

**THE EFFECT OF USING GUESSING GAME
ON STUDENTS' SPEAKING ABILITY
AT SMP "PLUS" DARUS SHOLAH JEMBER**

THESIS



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UNDERGRADUATE THESIS

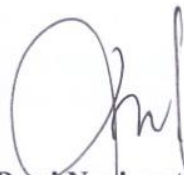
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THESIS

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ABSTRACT

Dian Sinati Bhumi Paramitha, 2020: *The Effect of Using Guessing Game on Students' Speaking Ability at SMP "Plus" Darus Sholah*

Speaking is one of the English skills that must be mastered by English learners. There are so many ways to hone students' speaking ability at seventh grade students in SMP "Plus" Darus Sholah Jember in the academic year 2019/2020. One of that ways is using guessing game while speaking class.

This research is aimed to know and to find out if the use of guessing game gives effect or not on students' speaking ability at seventh grade students of SMP "Plus" Darus Sholah Jember in the academic year 2019/2020. The researcher used quantitative-experimental research, which the researcher used two classes for studied, the experimental class and the control class. The use of guessing game only given to the experimental class, and the control class taught without any methods or any treatment.

From that research study, the researcher could find the differences between the experimental class and the control class. It is known from the average score of presented data that has been calculated on SPSS 22 version that the score of experimental class has increased from 62,00 in the pre-test up to 85,20 in the post-test because after being given treatment of guessing game. Whereas, in the pre-test of control class was 64,60 and the post-test score of was 78,00 because the researcher didn't do any treatment on it.

The t-score obtained from the post-test results between experimental class and control class was 9,067235802639696. It showed that the result of the t-score was $> 0,05$. From the data presented, it can be concluded that there was an effect of using guessing game on students' speaking ability in seventh grade students of SMP "Plus" Darus Sholah Jember in the academic year 2019/2020.

Keywords: *Guessing Game, Students' Speaking Ability*

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CHAPTER I

INTRODUCTION

This chapter presents some aspects of dealing with the concept of this chapter. There are Research Background, Research Problem, Scope of The Research, Research Objectives, Research Benefits, Hypotheses, and Research Variable.

A. Research Background

We live in a world of language. We talk to our friends, our associates, our wives and husbands, our lovers, our teachers, our partners, our rivals, and even our enemies. We talk to bus drivers and total strangers. We talk face to face, and over the telephone, and everyone responds with more talk. To understand our humanity, one must understand the nature of language that makes us human,¹ stated by Heinle (2010). A language is a communication tool that allows people to talk to others. Like in Surah Ibrahim verse 4 said:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ

وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

The meaning: *“We sent not an apostle except (to teach) in the language of His (own) people, in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom He pleases: And He is Exalted in Power, Full of Wisdom.” QS: Ibrahim verse 4.*²

¹ Heinle. *An Introduction to Language : Ninth Edition*. (Boston : Thomson Corporation, 2010), 3

² A. Yusuf Ali. *Qur'an Translation in English and Arabic Text* (Durban: Islamic Propagation Centre International) <https://quranyusufali.com/14/>, retrieved on 5th June, 2020.

Everyone in the world speaks in their own language. But, there is one language that can connect people around the world, which is English language. English speaking is very important to be mastered since it is worldwide used. In other words, it is the language that is internationally used. As part of the international community, it is necessary to master English speaking for it plays important roles in the coming era where everything is going to be globalized. When someone is in Japan, for example (or in any other countries whose mother tongue is not English), and he/she does not speak Japanese, he/she can communicate with English to interact with people there. That is why English is needed to be learned.

In learning English, we have to master four skills there are: reading, listening, writing, and speaking. All the skills are important for us to learn English. Speaking is one of the skills that we have to be mastered in learning English. Thornbury (2007) stated, “Speaking is so much a part of daily life that we take it to grant.³” It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign language needs more practice. In Indonesia, English has been the main subject for students at the school level. From elementary school until senior high school students learn English as a must in their lessons list. Burns (2012) believed that for most foreign language learners, speaking in the target

³ S. Thornbury. *How to Teach Speaking*. (London: Longman Press, 2007). 1

language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules.⁴

According to Fulcher (2003) that in the teaching and learning process, students often get bored to learn English because the material and method are monotonous and also less English practice.⁵ Therefore, the teacher should have many ways to make their students active and motivated in learning English, especially in learning speaking. And, one of the best and exciting ways to make students active and motivated in learning to speak English is by playing a game. Based on Eroz (2000) on thesis of Sri Wahyuni and Fitri Yulianti, he stated that games are highly motivating because they are amusing and interesting.⁶ This statement also cited by Wright, Batteridge & Bucky (2005) games help and support many learners to continue their awareness and work.⁷ By using the game, learners can enjoy the lesson while in the class. They will anticipate and be active in learning English. Brewster and Ellis (2004) stated that a game in teaching is any fun activity that allows young learners to practice the foreign language in a relaxed and enjoyable.⁸ Learners can practice their speaking ability while they are playing a game in the class, they can feel happy and enjoy the lesson. Brewster and Ellis (2004) also cited that games are not only motivating and fun but also provide excellent practice

⁴ Christine Burns, *Teaching Speaking: A Holistic Approach* (New York: Cambridge University Press, 2012), 37.

⁵ G. Fulcher, *Testing Second Language* (Britain : Pearson Education Limited, 2003), 51.

⁶ Sri Wahyuni and Fitri Yulianti, “*The Use of Guessing Game to Improve Student’s Speaking Skill*” (Published Thesis, STKIP Bina Bangsa Getsempena, 2016), 13.

⁷ A. Wright, D. Batteridge, & M. Bucky, *Games for Language Learning: Third Edition* (New York: Cambridge University Press, 2005), 1.

⁸ Brewster and Ellis, *The Primary English Teacher’s Guide* (England: Penguin English, 2004), 172.

for improving vocabulary, pronunciation, grammar, and the four language skills.⁹ Therefore, games which used during lessons in the classroom are highly recommended, so that the teachers can improve students' learning outcomes, particularly in speaking class.

By playing a game in the learning activity, it can make the students feel competitive with their classmates. They became very enthusiastic when they have to be the best than others. Dimas Wahyu in his thesis "The Effect of Picture-Guessing Game Towards the Ninth Grade Students' Speaking Ability of SMPN 3 Kediri In Academic Year 2017/2018" stated that game makes students more enthusiasm when the teacher asks students to have a competition to each other in games activity. It does not only make them pushed to be the best from others, be a chance for them to get good scores in learning English. And as we know many English teachers has a different way in teaching English. Some teachers who explain the subject matter while teaching English, there are other teachers who only give assignments to the students to answer English questions or exercises. So many kinds of teaching English that can make the students understand about English subject in the class. But, teaching English by playing a game can be very helpful for students to be motivated in learning English.

There is a game that can be played by young learners in learning to speak English, it is a guessing game. The guessing game is one of the funniest and easy games to play in teaching English. According to Klippel (2012),

⁹ Brewster and Ellis, 27.

“Everybody knows a guessing games, it is not only children that like guessing games, adult like guessing too, as shown by many popular TV programmers.”¹⁰ He adds “Guessing are true communicative situations and such are very important to practice a foreign language with fun and excitement”. The rule of a guessing game is very simple. It is one person who knows something that another one wants to find out. Guessing game can be played individually or in teams to identify something that indicates. According to Webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades).

