | | | | | |
| | speaking using game. | | | | | |
| 9 | I can memorize the material | 20% | 49% | 28% | 3% | 0% |
| | well when the teacher | | | | | |
| | teaches English speaking | | | | | |
| | using game. | | | | | |
| 10 | I agree when the teacher | 37% | 48% | 15% | 0% | 0% |
| | teaches English speaking in | | | | | |
| | the classroom using game. | | | | | |

Note :

SA : Strongly Agree D : Disagree

A : Agree SD : Strongly Disagree

NAD : Neither Agree nor Disagree

Based on the first statement which is I am happy when the teacher teaches English speaking using game, there are 45% students choose strongly agree, 47% agree, 8% neither agree nor disagree, 0% disagree, and 0% strongly disagree. It means that most of students are happy when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 92%: 0%. The students who chose neither agree nor disagree also have a smaller percentage which is only 8% students. Most of students add notes that they are happy because the games make them feel challenged and fun. Guessing games also make them not bored in learning process.

From the second statement which is I am comfort when the teacher teaches English speaking using game, there are 38% students choose strongly agree, 50% agree, 10% neither agree nor disagree, 2% disagree, and 0% strongly disagree. It implies that most of students are comfort when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 88%: 2%. The students who chose neither agree nor disagree also have a smaller percentage which is only 10% students. Most of students add notes that they are comfort to learn English speaking using guessing games because the games make learning process becomes more fun and they relax and comfort to speak.

The third statement is I am more interested in learning English when the teacher teaches English speaking using game. From the result, it shows that there are 48% students choose strongly agree, 38% agree, 12% neither agree nor disagree, 2% disagree, and 0% strongly disagree. It shows that most of students are more interested in learning English when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 86%: 2%. The students who chose neither agree nor disagree also have a smaller percentage which is only 12% students. The students write notes that they are interested to learn English speaking using guessing games because the games make them more spirit in learning speaking English. Then, the games give a fun and exciting atmosphere. They also said that the games easy to understand. But, some of them who choose neither agree nor disagree and disagree, write that they are difficult to do the game because they cannot speak English fluently.

The next is the fourth statement which is I am more confident in speaking when the teacher teaches English speaking using game. The result shows that there are 12% students choose strongly agree, 40% agree, 40% neither agree nor disagree, 8% disagree, and 0% strongly disagree. It means that most of students are more confident in speaking when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 52%: 8%. The students who chose neither agree nor disagree also have a smaller percentage which is 40% students. Some students who feel confident in speaking when using guessing games state that they are not shy if they do mistakes in pronouncing words because they speak with their friends. The games also make the atmosphere more fun so that they do not feel shy in English speaking. Some students who choose neither agree nor disagree and disagree add notes that they are still unconfident because their English ability is not perfect. They are not mastering English and cannot speak English fluently.

Then, from the fifth statement which is I don't feel bored in learning English when the teacher teaches English speaking using game, it shows that there are 46% students choose strongly agree, 47% agree, 7% neither agree nor disagree, 0% disagree, and 0% strongly disagree. It implies that most of students do not feel bored in learning English when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 93%: 0%. The students who chose neither agree nor disagree also have a smaller percentage which is only 7% students. From the notes, most of the students write that they do not feel bored in learning activity because the guessing games make them feel challenged, reduce boredom and drowsiness. They also write that they can enjoy speaking activities with the use of guessing games in learning process. The students have the interaction with their friends to give the clues and guess the clues in that game. They do not just sit in the seat and listen to their teacher. So, it makes the atmosphere become not monotonous. Next, the students who choose neither agree nor disagree add the notes that they seem like bored because they do not understand what spoken by their friends.

Next, the sixth statement is I can understand the material well when the teacher teaches English speaking using game. The result shows that there are 13% students choose strongly agree, 47% agree, 38% neither agree nor disagree, 2% disagree, and 0% strongly disagree. It shows that most of students can understand the material well when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 60%: 2%. The students who chose neither agree nor disagree also have a smaller percentage which is 38% students. The students who write strongly agree and agree add the note that by learning English speaking using guessing games make them excited to the activity so that it makes material explained by their

teacher to be easier to understand. Other students who choose neither agree nor disagree add notes that they are still confused to understand the material and what spoken by their friends during the game. It also caused because the class is very noisy and crowded.