Some theories in the thesis said that guessing games is really helpful for the students in learning to speak English. Sri Wahyuni and Fitri Yuliani in their thesis entitled, “The Use of Guessing Game To Improve Student’s Speaking Skill” stated that teaching speaking by using guessing game encourage the students to learn actively. The students looked very enjoy in the game, they give more attention and participation on the game. They have the opportunity to discuss and share the material. In this thesis, the researcher conducted an experiment and the result is the use of guessing game can be applied in all of school. This strategy is beneficial for reviewing and integrating subject matter. Other thesis also have the same statement about the use of guessing games in teaching English that helpful for students’ speaking ability. In the thesis of Zully Zulaikho Puspitasari and Slamet Asari

¹⁰ F. Klippel, *Keep Talking: Communicative Fluency Activities For Language Teaching* (Cambridge: Cambridge University Press, 2012), 45.

entitled “The Effect of Using Interactive Guessing Game Technique on Fluency Student’s Speaking Skill”, their thesis was conducted at MTS Bustanul Ulum Tanggungprigel that use interactive guessing game technique can improved students’ speaking skill, especially in fluency aspect. They stated that for improving students’ speaking skill score, especially in fluency aspect is recommended to use interactive guessing game because this game gives students more opportunities to make a turn to speak when the students try to guess something. In Dimas Wahyu Akir Saptono’s thesis entitled “The Effect of Picture-Guessing Game toward The Ninth Grade Students’ Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018” stated that picture-guessing game can be implemented in teaching speaking because it motivates and excites students’ experiences to develop their speaking ability in a fun and comfortable way.¹¹

Therefore, the researcher conducted the research on students’ speaking ability by using a guessing game. By using a guessing game, it can be expected to improve students’ speaking ability while in the classroom. Because of the rule of this game is one person knows something that others do not know, so the students will feel challenged to know what the others know. The most important thing is the opportunity for students to speak English in front of their friends. It can also train student’s mentality to speak a foreign language.

¹¹ Dimas Wahyu Akir Saptono, “The Effect of Picture-Guessing Game toward The Ninth Grade Students’ Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018 (Published Thesis, 2018), 6.

In guessing game, the researcher chooses descriptive paragraph to be used as a material. Because for the researcher, teaching descriptive paragraph material can train students' speaking ability in English. In the descriptive paragraph material there are a lot of things that can be learned, for example, how we describe someone that we know, how we arrange words in order to describe people well, and so on. By learning how to describe someone, it expected to help students to solve their problems due to the difficulty of speaking English.

Therefore, the researcher is interested in conducting research on students' speaking ability, with the title *“The Effect of Using Guessing Game O\on Students' Speaking Ability at SMP “Plus” Darus Sholah Jember in the Academic Year 2019/2020.”*

B. Research Question

According to the research background above, the research question of this thesis is “How does the guessing game affect students' speaking ability in SMP “Plus” Darus Sholah Jember in the academic year 2019/2020?”

C. Scope of the Research

In this research, the researcher focused on how guessing game give affect students' speaking ability. Because, the researcher believes that guessing game is an objective way and effective to play in improving students' speaking ability at SMP “Plus” Darus Sholah in the academic year 2019/2020.

D. Research Objective

The objective of this research is to explain how guessing game affects students' speaking ability at SMP "Plus" Darus Sholah in the academic year 2019/2020.

E. Research Benefit

1. Theoretically

This result of the research help students in speaking English fluently and make them feel confident in speaking English everywhere they are. They can feel enthusiasm when learning to speak English because it is interspersed with playing games. Game can makes students feel comfortable and enjoy while in class and it also can increase student's speaking ability. As we know, during the lessons in class, students often get bored and feel sleepy. One of the games that useful for students in learning to speak English is guessing game. By guessing game, students can practice their English speaking to guess what other students know about something.

2. Practically

a) For Students

This result can awaken student's confidence in speaking English language and they will feel courage to speak English everywhere. And guessing game help students in increasing their speaking abilities.

b) For Teacher

This result can be used as a teaching guide by the teacher so that the students feel fun and enjoyable, and so as not always to teach English in a monotonous.

c) For Researcher

This result can be used as a guideline for the researcher to apply the material that has been obtained during lectures. As well as, this research is expected to be able to contribute the researcher's idea in making students feel comfort and enjoy while learning to speak English in class by using guessing game.

F. Research Variable

According to Purwanto¹² (2008), variables are personalized symptoms. Symptoms are distinguishing one element of the population from another element. Stated by Arikunto (2002) that variables are the object of the research, or what focus of the research.¹³ In this research, there are two variables:

1. Independent Variable is a variable that become the cause of the emergence or change of the dependent variable, stated by Sugiyono¹⁴ (2014). As for the independent variable of this research is the use of guessing game.

¹² Purwanto, *Metodologi Penelitian Kuantitatif* (Yogyakarta: Pustaka Pelajar, 2008), 85.

¹³ Suharismi Arikunto. *Prosedur Pendekatan Suatu Penelitian Praktek*. (Jakarta: Rineka Cipta, 2002), 118.

¹⁴ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung : Alfabeta, 2014), 3

2. Dependent Variable is a variable that is affected or that is due because of the independent variables, stated by Sugiyono¹⁵ (2014). As for the dependent variable of this research is the students' speaking ability.

G. Definition of Key Term

In order to clarify the key term used in this research study, some definitions are put forward:

1. Effect: A change that is a result or consequence of an action or other cause.
2. Guessing game: The one and the most funny and easy game to play in teaching English. Guessing game is a game in which the participants to compete individually or in teams in the identification of something indicated obscurely.
3. Speaking ability: Speaking ability refers to the on of the skill in English that students communicate or say something orally in transferring their ideas by using English.

H. Research Assumption

Research assumptions commonly called as a basis assumptions or postulates. As for the research assumption in this research study are as follows:

1. The existence of the same ability from the two classes studied (experimental class and control class).

¹⁵ Sugiyono, 3.

2. There is an effect of using guessing on students' speaking ability at SMP Plus Darus Sholah Jember academic year 2019/2020.

I. Hypotheses

Nurastuti (2007) defined, the hypotheses consists of two other words "hypo" which means before and "thesis" which means the proposition.¹⁶ So, the hypothesis means the proposition that is considered not to be the true proposition because it needs an evidence of its justification. Nasution (2007) stated that the hypothesis can also be interpreted as a temporary statement which is a conjecture or guess about what we observe in an effort to understand it.¹⁷

Based on the definition above, it can be concluded that hypotheses is a temporary answer of the problem. Therefore, the hypothesis of this research is:

1. H_0 : There is no effect of the use of guessing game on students' speaking ability at SMP "Plus" Darus Sholah in the academic year 2019/2020
2. H_a : There is an effect of the use of guessing game on students' speaking ability at SMP "Plus" Darus Sholah in the academic year 2019/2020.

J. Systematic of The Thesis

Systematic of the thesis contains about the description of the thesis from the introductory chapter to the closing. It used to make the reader understand about the content of this research study. There are several systematic of the thesis in this research study:

¹⁶ W. Nurastuti, *Metodologi Penelitian*, (Yogyakarta: Penerbit Ardana Media, 2007), 57.

¹⁷ S. Nasution, *Metode Penelitian Ilmiah*, (Jakarta: Bumi Aksara, 2007), 39.

Chapter I is the introduction that presents research background, research problem, scope of the research, research objective, research benefit, research variable, definition of the key term, research assumption, hypotheses, and systematic of the thesis.