Then, from the seventh statement which is I don't have difficulties in learning process when the teacher teaches English speaking using game. The result shows that there are 5% students choose strongly agree, 32% agree, 55% neither agree nor disagree, 8% disagree, and 0% strongly disagree. It means that most of students are uncertain if they do not have difficulties in learning process when the teacher teaches English speaking using game because the percentage of neither agree nor disagree are 55% students. Then, the comparison of students who chose strongly agree also agree and disagree and strongly disagree is 37%: 8%. Some students who choose strongly agree and agree write notes that they are happy to learn because they know new vocabulary. Then, the students who choose neither agree nor disagree state that they still have difficulties in speaking, vocabulary, and pronunciation.

The next statement is I learn English actively when the teacher teaches English speaking using game. From the result, it shows that there are 27% students choose strongly agree, 55% agree, 18% neither agree nor disagree, 0% disagree, and 0% strongly disagree. It implies that most of students learn English actively when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 82%: 0%. The students who chose neither agree nor disagree also have a smaller percentage which is only 18% students. From the notes written, the students state that they are more active in learning English speaking because guessing games is an attractive game. They are invited to participate in game. If usually they just learn while listen to the teacher, in the guessing game, they learn and play in the same time.

Then, from the ninth statement is I can memorize the material well when the teacher teaches English speaking using game. It can show that that there are 20% students choose strongly agree, 49% agree, 28% neither agree nor disagree, 3% disagree, and 0% strongly disagree. It shows that most of students can memorize the material well when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 69%: 3%. The students who chose neither agree nor disagree also have a smaller percentage which is 28% students. From the notes by students who choose strongly agree and agree, they state that they can memorize and understand the material well because they can practice the material directly. They do the guessing games while learn the material. Also, they feel happy so that the material can memorize and understand well and easily. Other students who choose disagree write that they often forget the material when the game is finished because they have difficulties in English speaking.

Then, the last statement is I agree when the teacher teaches English speaking in the classroom using game. It shows that there are 37% students choose strongly agree, 48% agree, 15% neither agree nor disagree, 0% disagree, and 0% strongly disagree. It means that most of students agree when the teacher teaches English speaking using game because the percentage of strongly agree and agree are more than the percentage of disagree and strongly disagree by the number of comparisons 85%: 0%. The students who chose neither agree nor disagree also have a smaller percentage which is only 15% students. Most of students add notes that they agree to use guessing games when the teacher teach English speaking because the game is fun and reduce boredom. The game is not monotonous so that they can interact with others. If usually they learn English just sit in their seat and listen to the teacher's explanations, with guessing games, they can learn the material

actively trough practice. They also add that usually they do English speaking just with their seatmate but with guessing games they can move to all over the corner of the classroom and speak with all of their classmates. So that it makes classroom activity becomes active, fun, and interesting. Then, they write that the vocabulary used is vocabulary that they use every day. So, it trains them to be fluent in English speaking.

To make the result of the questionnaire more clearly, the researcher interviewed 6 students who taught English speaking using guessing games which were in X.2 and X.3 Grade in academic year 2019/2020 of MA Matholi'ul Anwar Lamongan. The students are they who categorized as low, middle, and high score. So, in each category will be choosen 2 students, 1 from X.2 Grade and 1 from X.3 Grade.

The interview was done on Monday, October 26th, 2020 for the students of X.2 Grade and Thursday, November 5th, 2020 for the students of X.3 Grade. There were 10 interview questions asked to the students related to what they feel or their respond when the teacher teaches English speaking using guessing games. In order to get more data from the students, the interview questions were open ended question. The questions are a semi-structural interview in which if there are answers that is needed more information, researcher can add more questions.

From the interview, some students state if they have difficulties in English speaking. They say that they have difficulties to learn English speaking if they just learn by reading the theories and listening to their teacher. The students need to practice by English speaking if they want to master English speaking. The students also say that they feel bored if they just practice English speaking with their seatmate because it is monotonous activity. Then, from the students who categorized as middle score tell that they seem like nervous if they are asked to speak because they have difficulties in vocabulary.

To deal with the difficulties, the teachers use game. One of game that is applied by the teacher is guessing games. Guessing games are a game where one person mentions the clues and one other guess to find out the answer.

From the interview result, 6 students as interviewees state that they agree if the teacher teach English speaking using guessing games. It is because by using guessing games, they can enjoy the learning process. They feel happy, relax, and reduce nervousness in English speaking. They also state that guessing games make them curious and get new information and knowledge from others. Moreover, the students can practice their English-speaking ability by give the clues and guess the clues.

"I strongly agree because besides being curious, we will also be trained in English speaking when guess the clues from the guessing games". (Student HS. X.2 Grade)

"I strongly agree because learning English speaking using guessing games makes us enjoy and do not make us nervous". (Student HS. X.3 Grade)

"I strongly agree because learning English speaking using guessing games makes more fun and comfort also get rid of nervousness by having fun games playing in lessons". (Student MS. X.2 Grade)

"I agree because guessing games are fun. We can get new information from friends who know more". (Student MS. X.3 Grade)

"I agree because learning English speaking using guessing games makes me more challenged and more interested than just monotonous when the teacher just explain materials using white board". (Student LS. X.2 Grade)

"I strongly agree because learning English speaking using guessing games, I can get knowledge, train the way to English speaking, and repair the use of English". (Student LS. X.3 Grade)

From the information described by the students, they agree if the teacher teach English speaking using guessing games. It is because guessing games make them curious and obsessed to know the answer by the clues given. They are interested with learning process because guessing games give them opportunity to turn around the classroom and to speak will all of their classmates. The students can learn and speak actively to give and guess the clues.

The students also state that they face difficulties when the teacher teach English speaking using guessing games. Almost students say that they have difficulty in understanding what their friends' say because they do not know some English vocabulary.

"It is difficulty when I do not understand the clues given by my friends and I do not know the right answer". (Student HS. X.2 Grade)

"I have difficulty when I do not know the meaning of English vocabulary". (Student HS. X.3 Grade)

"The difficulty is on vocabulary and grammar because I do not master two of them. But I feel comfort because the teacher monitors and helps us". (Student MS. X.2 Grade)

"I have difficulty in new English vocabulary". (Student MS. X.3 Grade)

"I face difficulty when the teacher mentions someone's birthday and I do not know who he/she is". (Student LS. X.2 Grade)

"I face difficulty because I do not have much knowledge in English vocabulary and tenses". (Student LS. X.3 Grade)

From the information given by the students, most of them have difficulty in understanding what spoken by their friends when do English speaking using guessing games. It is because they do not have much vocabulary in English. When giving clues and guess the clues, the students have to know English vocabulary, so that they can speak and understand what spoken by their friends.

Next, from the experiences when they taught English speaking using guessing games, the students describe that they have a lot of experience of learning English speaking with games also knowledge such as new English vocabulary, grammar and pronunciation.

"I have more gained when the teacher teaches English speaking using guessing games because when we do not know the vocabulary, we can ask to other friends known. Moreover, I know more about English vocabulary". (Student HS. X.2 Grade)

"I know what I do not know before, for example add new English vocabulary and how to pronounce the words". (Student HS. X.3 Grade)

"I get many things when the teacher teaches English speaking using guessing games because with games, we do not feel embarrassed to ask something. Also, we can get two in one; knowledge and pleasure in learning process". (Student MS. X.2 Grade)

"I can get new information such as public figures from abroad and information regarding figures such as their date of birth or address. Moreover, I can learn new vocabulary, grammar, pronunciation, and organize sentences to be truer". (Student MS. X.3 Grade)

"When the teacher teaches English speaking using guessing games, I can get more knowledge as we know better how to speak in English correctly. I can add new English vocabulary and at the same time being able to practice English speaking". (Student LS. X.2 Grade)

"I can get knowledge in vocabulary, how to speak in English, also how to use the right grammar". (Student LS. X.3 Grade)

From the explanation given by the students, many things that can they get when their teacher teaches them in English speaking using guessing games. Almost all of student state that they can get new English vocabulary from the conversation done with their friends. Not only vocabulary but also they can improve their knowledge in English, such as how to pronounce words and how to use the right grammar to make right sentence. Then, the students can learn English speaking with pleasure and they do not feel embarrassed to speak in English.

B. Research Discussion

This part explains the research finding that are related to the theory and previous research that presented in the second chapter of this research. In this discussion, the researcher analyzes how the teachers teach English speaking using guessing games and the students' responses when the teachers teach English speaking using guessing games by reflecting to some theories and previous studies to answer the research questions.