Chapter II is related literature review. It consists of review of related studies, theoretical framework, and conceptual framework. As for the contents of the theoretical framework are as follows:

Chapter III is research method. It covers about research design, population and sample, research instrument and data collection method research participants, and data analysis technique.

Chapter IV is research findings and discussion. It presents the overview of the research object, data presentation, hypotheses testing and discussion.

Chapter V is conclusion and suggestion. It contains the conclusion of the research study and the suggestion for teacher, students, and future researcher.

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CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents literature review related to the research topic. They cover: theoretical framework, review of related studies, and conceptual framework.

A. Review of Related Studies

There are some studies are related to this research:

1. In the previous research was belonged to Dimas Wahyu Akir Saptono entitled "*The Effect of Picture Guessing Game toward the Ninth Grade Students' Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018*". In this research, the researcher conducted the research on student's speaking skill through picture guessing game. This research focused on how the picture guessing game affect students' speaking skill. This research used procedure text material for the ninth grade in SMPN 3 Kediri. Students' are asked to gather in a group with their classmates, and then the teacher gave the parts of the picture repeatedly until the students can guess the overall of the picture.
2. The second previous research was belonged to Zully Zulaikho Puspitasari and Slamet Asari entitled "*The Effect of Using Interactive Guessing Game Technique on Fluency Students' Speaking Skill*". In this research, the researchers focused on how the interactive guessing game technique affect on fluency students' speaking skill. This research was conducted at the eighth grade in MTS Bustanul Ulum Tanggunprigel. The researchers

focused on short functional text to be tested in students' speaking skill which is the students have to deliver the short message or announcement.

3. The third previous research was belonged to Sri Wahyuni and Fitri Yulianti entitled "*The Use of Guessing Game to Improve Student's Speaking Skill*". This research was conducted at MAN 3 Banda Aceh. In this research, the researchers focused on how the use of guessing game can improve students' speaking skill. The researchers used test for the instrument that include pre-test and post-test. While pre-test, the students are asked to speak in front the class without determine the topic by the teacher, or its called free speaking. By testing their ability about free speaking, the researchers can discover any problems faced by students in speaking lessons in the classroom.

The similarity of the thesis above with this research is the researchers used guessing game to improve students' speaking ability while teaching class. The thesis above used several texts to be tested in guessing game. This research also used a text to be tested in guessing game. But, this research has its own characteristic. The researcher used descriptive paragraph to be tested in this research. The students are not only given the opportunity to speak English, but also given a guidance on how to arrange words in a sentence or a question by using good grammar, the researcher also will give many vocabulary to the students, so there is no mistake in talking asking something to others and they have prepared many vocabulary when talk to others.

Table 2.1
The similarities and differences of the related studies and this research:

No	Name, Title, Research year	Similarities	Differences
1	2	3	4
1.	Dimas Wahyu Akir Saptono (2018) : “The Effect Of Picture-Guessing Game Toward The Ninth Grade Students’ Speaking Ability Of SMPN 3 Kediri In Academic Year 2017/2018”	The similarity between this research and the previous research is the researcher used guessing game to improve students’ speaking ability while teaching class.	The difference between the previous research and the current research is the researcher used picture to play the guessing game. And he used procedure text material to be tested on student’s speaking skill.
1	2	3	4
2.	Zuly Zulaikha Puspitasari and Slamet Asari (2018) : “The Effect Of Using Interactive Guessing Game Technique On Fluency Student’s Speaking Skill”	The similarity between this research and the previous research is the researchers used guessing game to improve students’ speaking ability while teaching class.	The difference between the previous research and the current research is the researchers used short functional text material to be tested on students’ speaking skill.
3.	Sri Wahyuni and Fitri Yulianti (2016) : “The Use Of Guessing Game To Improve Student’s Speaking Skill”	The similarity between this research and the previous research is the researchers used guessing game to improve students’ speaking ability while teaching class.	The difference between the previous research and the current research is about how this research used free speaking to test students’ speaking skill in a pre-test. It make the researchers know what the difficulties that faced by the students.

So, based on the research studies above, it concluded that many difficulties that faced by students in learning speaking English in the class. And the solution is to use guessing game in order to help students in speaking English. By using this game, the students feel the excitement in the classroom

so that learning English is not always monotonous and will always be anticipated. And also it will improve students' scores in speaking class. As well as the development of students in speaking English, they can dare to speak English in front of their classmates.

B. Theoretical Framework

1. Speaking

a) Definition of Speaking

During the late twentieth century, language acquisition research made us consider some long-standing benefits about how people learn to speak. Several studies led to the conclusion that we had gotten the basic idea backwards: People do not learn the pieces of the language and then put them together to make conversations.

Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people,¹ stated by David Nunan (2003).

This statement cited by Tarigan (1997), "speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling."² It means that speaking is a communication instrument or communication tool for all people in the world. Because, from speaking we can know what people think through the word they say, how they express and convey their ideas and their feelings. If both speaking and ability are combined, it means a

¹ David Nunan, *Practical English Language: First Edition*, (New York: McGraw-Hill Companies, 2003), 50.

² Henry Guntur Tarigan, *Pengajaran Analisis Berbahasa*, (Bandung : Angkasa, 1997), 15.

capability to utter the articulation of sound to express or to deliver thought, opinion and wish to other person. Therefore, Hornby (1999) said that in short speaking can be as the way to carry out feeling through words, even conversations with other.³

Davin Nunan (2003) said speaking is learned in two broad contexts: foreign language and second language situations.⁴

1. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g. learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.
2. A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but

³ A. S. Hornby, *Oxford Advance Learner's Dictionary of Current Language*. (Oxford: Oxford University Press, 1999), 427.

⁴ David Nunan, *Practical English Language: First Edition*, (New York: McGraw-Hill Companies, 2003), 54.

many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

Douglass Brown on his book stated that there are several basic types of speaking or oral production⁵:

1. Imitative. At one of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance.
2. Intensive. A second type of speaking frequently employed assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
3. Responsive. Responsive assessment task include interaction and test comprehension but at the somewhat limited level of

⁵ Douglass Brown, *Language Assesment Principles and Clasroom Practice*, (New York: Pearson Education, 2004), 141-142.

very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participants.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

b) Aspects of speaking

Aspects of speaking of this research are: accuracy and fluency. Accuracy is the extent to which student's speech matches what people actually say when they use the target language. Whereas fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc.⁶ The statement stated by David Nunan (2003).

In accuracy, the aspect involved grammar, vocabulary, and pronunciation. As cited by Heaton (2004), that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.⁷ While the vocabulary means the appropriate diction which is used in communication. Without having a sufficient

⁶ David Nunan, *Practical English Language: First Edition*, (New York: McGraw-Hill Companies, 2003), 55.

⁷ J. Heaton, *Writing English Language Tests*, (New York: Cambridge University Press, 2004), 5.

vocabulary, students cannot communicate affectively or express their ideas in both oral and written form⁸ said Byrne (2006:1). Pronunciation also important in accuracy while speak in English. According to Gerard (2000:10), pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2. Guessing game

a) Definition of Guessing Game

Klippel (2012) defined, the basic rule of guessing game is eminently simple: one person knows something that another one wants to find out.⁹ Based on Klippel's definition about guessing game, guessing game is an easy game to play, because the rule just to guess what other people know about something that others do not know. Similarly, Klippel (2012) said that guessing is true communicative situation and such are very important for foreign language practice with fun and excitement.¹⁰ The implementation of this game is very simple. The researcher use descriptive function to describe a person in to guess by a participant who guesses the clue of other participant. For instance, if the group chose one picture

⁸ D. Byrne, *Language Learning In the Classroom: Teaching Oral English*, (Hongkong: Longman, 2006), 1.

⁹ F. Klippel, *Keep Talking: Communicative Fluency Activities For Language Teaching*, (Cambridge: Cambridge University Press, 32).

¹⁰ Klippel, 33.

"elephant", they must be present or provide clues about the animal to the other group to guess. The group will guess by asking. They should ask a question like "is it an animal?", "Is it big?" The ones who know the clue must answered the question from other participant, and they can only say "yes" or "no". So, it can be concluded that guessing game can make the students think about what the vocabulary they want to say, how they pronounce the words, and how they arrange the question to others. This game is very fun and enjoyable to play from all ages, from young generation to old generation. So that, they can learn how to speak English well and they will have a courage to speak to others.

b) Kinds of guessing game

Bruce Marsland cited that there are many guessing games based on the concept of one person "knowing", and the rest of the class "guessing". These all involve "yes/no" questions.¹¹ So, here are kinds of guessing game:

1. I-spy.

This game involves the "knower" giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the form "I spy, with my little eye, something beginning with A." where "A" becomes the student's chosen letter.

¹¹ Bruce Marsland, *Lessons from Nothing*, (Cambridge: University Press, 2009), 22.

2. Twenty questions.

Also known as “animal, vegetable, mineral,” this involves providing the category of an object, which is one of the three headings give above. The guessing students are then given twenty attempts to learn something about the object before they have to guess what it is. More advanced learners might include the fourth option of “Abstract” for nouns of emotion, and so on.

3. The coffee-pot game.

This is also frequently used in many language classrooms, although verbs are particularly suitable. In each question the word “coffee-pot” is used instead of the word which the questioner is trying to guess (and which the “knower” might have written down on a piece of paper).

4. Guessing the story.

There are many short stories which can be used for a guessing game such as this. Some possible sources are listed in the bibliography at the back of this book. Alternatively, you could use interesting news items or magazine articles. This way of this game is by giving the class two or three clue words taken from the story. The class then asks “yes/no” questions to try to discover from you what the story is. If necessary a time limit or a maximum number of questions can be set before the class

attempts to recreate the story for themselves, which they do orally. Only answer questions which are correctly formed.

5. Guessing “who” game.

This game is one of the kinds of guessing game. The rule of this game is very simple. It can be played by dividing the class into groups or pairs or individual. The “knower” students given a paper that says someone’s name on it, than the “guesser” (the rest of students) has to guess by asking: “Do you have round face?” or “Do you have black eyes?”, and the “knower” students only answering the question by “yes/no”.

c) **Benefits of guessing game**

“Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must be an important function is to give practice in communication, stated by Richard Amato (1988). It says that guessing games can provide comfort and excitement, so students will not feel boredom during learning process in the class. Nevertheless, the most important thing is to give the students an opportunity in practicing their English. There are so many benefits of this guessing game. The students can feel the excitement when learning English because the teacher not only explains the subject matter, but also plays an exciting game. Students can also practice their speaking skills through this game.

According to Hidayat (2015) in the thesis of Dwi Rahmawati (2016), the advantages of using guessing game in teaching speaking¹² are:

1. Guessing game can be used as a new technique in teaching and learning process
2. Guessing game can make students happy in speaking English
3. Guessing game create the well condition and enjoyable in the classroom
4. Guessing game can motivate the students to speak English easily
5. Guessing game can make the students interested to speak English with try to guess word in the guessing games activity
6. Guessing game can show the positive attitudes of each students in the learning process
7. Guessing game can enlarge knowledge, enrich vocabulary, receive and send message, and also can be as problem solving.

And the disadvantage of Guessing game happens when the teacher does not use time effectively. Therefore, the implementation of guessing game in teaching and learning process can be as a reference for the teacher in teaching speaking.

¹² Dwi Rahmawati, “*The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students’ Speaking Skill at MTs Negeri Bandung*”, (Published Thesis. IAIN Tulungagung, 2016), 27.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method applied in this research study that will apply in this research. It covers: research design, research participants, research setting, research subject, research instrument and data collection method, and data analysis technique.

A. Research Design

This research used quantitative research method. Sugiyono (2017) stated “There are several forms of experimental research designs, namely pre-experimental designs, true experimental designs, factorial designs, and quasi-experimental designs”.¹ The researcher used quasi-experimental design for this research. This research is focused on conducting trials or experiments using guessing games on students' speaking abilities in SMP “Plus” Darus Sholah Jember academic year 2019/2020. The researcher used 2 classes as a control class and an experimental class. Which is the experimental class will get a guessing game trial while the control class does not.

The researcher used the non-equivalent material group, pre-test and post-test design. Because, the researcher used 2 classes as a comparison to test the guessing game on their speaking abilities. To collect the data, the researcher used pre-test and post-test design to the students. The pre-test was held before the treatment while the post-test was held after the treatment. The

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014), 108.

researcher used spoken test for the pre-test to know the students' speaking ability. The students asked to describe their families, such as their parents, or their brothers, or sisters, etc. in front of the class orally. From that speaking test, the research could find any errors experienced by students in speaking English. It can be a mistake in their pronunciation or from the grammatical error or other problems in speaking ability.

B. Population and Sample

Since the researcher conducted research on the experimental class and the control class, the study will conduct in 2 classes of 7th grade at SMP "Plus" Darus Sholah Jember academic year 2019/2020.

1. Population

According to Arikunto (2002), population is the whole object in the study.² Therefore, if we find someone wants to examine all the elements that exist in the area of research, the research conducted is population research. The population of this research is students of the 7th grade in SMP "Plus" Darus Sholah academic year 2019/2020. It consists of seven classes from class 7A to 7H of 209 students

2. Sample

Arikunto (2017) stated that sample is a part or representative of the population studied.³ There are various kinds of sampling techniques to determine the sample that will be used in a research. Sampling techniques basically can be grouped into two types, namely probability

² Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 108.

³ Arikunto, 174.

sampling and non-probability sampling. Probability sampling is a sampling technique that provides equal opportunity or opportunity for each element (member) of the population to be chosen as a sample member. Non-probability sampling is a technique that does not provide equal opportunity or opportunity for each element or member of the population to be selected as a sample. The researcher used non-probability sampling, especially purposive sampling. Purposive sampling conducted if the population is too much and spaced far apart, and there are several considerations. As the case in this research, the researcher only examined or tested in two classes in grade 7 from 8 classes, and it will be used as the experimental class and control class.

C. Research Instrument and Data Collection Method

According to Tukiran and Hidayati (2011:44), there are several types of instruments in quantitative research, including questionnaires, observations, documentary studies, and tests. The researcher used speaking test for the instrument of this research.⁴

Speaking tests are generally used to assess and measure students learning outcomes in speaking English, particularly cognitive learning outcomes regarding mastery of subject matter in accordance with educational and teaching objectives.

The researcher used pre-test and post-test to measure the students' speaking ability.

⁴ Tukiran Taniredja & Hidayati Mustafidah. *Penelitian Kuantitatif (Sebuah Pengantar)* (Bandung: Alfabeta, 2012) 44.