1. Teaching English Speaking Using Guessing Games

This research explains about how to teach English speaking by using guessing games. Guessing games is a game where players compete to locate something that is obscurely suggested individually or in teams. According to Webster in Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah, in teaching speaking with guessing games, learners are supposed to be involved actively and interested in activity of speaking. Next, Students are brave in believing on what they should to speak. Guessing games make students are more involved and interested in learning English speaking. 62

There are four stages that is used in teaching English speaking using guessing games which are;

- a. Opening the class which the teacher does greetings, checking students' attendance and prayer.
- b. Warming up which the students do the games and brainstorming. In this stage, all of X.2 students play guessing games by guess the clues given by their teacher and some students chosen. While X.3 students work in group to play guessing games by guess the teacher's clues.
- c. Main activity which there are three stages. They are presentation, practice, and production. Presentation is where the

-

⁶² Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X

teacher explains materials and students learn the materials. Practice is when the students do some assignment related to the material. Then, production when the students do the guessing games in speaking activity.

In this stage, guessing games are applied in production activity. Students are asked to play the guessing games with all of their classmates. To do the guessing games, students should imagine themselves as famous person. Next, the students make the description as clues of its famous person. Then, the students give the clues and guess the clues given by their friends in pair. If those pair can guess each other, they should find other person to give the clues and guess the clues again and do the guessing games as much as possible.

d. Closing the class which the teacher reviews and giving feedback from all activities also closes the class with prayer.

Harmer describes three steps in teaching speaking. First is introducing to the new language. Introducing to the new language is the first stages in order to give the first knowledge to the students before they do the language practices. If the students have the good knowledge of English language, they will ready to do the practice. Next stage is practice. Practice is used to measure how far students learn and what students' ability in English language. The last is communicative activities. The purpose of speaking practices is to practice the daily conversation happened. Teacher in X.2 Grade and teacher in X.3 Grade use same stages. There are opening the class, warming up, main activity, and closing the class. In the main activities, the teachers explain the materials and give the students opportunity to speak with their classmates using guessing games.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁶³ Harmer, J. The Practice of English Language Teaching (Third Edition). Essex: Pearson Education Ltd. 2001. P. 46

Lee in Betteridge and Buckby explains the kinds of guessing games as follows:⁶⁴

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

Parts of an item or subject that the group recognizes the students' name. and then the other person requests for a question, holding up their finger to wait to be taking turn. For example; *Is it my cheek? Is it the sport centre?*, *etc.*

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

 Everyone thinks himself to be other person-a local, national or globally wll-known living. Each one mentions clues about it. For example; *I was a queen/ actress/ singer/ scientist, Etc.*
- 3) Guess what is there in the box today?

 For example; What have I got in the box today? What is in the box today?
- 4) Guess where is it?

Individuals walk around with their eyes closed while hiding a stuff or multiple items such as fruit, sweets, or box. For example; *Is it in your home? Is it in the teachers' desk, etc.*

The teacher in grade X.2 and X.3 are used guessing games type of "Guess Who I am? / What is my name?/ Who is he/ she?". In this kind, every student should imagine themselves to be somebody else which famous person. They can be an actress, actors, authors, politician, etc. Then they should know someone's descriptions. Then, each one makes up sentences about it.

To play guessing games in teaching English speaking, the steps are:

a. The teacher asked the students to imagine themselves as famous person. It can be actress, author, model, hero character, politician, etc.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁶⁴ Lee, W. R. "Teaching Language Games and Contests". Oxford University Press. 2002

- b. After the students imagine, they should find and make the description as clues of its famous person.
- c. Next, in pair, one person will give the clues and one other will guess who is He/She. After they can guess who the person is, one other will take turns to give the clues.
- d. If those pair can guess each other, they should find other person to do the conversation and do as in third steps.
- e. The winner is who can answer and guess at the most in specified time.

In applying guessing games in learning process is simple. To apply guessing games in teaching English speaking, teacher or students should prepare the keywords, make the description or clues, then guess based on the clues. Klippel states that "The basic rule of Guessing Game is eminently simple; one person knows something that another one wants to find out". 65 Wrightand Buck describes "Essentially, in Guessing and speculating game, some one knows something and theother must find out what it is". 66 So, Guessing Game can be played as participant gives the clues and other guess the clues given.

The teacher says that to find the media is simple too. They can use things which close, easy to find and familiar with them. The media used are pictures, paper, and students' notes. Then, for the material when the teachers teach English speaking using guessing games is Introducing Oneself which is in the X Grade.

Teaching English speaking using guessing games makes students more active than teacher. The teacher just directs and monitors the classroom activities. According to Webster in Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah, learners are supposed learn actively and interested in speaking activities by guessing games. They are really

⁶⁵ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998.

⁶⁶ A. Wright. D. Betteridge, and Buckby M. "Games for Language Learning Third Edition. New York: Cambridge University Press. 2005.

brave to believe what they are really brave to believe what they want to say.⁶⁷ So, the guessing games allow students more interested in English speaking practice. They are motivated to be the winner by guessing and answering the clues given by the teacher and their friends. By using guessing games, students can practice their speaking ability actively.

Students generally rely on the teachers' explanation in the learning process, particularly on speaking. It implies that the teacher is the core information or primary resource. The students are thus inactive and only consider the teacher's material. Although the teacher is as the facilitator, by using guessing games in teaching English speaking helps students to consciously understand. In guessing games, the students look happy, more focus and involve in the classroom activities. They have a chance to discuss the material and share what they got.

One of teaching English speaking using guessing games goal is students are able to speak English correctly and confidently. By doing conversation, which they give the clues and guess the clues, they have to be active in speaking in order to give and get the answer. Moreover, students can practice to be fluent in English speaking. Klippel states that guessing games is true communicative circumstance and this is very important with fun and excitement for foreign language practice. It means that students can quickly practice their speaking and they are more enthusiastic by using guessing games to teach English speaking. Therefore, games allows students to develop a friendly connection with their classmates as good as increase their English speaking performance.

There are some strengths and weaknesses of teaching English speaking using guessing games.

⁶⁷ Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X

⁶⁸ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998. Pp 33.

The strength is the using of guessing games is easy to apply in teaching English speaking. The way to apply guessing games in English speaking makes students more active to speak. The students are challenged to be the winner by guess the words. According to Webster in Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah, learners are supposed involved actively in learning activity by teaching speaking with guessing games. They are really brave to believe what they want to say. ⁶⁹ Then, the media used in teaching English speaking using guessing games is also easy to find. It can use pictures, paper, and students' notes which those medias can find easily around them. Next, the use of guessing games can encourage students to speak actively, motivate students to speak confidently and make students to be more involved in classroom activities. It is because when doing the game, the students are practice speaking with their classmates and the teacher monitor the classroom activities.

Besides the strengths, there are also the weaknesses of teaching English speaking using guessing games. One of difficulty is in assessing students' speaking. When doing the games, the class is very noisy and crowded. All of students speak in the same time. They have a conversation to give the clues and guess the clues given by their friends. The students are motivated to be the winner. That condition makes the class very noisy. In that time, the teachers should assess students' speaking while monitoring the class. There are 30 students in each class. It will not be easy to get around while monitoring and assessing students' speaking one by one.

.

⁶⁹ Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X

2. Students' Responses When the Teachers Teach English Speaking Using Guessing Games.

Students generally rely on the teachers' explanation in the learning process, particularly on speaking. It implies that the teacher is the core information or primary resource. In addition, the students are inactive and consider only the teacher's material. Although the teacher is as the facilitator, by using guessing games in teaching English speaking helps students to consciously understand. In guessing games, the students look happy, more focus and involve in the classroom activities. They have a chance to discuss the material and share what they got. Klippel states that guessing games are real communicative situation and with fun and excitement, they are really important for foreign language practice.⁷⁰

From the questionnaire and interview result, the students state that they are interested with classroom activities when the teacher teaches English speaking using guessing games. It is because by using guessing games, they can enjoy the learning process. They feel happy, relax, and reduce nervousness in English speaking. They also state that guessing games make them curious and they can get new information and knowledge from others. Moreover, the students can practice their English-speaking ability by give the clues and guess the clues. This finding is in line with the research by Sri Wahyuni and Fitri Yulianti. By the use of guessing games in the classroom, the students get the confidence when speak to each other especially in front of the class. By learning game, they have e brave when performance in front of the class. These are some of the benefit or positive impact by learning game, not only is able to increase their speaking ability but also their confidence in their life.⁷¹ According to Webster in Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah, learners are supposed to be involved actively in

⁷⁰ Klippel. "Keep Talking – Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998. Pp 33.