1. Pre-test is given in the form of speaking test orally. Students are asked to describe one of their family members. It can be their parents, or their brother, and sister, and so on. Therefore, from the pre-test the researcher can determine what problems experienced by students in speaking English. The pre-test is conducted when the researcher has provided material about descriptive paragraph in the experimental class and the control class. However, post-test is done by guessing game trials in the experimental class.
2. The post-test is given in the form of speaking test orally. The post test was conducted after the researcher was given the treatment to the experimental class. In the post test, students are asked to describe one of their classmates in front of the class with good pronunciation and good grammar.

Before conducting speaking test, the researcher provides descriptive paragraph material in the experimental class and the control class. In this section, the researcher provided a variety of vocabulary, how to pronounce a good sentence, as well as providing treatment for grammar to make a sentence and also the generic structure of descriptive paragraph. By providing this understanding, students can be tested using guessing games for their speaking abilities.

In assessing students' speaking ability, the researcher used scoring rubric that adapted from J. Heaton (2004) and Douglass Brown (2004). They were as follows:

Table 3.1
Scoring rubric adapted from Douglass Brown⁵ and J. Heaton's book⁶:

Aspect	Score	Criteria
1	2	3
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.
	4	The students describe someone by mentioning the generic structure of the text that contains person ⁷
1	2	3
		physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe someone well, because he/she cannot mention at least 5 sentences in a paragraph.
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.

⁵ Douglass Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), 172-173.

⁶ J. Heaton, *Writing English Language Test* (New York: Cambridge University Press, 2004), 100.

	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.
1	2	3
		A few errors in pronunciation but only one or two major errors causing confusion.
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.
	4	Able to use the language accurately. Very few
	3	Control of grammar is good. Able to speak the language with a good grammar.
	2	The students can speak English but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.
	2	The students have sufficient vocabulary to express

		their selves simply.
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.

D. Data Analysis Technique

In analyzing the data of this research study, the researcher used quantitative technique by calculating data used statistic technique. This method is done to find out if the data which obtained is significant data. Then, the researcher was able to determine that the use of guessing game has an influence on students' speaking ability. There are several techniques of data analysis performed by the researcher in this research study, including:

1. Determining Experimental Class and Control Class through average score test of class 7 at “SMP” Plus Darus Sholah Jember

To determine the experimental class and the control class, the researcher collected the latest students' scores of 7th grade students obtained from all English teachers at SMP “Plus” Darus Sholah Jember. Then, the scores were inputted to SPSS and processed by looking at the average of the whole scores of 7th grade students at SMP “Plus” Darus Sholah Jember.

Therefore, from 7th grade students which consist of 8 classes (7A-7H) the researcher chose class 7G as experimental class and class 7A as control class.

2. Validity Test

According to Arikunto, validity is a measure that indicates the level of validity of an instrument.⁷ In this research, the researcher used spoken test as the instrument. And the validity is used to determine how much this instrument had given the result. In conducting a validity test, the researcher asked the validators to perform the validity test in this research study. The researcher asked the English lecturer to conduct a validation test on this study.

3. Reliability Test / Try out test

A measuring device is reliable if the instrument in measuring a symptom at different times always showing the same results. So, the reliability of the instrument consistently gives similar size results.⁸

Reliability test of this research is taken from another population that was not sampled in this research or at the level of research population.⁹ Since, the reliability test conducted on a class that is not included in the research sample. The researcher was chosen class 7D at SMP “Plus” Darus Sholah Jember in conducting the reliability test.

Some of the data analysis techniques above are done when the researcher have not conducted a speaking test yet that consist of pre-test and post-test on the experimental class and the control class. After the researcher found 2 classes that have the same ability and have the

⁷ Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2002)

⁸ Nasution, *Metode Research (Penelitian Ilmiah)* (Jakarta: Bumi Aksara, 2007), 77.

⁹ Tukiran dan Hidayati Mustafidah, *Penelitian Kuantitatif (Sebuah Pengantar)* (Bandung: Alfabeta, 2012), 43.

reliability test or try-out test. Then, the researcher collected data by giving a speaking test through pre-test and post-test to the experimental class and the control class.

As for some data analysis techniques that the researcher carried out after giving a speaking test of the 2 classes, there are:

1. The first one is done to present data using descriptive statistics.

Descriptive statistic or descriptive analysis is a statistic that describes activities such as data collection, data preparation, data processing, and presentation of data in tables, graphs, or etc.¹⁰

2. Then, the researcher conducted a normality test on the data obtained in the previous speaking test. Normality of data distribution becomes a condition for determining what types of statistics are used in subsequent analysis.¹¹ Normality test in this research study was conducted to qualify the absolute prior to statistical analysis.

The formula used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Note:

χ^2 : *The value of chi square*

O_i : *Frequency of observations*

E_i : *Expected frequency*

3. The researcher used paired sample t test to compare data obtained from the speaking test through the pre-test and post-test in the

¹⁰ Subana, *Statistik Pendidikan* (Bandung: Pustaka Setia, 2015), 12.

¹¹ Subana, 123.

experimental class and the control class. Paired sample t test or the test average difference of two paired samples is used to test the mean difference for two independent samples (independent) pairs. Then, it can be seen the average difference of pre-test and post-test in the experimental class and the control class.

4. Then, the researcher used homogeneity test aims to determine the variance homogeneity of two different samples. Homogeneity test is one of the requirements to do independent sample t-test. The data used in this section is data from post-test experimental class and control class. The researcher used the homogeneity of Kolmogrov Smirnov in homogeneity test.

5. The last step is independent sample t-test. Independent sample t-test used to know whether data from two different samples have significant mean differences. The formula used in this section is:

$$T = \frac{X1 - X2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Note:

X1: is the average score / value of group 1 (experimental class)

X2: is the average score / value of group 2 (control class)

n1: is the number of group respondents/students 1(experimental class)

n2: is the number of group respondents/students 2 (control class)

s1: is the group score variance 1 (experimental class)

s2: is the group score variance 2 (control class)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the description of data, data analysis, hypothesis testing, and discussion based on the result of this research study.

A. The Description of data

In this section, the researcher discussed about the description of the results of the research she conducted on the speaking ability of 7th grade students at SMP “Plus” Darus Sholah Jember. The researcher conducted research on two class, those were the experimental class and the control class that consist of 20 students in each class. In those classes the researcher gave a speaking test in the form of pre-test and post-test. There are the differences in the treatment of the two classes studied by the researcher, the researcher conducted a pre-test of the experimental class before giving the treatment or before being taught by using guessing game and giving a post-test after the class was given treatment. Besides, the researcher conducted a pre-test to the control class before being taught descriptive paragraph material and after that the researcher conducted a post-test.

The pre-test was held on February 5th, 2020 at 09.55-11.00 a.m. in the experimental class and in the control class at 01.00-02.00 p.m. In the pre-test, the researcher asked students to describe one of their family members, (their fathers, mothers, sisters, or their brothers) orally. Each student only has 2 minutes to describe the direction given by the researcher in front of the class.

The researcher gave the same direction to the experimental class and control class in pre-test. After conducting the pre-test, the researcher gave treatment using guessing game to the experimental class.