⁷¹ Sri Wahyuni and Fitri Yulianti. "The Use of Guessing Game to Improve Student's Speaking Skill." Getsempena English Education Journal, vol. 3, no. 2, 2016. Pp 20-21.

classroom activity by teaching speaking with guessing games. They are really brave to believe what they want to say.⁷²

The students also state that they are more excited when the teacher teach English speaking using guessing games. It is because guessing games make them curious and obsessed to know the answer by the clues given. The use of guessing games in speaking activity gives them opportunity to turn around the classroom and to speak will all of their classmates. The students can learn and speak actively with their classmates to give and guess the clues. This finding is in line with the research by Safitri, Bambang Wijaya, and Syarif Husin. They describe that guessing game gave the new atmosphere of learning English to the students while brainstorming because the students had more chances to interact with their friends. The new atmosphere of learning English increased the students' enthusiasm and it can be found that most of the students were active during the learning process. 73 According to Devi Anggraeni in Lee, the advantage of the guessing games are that learners are encouraged to involve even in basic statements through guessing games. Then, if students are able to answer the elusive object, they will feel fulfilled and build up their trust in speaking.⁷⁴

The students also state that they face difficulties when the teacher teach English speaking using guessing games. Almost students say that they have difficulty in understanding what their friends' say because they do not know some English vocabulary. According to Devi Anggraeni in Lee, the challenges of the guessing games are to apply the guessing game, it is needed the participants who are competent to

⁷² Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X

⁷³ Safitri, et al. "The Effectiveness of Guessing Game Towards Students' Writing Skill on Descriptive Text." Jurnal Pendidikan dan Pembelajaran Untan, vol. 5, no. 2, 12 Feb. 2016.

Anggreyni, Devi. Improving Students' Speaking Skill Through Guessing Game Technique at Grade X-I of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni. 2014. Pp. 5-7

formulate dialogue question, more carefully to make communication; and more controlling how to make right pronunciation.⁷⁵ Most of students have difficulty in understanding what spoken by their friends when do English speaking using guessing games. It is because they do not have much vocabulary in English. When giving clues and guess the clues, the students have to know English vocabulary, so that they can speak and understand what spoken by their friends.

Next, from the experiences when the students taught English speaking using guessing games, the students describe that they have a lot of experience of learning English speaking with games also such as new English vocabulary, grammar pronunciation. The students state that can they can get many things when their teacher teaches them in English speaking using guessing games. Almost all of student state that they can get new English vocabulary from the conversation done with their friends. Not only vocabulary but also they can improve their knowledge in English, such as how to pronounce the words and how to make correct sentence using the right grammar. This finding is in line with the result of research by Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. They state that guessing games is a teaching technique that can increased students' fluency, vocabulary, pronunciation and grammar. Among all of the aspects of speaking, the researcher found that vocabulary is the aspect that increased the most.⁷⁶

Then, the students may learn to speak English with pleasure and they are not embarrassed to speak in English. Devi Anggraeni in Lee states the guessing games make the learners are trained in developing knowledge of vocabulary, pronunciation, and sentences structure through guessing games. Next, they also practice in speaking to give

⁷⁵ Ibid Pp. 5-

⁷⁶ Ghina Fairuz, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X p.123.

opinion and use functional language capacity. The guessing games strategy will help students understand the subject and also encourages students to communicate more naturally through the use of imitation and body language.⁷⁷

The applied of the guessing game script in this research has many advantages such as making students speaking actively and interested with classroom activity. However, they need to learn again and again to improve speaking skills, but by guessing games played, it may help measuring students' speaking score. So, when speaking to each other, particularly in front of the class, students can get the confidence. These are some of the benefits or positive results of learning games that will not only improve their ability to communicate, but also their trust in their lives.

Anggreyni, Devi. Improving Students' Speaking Skill Through Guessing Game Technique at Grade X-I of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni. 2014. Pp. 5-7

CHAPTER V

CONCLUSION AND SUGGESTION

This fifth chapter describes the conclusion of the research and also describes suggestions and recommendation for the teachers, students, and future researchers.

A. Conclusion

This study uses qualitative method and focuses on how the teachers teach English speaking using guessing games and what students' responses during the class related to the teachers when they teach English speaking using guessing games.

1. Teaching English speaking using guessing games

From the interview done with the teachers, there are four stages that used in teaching English speaking using guessing games. They are; (1) Opening the class, (2) Warming up, (3) Main activity: presentation, practice, and production, (4) Closing the class. The teacher in grade X.2 and X.3 are used guessing games type of "Guess Who I am? / What is my name?/ Who is he/ she?". In this kind, every student should imagine themselves to be somebody else which famous person. They can be an actress, actors, authors, politician, etc. then they should know someone's descriptions. Then, they speak to give and guess the clues.