The researcher gave the treatment about twice. The first treatment was held on February 12th, 2020 to the experimental class. The researcher divided class into small groups and each group contains 2 persons. Since the rule of guessing game is very easy. The player has to guess what other player knows about something and the player who knows the thing that his friend wants to guess only answer it by “yes” or “no”. In the first treatment, the researcher prepared pictures of artist or public figures in the world. Then, the researcher called the group one by one in front of the class. One student holds the picture given by the researcher and the other student guess who was in the picture. The second treatment was held on February 13th, 2020. In the second treatment, the researcher prepared papers which contains the name of the public figure, its different from the first treatment. The researcher did not divided class into a group but call the students one by one in front of the class by selecting one of the papers that has been prepared by the researcher. Then, the other students have to guess who’s on the paper.

After conducting the treatments, the researcher held a post-test to the experimental and control class. The post-test was held on February 19th, 2020. The post-test was done by asking each student to describe their classmate orally in front of the class. As was done in the pre-test, each student has 2 minutes to describe.

The researcher assessed students' speaking ability by using oral scoring rubric which adapted on Language Assessment Principles and Classroom Practices of Douglass Brown and Writing English Language of J. Heaton. The researcher used inter-rater in assessing students' speaking ability and used video recording to help the researcher with the shortcoming of the assessment. In assessing students' speaking ability, there must be a tolerance score, the tolerance score in this research study was 5. Therefore, the researcher could assessed easily.

1. Students' speaking score of the pre-test

a) Experimental Class

In this section, the researcher presented the data of the pre-test in the experimental class before taught by using guessing game. The researcher has already chosen class 7G became the experimental class after doing some average score test in SPSS. The class contains of 20 students. And for the student's speaking score in the pre-test of experimental class are as follows:

IAIN JEMBER

Table 4.1
Scoring rubric of the Pre-Test in the Experimental Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	AIK	4	3	3	4	4	19
2	DD	5	4	2	3	4	18
3	DNR	3	2	3	2	3	13
4	DSA	4	4	3	3	5	19
5	JH	4	3	3	3	4	17
6	JFR	4	3	3	3	5	18
7	KAM	2	3	3	3	4	14
8	KIAZ	4	3	2	2	4	15
9	NAR	2	3	2	2	4	13
10	NQV	3	3	2	2	4	14
11	NNH	3	2	3	2	3	13
12	NPW	3	2	3	3	4	15
13	PFAF	2	2	2	3	4	13
14	PNWS	2	3	2	3	4	14
15	RAA	4	3	2	3	4	16
16	RNS	3	2	2	3	3	13
17	RRN	5	4	2	3	4	18
18	SWN	3	3	2	3	3	14
19	VR	3	3	2	3	4	15
20	YPTA	4	3	4	3	5	19

By assessing 5 aspects of speaking, the maximum value that must be achieved is 25 for a perfect score. However, there are still some grades of students that are classified as low. In this pre-test, it can be seen that the minimum score owned by students is 13 while the maximum score owned by students is 19.

b) Control Class

In this section, the researcher presented the data of students' speaking score in the control class. The data was obtained from speaking test orally.

Table 4.2
Scoring rubric of the Pre-Test in the Control Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	2	3					4
1	AZR	3	3	3	3	4	16
2	BF	5	3	4	3	4	19
3	CMN	2	3	3	2	3	13
4	DM	3	1	3	3	3	13
5	FF	4	3	3	3	3	16
6	FQN	4	3	3	2	3	15
7	LNHH	3	3	3	3	2	14
8	MFF	4	3	3	3	4	17
9	MRA	3	4	3	2	3	15
10	MBPS	3	4	3	3	5	18
11	MNAG	3	3	4	4	4	18
12	MRS	3	3	4	3	3	16
13	NR	4	3	3	3	4	17
1	2	3					4
14	NNB	4	4	3	3	4	18
15	NI	3	3	4	2	3	15
16	NU	4	3	3	3	3	19
17	NP	3	4	3	2	3	15
18	RMP	3	3	3	2	5	16

19	ROAD	4	3	3	2	3	15
20	TNF	3	4	3	4	4	18

From the data above, it can be known that the minimum score of speaking test in the control class is 13 while the maximum score owned by student is 17.

2. Students' speaking score of the post-test

a) Experimental Class

This section showed up the data post-test in the experimental class after being taught by guessing game. The data was obtained from the speaking test orally with the different direction of the researcher. The score are as follows:

Table 4.3
Scoring Rubric of the Post-Test in the Experimental Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	AIK	5	4	5	4	5	23
2	DD	5	4	5	3	5	22
3	DNR	5	4	4	3	3	19
4	DSA	5	5	5	4	4	23
5	JH	5	5	4	4	5	23
6	JFR	5	5	4	3	4	21
7	KAM	5	5	3	3	4	20
8	KIAZ	5	4	4	4	5	22
9	NAR	5	3	4	3	4	19
10	NQV	5	4	5	3	4	21
11	NNH	4	4	4	3	5	20

12	NPW	5	4	3	4	4	20
13	PFAF	5	4	5	3	4	21
14	PNWS	5	4	5	3	4	21
15	RAA	5	4	3	3	5	20
16	RNS	5	5	4	3	5	22
17	RRN	5	5	5	4	4	23
18	SWN	5	4	5	3	5	22
19	VR	5	4	4	3	5	21
20	YPTA	5	4	5	4	5	23

The data above showed that minimum score of the students' post-test in the experimental class is 19 and the maximum score is 23. It can be concluded that the data shown has increased scores from the pre-test results before taught by using guessing game.

b) Control Class

The post-test score of the control class also showed up by the data below:

Table 4.4
Scoring Rubric of the Post-Test in the Control Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	2	3					4
1	AZR	4	4	3	3	3	17
2	BF	5	5	4	4	4	22
3	CMN	5	3	4	3	3	18
4	DKM	4	4	3	3	3	17
5	FF	5	3	4	3	3	18
6	FQN	5	4	4	3	3	19
7	LNHH	5	5	4	3	4	21

8	MFF	5	4	4	3	3	19
9	MRA	5	3	4	3	4	19
10	MBPS	5	4	5	3	4	21
11	MNAG	5	4	4	3	4	20
12	MRS	5	3	4	3	4	19
13	NR	5	3	4	3	3	18
14	NNB	5	4	4	3	3	19
15	NI	5	4	4	3	4	20
16	NU	5	5	5	4	4	23
1	2	3					4
17	NP	5	4	4	3	3	19
18	RPM	5	4	4	3	4	20
19	ROAD	5	4	3	4	3	19
20	TNF	5	5	4	4	4	22

The data above showed scores of the post-test in the control class.

The minimum score is 17 and the maximum score is 22.

B. Data Analysis

Due to the data was taken from two classes, experimental class and control class. Data analysis was done to find out the comparison between two classes used as research, the experimental class and the control class. The experimental class was taught using treatment or guessing game while, the control class did not. The comparison of the value was seen from the data obtained through the pre-test and post-test. The researcher provided the table list of the score in the pre-test and post-test of the experimental class and the control class, as follow:

Table 4.5
The Data of the 2 classes studied.

No	Experimental Class		Control Class	
	Pre-Test	Post Test	Pre Test	Post Test
1	76	88	64	68
2	72	92	52	88
3	52	80	68	72
4	76	82	52	68
5	68	92	64	72
6	72	84	60	76
7	56	92	56	84
8	60	88	76	76
9	52	84	72	84
10	56	84	62	76
11	52	92	64	80
12	60	84	72	80
13	52	80	68	72
14	56	76	72	76
15	64	82	60	76
16	52	80	84	80
17	72	84	60	76
18	56	82	62	78
19	60	88	72	76
20	76	92	60	88

From the result of the studied which was conducted for 2 months in the class 7G as Experimental Class and 7A as Control Class at SMP Plus Darus Sholah Jember academic year 2019/2020, the researcher analyzed the data above by using SPSS version 22. And the results are as follows:

1. Descriptive Analysis

In this calculation phase, the researcher used SPSS version 22 to calculate the data. By combining the two data from the pre-test and post-

test results in the experimental class and the control class, therefore the result of it are as follows:

Table 4.6
The Display Data description output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	20	52	76	62,00	9,131
Post Test Experimental	20	76	92	85,20	5,367
Pre-Test Control	20	52	76	64,60	7,258
Post Test Control	20	68	92	78,00	6,553
Valid N (listwise)	20				

The data shown above is data from the results of analysis descriptive statistics, they cover: minimum score, maximum score, mean, and standard deviation. By looking at the data above, we can find out mean score or the average score of pre-test and post-test in the experimental class and the control class. The post-test of experimental class experienced significant differences from previous pre-test results. This result can be interpreted that there is an influence or there is an effect of the use of guessing games on students' speaking ability in SMP Plus Darus Sholah Jember academic year 2019/2020.

2. Normality Test

Second step to analyze the data is doing normality test. Normality test in this research study was conducted to qualify the absolute prior to statistical analysis. In this phase, there are two ways of normality test, using Kolmogrov-Smirnov or Shapiro-Wilk or we also can use both of it.

But, the researcher has chosen Kolmogorov-Smirnov ways as normality test in this researcher. And the results are:

Table 4.7
The Normality Data output

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Speaking Ability	Pre-test Experimental Class	,194	20	,046	,857	20	,007
	Post-test Experimental Class	,149	20	,200*	,904	20	,049
	Pre-test Control Class	,146	20	,200*	,941	20	,246
	Post-test Control Class	,220	20	,012	,936	20	,200

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality test above only focused at the significance value of the Kolmogorov-Smirnov. In the Kolmogorov Smirnov normality test, it can be seen that the data is normally distributed, because the significance value is >0.05 . All significance values of Kolmogorov Smirnov are more than 0.05. Hence, the absolute requirements have been met and the researcher can analyze the data obtained using Paired Sample T-test.

3. Paired Sample T-test

Paired sample t-test or the test average difference of two paired samples is used to test the mean difference for two independent samples (independent) pairs. Paired sample t-test can be done if the data owned are normally distributed. Because, the results of the normality test above

indicate that the data are normally distributed, the results of the paired sample t-test of the experimental class and the control class are:

Table 4.8
The output data of Paired Sample T-test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Experimental - Post Test Experimental	-23,200	6,566	1,468	-26,273	-20,127	-15,801	19	,000
Pre-Test Control - Post Test Control	-13,400	6,125	1,370	-16,267	-10,533	-9,784	19	,000

Paired sample t-test was conducted to determine the difference in the average of two paired samples. Based on the output above, the result of the Sig table (2-tailed) for pair 1 and pair 2 is $0,000 < 0,05$. Then, it can be concluded that there are differences in the value of students' speaking abilities in the experimental class.

4. Homogeneity Test

In this section, homogeneity test is performed to see whether the post-test data in the experimental class and the control class are homogeneous or heterogeneous. Because, the homogeneous data is one

of the requirements to conduct the independent sample t-test. The result are as follows:

Table 4.9
The output data of Homogeneity Test

Test of Homogeneity of Variance

			Levene Statistic	df1	df2	Sig.
Students' Ability	Speaking	Based on Mean	,425	1	38	,519
		Based on Median	,097	1	38	,757
		Based on Median and with adjusted df	,097	1	32,874	,757
		Based on trimmed mean	,349	1	38	,558

Based on the data output above, it is known that the significance (sig.) is $0,519 > 0,05$. So it can be concluded that the post-test data of experimental class and control class are homogenous. Therefore, one of the independent sample t-test requirements has been fulfilled.

5. Independent Sample T-test

Independent sample t-test was conducted to determine whether the two sample groups had significant differences on the average or not.

Independent sample t-test was conducted by testing the post-test data of the experimental class and the control class.

Table 4.10
The output data of Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Speaking Ability	Equal variances assumed	,425	,519	3,801	38	,001	7,200	1,894	3,366	11,034
	Equal variances not assumed			3,801	36,578	,001	7,200	1,894	3,361	11,039

Based on the data above, the significance sig. (2 tailed) is 0,001 < 0,05. Then, there is a different on the average of data post-test in the experimental class and control class.

To identifying t-test based on the presented data on the independent t-test. Since the researcher conducted the research on different variances, the formula used as follow:

$$\begin{aligned}
 T &= \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{85 - 78}{\sqrt{\frac{5,367}{20} + \frac{6,553}{20}}} \\
 &= \frac{7}{\sqrt{0,26835 + 0,32765}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{7}{\sqrt{0,596}} \\
 &= \frac{7}{0,7720103626247513} \\
 &= 9,067235802639696
 \end{aligned}$$

C. Hypotheses Testing

1. If the T-score is bigger than T-table, the alternative hypotheses (H_a) is accepted and null hypotheses (H_0) is rejected. Its mean there is an effect of the use of guessing game on students' speaking ability at SMP "Plus" Darus Sholah Jember academic year 2019/2020. So, the use of guessing game on students' speaking ability is effective for students' of 7th grade.
2. If T-score is smaller than t-table, the null hypotheses (H_0) is accepted and alternative hypotheses (H_a) is rejected. Its mean that there is no effect of the use of guessing game on students' speaking ability at SMP "Plus" Darus Sholah academic year 2019/2020. So, the use of guessing game on students' speaking ability is effective for students' 7 grade.

Based on the presented data above, t-score is 9,067235802639696 and that is indicates the t-score is higher than the significant level (5%). Because of the determination in the level of significance is adjusted to the level of risk faced in drawing conclusions. For example, if a doctor wants to know the efficacy of a drug that has side effects on death, then a value must be determined. However, different from the research conducted by a teacher in testing the effectiveness of a teaching method, he simply chooses (α) value

of = 5% even there are also some circles allow the determination of grade (α) to 25%.¹ Therefore, the use of guessing game is effective on students' speaking ability.

D. Discussion

This research study used to know how was the effect of using guessing game on students' speaking ability at 7th grade students in SMP "Plus" Darus Sholah Jember academic year 2109/2020. The data collection technique used by the researcher is a test, more precisely speaking test. Speaking test was done in the experimental class and control class of seventh grade student.

In the experimental class, the researcher conducted pre-test and post-test to compare the speaking score achieved by students before and after treatment (guessing game). For the control class, the researcher only taught the material about descriptive paragraph as usual without any treatment or any methods.

From the data in data analysis, it can be seen that mean score of pre-test in the experimental class before being taught using guessing game is 62,00 with the minimum score of the student is 52 and the maximum score of the student is 76. It means that the average of the data is still low. After the researcher taught material by using guessing game, the data analysis was obtained from the post-test with the mean score is 85,20. The minimum score reached by the student in the post-test is 76 and the maximum score is 92.

¹ Nar Herhyanto, *Statistika Pendidikan* (Tangerang: Universitas Terbuka, 2017), 8.7.