Guessing games are applied in warming up and main activity stage. In warming up activity, all of X.2 students play guessing games by guess the clues given by their teacher and some students chosen. While X.3 students work in group to play guessing games by guess the teacher's clues. Next, in main activity stage, guessing games are applied in production activity. In this stage, students are asked to play the guessing games with all of their classmates in pair. To do the guessing games, students should imagine themselves as famous person. After that, the students should make the description or clues according to famous person chosen. Then, the students practice to give the clues and guess the clues given by their classmates. If they can guess each other, they should find other person to give the clues and guess the clues again as much as possible.

There are some strengths and weaknesses of teaching English speaking using guessing games. The strengths are guessing games are easy to apply, easy to find media, encourage students to speak actively, motivate students to speak confidently and make students to be more involved in classroom activities. Then, the weaknesses are in applying teaching English speaking with guessing games are it has difficulty in assessing students' speaking while monitoring in big classroom.

2. Students' Responses When the Teachers Teach English Speaking Using Guessing Games.

Based on the questionnaire and interview result, the students state that they are interested with learning process if the teacher teaches English speaking using guessing games. It is because guessing games make them curious and obsessed to know the answer by the clues given. Guessing games also give them opportunity to turn around the classroom and to speak will all of their classmates. So, the students can learn and speak actively to give and guess the clues.

The students also state that they face difficulties when the teacher teach English speaking using guessing games. Almost students say that they have difficulty in understanding what their friends' say because they do not know some English vocabulary. Most of students have difficulty in understanding what spoken by their friends when do English speaking using guessing games. It is because they do not have much vocabulary in English. When giving clues and guess the clues, the students have to know English vocabulary, so that they can speak and understand what spoken by their friends.

The students describe that they have a lot of experience of learning English speaking with games also knowledge such as new English vocabulary, grammar and pronunciation. The students state that can they can get many things when their teacher teaches them in English speaking using guessing games. Almost all of student state that they can get new English vocabulary from the conversation done with their friends. Not only vocabulary but also they can improve their knowledge in English, such as how to pronounce words and how to use the proper

grammar to make the right sentences. Next, the students can learn English speaking with pleasure and they do not feel embarrassed to speak in English.

B. Suggestion

1. For teachers

Guessing games are an exciting game in teaching English speaking. Therefore, it can be used by English teachers as a reference to make students being excited to learn English speaking. English teachers should more encourage students to speak because many students are hesitant to speak because they fear to make mistakes.

2. For students

Beyond teacher, students are also the leading role in teaching-learning process. So, the students have to pay attention, be much more enthusiastic, and be more involved in learning English speaking. At the end, it can facilitate the students to master the target language well.

3. For future research

This research only focuses on how the teachers teach English speaking using guessing games and what students' responses during the class related to the teachers when they teach English speaking using guessing games. So, if there are others researchers who will be working on the same field in this research, that would be much better if other researchers research on the university as their subject because this research is conducted in secondary school. Then, the future researchers can research on other English skills and other games. The last, they are also should be able to focus and discuss it deeply for particular value.

REFERENCES

- Amato, RP. "Making it happen: Interaction in the second language classroom: From Theory to Practice". London: The Alpine Press. 1988.
- Anggreyni, Devi. Improving Students' Speaking Skill Through Guessing Game Technique At Grade X-I Of Sma Negeri 1 Angkola Selatan Tapanuli Selatan. Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni. 2014
- Brown. "Language Assessment: Principles and Classroom Practices". London: Pearson Education. Inc. 2004
- Brown. "Teaching by Principles". San Francisco: San Francisco State University. 2001.
- Cahyana, Niken Dwi. "The Students' Response Toward ELT Practice in Classroom of the First Grade at SMAN 1 Kampak Trenggalek". Thesis. IAIN Tulungagung. 2019.
- Creswell, John W. "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition". Boston: Pearson Education, Inc. 2010.
- Creswell, John W. "Research Design Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)". Thousand Oaks, CA: Sage. 2014.
- Ersoz, A. "Six games for the EFL/ESL classroom". The internet TESL journal. Vol. 6 No. 6, 2000.
- Fairuz, Ghina, Siti Sarah Fitriani, and Burhansyah. "The Use of Guessing Game in Teaching Speaking". Syiah Kuala University, Banda Aceh. Research in English and Education, vol 3, no 2, 118-124, 2018. E-ISSN 2528-746X
- Mack, Natasha. Et. al. "Qualitative Research Methods: A Data Collector's Field Guide (Modul.1)". USA: Family Health International. 2005.
- Fitriana, Dian. "Improving the Speaking Skills Through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in The Academic Year of 2012/2013". Universitas Negeri Yogyakarta. 2013.
- Harmer, J. "The Practice of English Language Teaching (Third Edition)". Essex: Pearson Education Ltd. 2001.

- Hybel, D. "Understanding Speaking Interaction". Cambridge: Cambridge University Press, 2001.
- Istianti, Nurul. "The Correlation Between Students' Motivation in Learning Speaking and Their Speaking Ability". UIN Syarif Hidayatullah. 2013.
- K. Yin, Robert. "Case Study Research Design and Methods". Third edition. Applied social research method series volume 5. Sage Publications. California, 2002. ISBN 0-7619-2553-8
- Kayi, Hayriye. Teaching Speaking: Activities to Promote Speaking in a Second Language. The Internet TESL Journal, Vol. XII, No. 11, November 2006. [online]. Retrieved on http://iteslj.org/Articles/Kayi-Teaching Speaking.html
- Klippel. "Keep Talking Communicative fluency Activities for Language Teaching". Cambridge: Cambridge University Press. 1998.
- Lee, W. R. "Teaching Language Games and Contests". Oxford University Press.
- Lexy. Jm. Maleong. "Metode Penelitian Kualitatif". (Bandung: Remaja Rosdakarya, 2005)
- Mc Donough, Jo and Christopher Shaw. "Materials and Method in ELT: A Teacher's Guide". Cambridge: Blackwell Publisher. 1993.
- Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru. Jakarta: UIP.
- Mutmainah, Ina, et al. "Implementation of Guessing Game in Teaching Vocabulary at the Fifth Grade." *UNILA Journal of English Teaching*, vol. 2, no. 9, 2013
- Niarti, Agus, et al. "Improving Student's Vocabulary Through Guessing Games Technique in Descriptive Text in Speaking" Tanjungpura University, Pontianak. 2015.
- Nunan, D. "Language Teaching Methodology". New York: Prentice Hall International English Language Teaching, 1991.
- Renny, Fia. "Improving Students' Speaking Skill by Using Guessing Game to The Fifth Grade of SD N 04 Kemiri Karanganyar" Sebelas Maret University Surakarta, 2010.

- Safitri, Safitri, et al. "The Effectiveness Of Guessing Game Towards Students' Writing Skill On Descriptive Text." *Jurnal Pendidikan dan Pembelajaran Untan*, vol. 5, no. 2, 12 Feb. 2016.Oxford. "Oxford: Advanced Learner's Dictionary". New York: Oxford University Press. 2007.
- Scrivener, Jim. "Learning Teaching: A Guidebook for English Language Teachers". Oxford: Macmillan publisher. 2005
- Spratt, M., Pulverness, A., and Williams, M. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press. 2005.
- Sugiyono. "Metode Penelitian Pendidikan". Bandung: Alfabeta. 2010.
- Sugiyono. "Metode Penelitian Kuantitatif Kualitatif dan R&D". Bandung: Alfabeta. 2012.
- Sya'ban, Ali. M.Pd, "Teknik Analisis Data Penelitian" UHAMKA, 2005.
- Thirumalai, MS. "An Introduction to TESOL: Teaching English to Speaker Other Languages". Retrieved from http://www.languageindia. 2002.
- Wahyuni, Sri and Fitri Yulianti. "The Use of Guessing Game to Improve Student's Speaking Skill." *Getsempena English Education Journal*, vol. 3, no. 2, 2016
- Wardani, Dita Ayu Putri. "A Case Study on English Teaching Strategies at Al-badar Islamic Elementary School Kedungwaru Tulungagung". IAIN Tulungagung.
- Webster. "Webster' Encyclopedia Unbridge Dictionary of the English Language". USA. 1989.
- Wright, A. Batteridge, D. and Buckby. M. "Games for Language Learning Third Edition". New York: Cambridge University Press. 2005.
- Zahara, Windi and Sitti Fatimah. "Using Guessing Game In Teaching Writing Descriptive Texts To Junior High School Students". Journal of English Language Teaching Vol. 7 No. 1. 2018.