From the result of the data in the previous chapter, it showed that guessing game is very effective and it became an alternative way to teach speaking class. Therefore, as cited in hypotheses testing, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. So, guessing game is not only makes the students enjoy in learning process, but also make their speaking ability improved. Brewster and Ellis (2004) also stated that games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills.² There was a theory that prove the result of this research about the effect of using guessing game on students' speaking ability, that was on the thesis of Dwi Rahmawati entitled "*The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students' Speaking Skill at MTs Negeri Bandung*". It said that "Guessing Game technique can motivate and increase the students to speak English easily. It is showed by their spirit and enthusiastic when they tried to guess the word in the game. Besides, they could express their idea and practice speaking by giving clues about the certain word in front of the class. At the last, the use of Guessing Game technique can enlarge knowledge, enrich vocabulary, receive and sending message."³ The theory said that there was an effect of using guessing game technique on students' speaking ability, it also can enlarge students' knowledge, enrich the students' vocabulary, and etc.

² Brewster and Ellis, *The Primary English Teacher's Guide* (England: Penguin English, 2004), 27.

³ Dwi Rahmawati, "*The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students' Speaking Skill at MTs Negeri Bandung*", (Published Thesis. IAIN Tulungagung, 2016), 60-61.

Before teaching class using guessing game in the experimental class, the atmosphere of the class was so gloomy, the students got bored to learn speaking English. They did not feel courage to participate speaking class, because they did not know how to speak English well. They did not know how to arrange a good sentence, and only knew the basic vocabulary. When conducting the pre-test, many students were shy and they feel inferior to speak in front of the class. They still confuse to arrange the sentences with a good grammar. But, after conducting the treatment, in conducting the post-test, many students have enough courage to speak in front of their friends, they have enough many vocabulary, they can arrange a good sentence and speak with a good pronunciation. Therefore, in the post-test, the students' score have increased significantly as showed in the previous data.

In the control class, the researcher taught the material of descriptive paragraph as usual way. The students of class 7A that became as a control class are very active. The researcher explained the material to the control class by giving the example of descriptive paragraph. Then, the students make descriptive paragraph. In conducting the pre-test, the researcher asked each student to describe one of their family members orally in front of the class as the researcher did in experimental class. By doing the speaking test, many students fell inferior about their speaking ability. Many students are still unable to string words correctly. Like in experimental class, the student did not have enough courage to speak in front of their friends.

After conducting pre-test, the researcher motivated students about how to speak in front of public. Then, the researcher did a post-test to the control class by asking each student to speak orally in front of the class. In the post-test, students are asked to describe their friends orally in front of their class as the experimental class did.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion of the research study. The conclusion summarizes all the discussion that is directly related to the formulation of the problem and the purpose of the study and which has been described in the previous chapter, whereas suggestion referred to or sourced from research findings, discussions, and final conclusions of the study.¹

A. Conclusion

Based on the result of the research study that has discussed in the data analysis, hypotheses testing and discussion in the previous chapter, it can be concluded that there is a significant effect of using guessing game on students' speaking ability at SMP "Plus" Darus Sholah Jember in the academic year 2019/2020. The average score of the pre-test result before in the experimental class was 62,00 and the control class showed 64,60. But, after the researcher did treatment using guessing game to the experimental class, the average score of the post-test result in the experimental class has an increased score from 62,00 to 85,20, while the post-test result of the control class showed that the average score of the control class was 78,00. From the statement before, it means that there is a different score between an experimental class after being treatment using guessing game and control class that was not given any treatment. The increasing scores of experimental class students in the post-test, their speaking ability also has increased. It was

¹ Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, *Pedoman Penulisan Karya Ilmiah*, (Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember: Jember, 2019), 85.

seen from the post-test that the researchers had done. The researchers considered that students' fluency and accuracy had greatly improved along with the application of guessing games to the treatment. Therefore, the use of guessing game given an effect on student's speaking ability

B. Suggestion

Since there was an effect of using guessing game on students' speaking ability at SMP "Plus" Darus Sholah Jember academic year 2019/2020, the researcher would give some suggestions to the teacher, the students and the future researcher, are as follows:

1. To the English teacher

The researcher suggested the English teacher to use a game in teaching and learning process, especially guessing game for speaking class. Because, guessing game was not only make the students enthusiastic in the class, but also make their speaking ability increased.

2. To the students

The students have to follow and participate in teaching and learning process when the teacher used guessing game while in the speaking class. By participating and following the class, the students' can fix their speaking ability and also improve it.

3. To the future researcher

The researcher suggested to the future research with the similar topic to use this research result as a source and information. Because, it allows the future researcher to get some important information about guessing game on student's speaking ability.

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APPENDIX 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Dian Sinati Bhumi Paramitha
NIM : T20166039
Program : Tadris Bahasa Inggris
Department : Faculty of Tarbiyah and Teacher Training
Institution : IAIN Jember

States that thesis entitled **“The Effect of Using Guessing Game on Student’s Speaking Ability at SMP “Plus” Darus Sholah Jember Academic Year 2019/2020”** is truly my original work. It doesn’t incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I am the only person responsible for the thesis if there is any objection or claim from other.

Jember, April 25th 2020
Writer,



Dian Sinati Bhumi Paramitha
NIM. T20166039

APPENDIX 2



CURRICULUM VITAE

Name : Dian Sinati Bhumi Paramitha
NIM : T20166039
Place/Date of birth : Jember/June, 12th 1996
Address : Jl. Arjuna, Dusun Gumuk Segawe rt/rw 004/002, Desa Pancakarya, Kecamatan Ajung, Jember
Department : Faculty of Tarbiyah and Teacher Training
Program : Tadris Bahasa Inggris (English Department)

Educational Background

- a) TK Baitul Gufron graduated in 2003
- b) SDN Mangli 01 graduated in 2009
- c) SMP “PLUS” Darus Sholah Jember graduated in 2011
- d) Pondok Modern Darussalam Gontor Putri 3 graduated in 2015

IAIN JEMBER

Nomor : B.3968/In.20/3.a/PP.00.9/01/2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

13 Januari 2020

Yth. Kepala Sekolah SMP Plus Darus Sholah
Jl. Moh. Yamin No. 25 Tegal Besar, Kaliwates, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dian Sinati Bhumi Paramitha
NIM : T20166039
Semester : VII (Tujuh)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Effect Of Using Guessing Game On Students' Speaking Ability At SMP Plus Darus Sholah in academic year 2019/2020 selama 3 minggu di Lingkungan Lembaga wewenang Bapak/Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Kepala Sekolah
2. Wakil Kepala Kesiswaan
3. Guru
4. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,





YAYASAN PENDIDIKAN ISLAM
SMP PLUS DARUS SHOLAH JEMBER

NPSN : 20523962 Status : Terakreditasi "A"
SEKOLAH STANDART NASIONAL (SSN)

Jl. Moh. Yamin No. 25 Tegal Besar Kaliwates Telp: 0331-334639 Jember 68132

SURAT KETERANGAN PENELITIAN

Nomor : 332/A/SMP Plus DS/II/2020

Yang bertanda tangan di bawah ini :

Nama : Drs. H. Zainal Fanani, M.Pd.
Jabatan : Kepala SMP Plus Darus Sholah Jember

Dengan ini menerangkan bahwa :

Nama : Dian Sinati Bhumi Paramitha
Nim : T20166039
Fakultas / Jurusan : Pendidikan Bahasa / Tadris Bahasa Inggris
Judul : **The Effect Of Using Guessing Game On Student's Speaking Ability At SMP Plus Darus Sholah in Academic Year 2019/2020.**

Adalah benar – benar telah melakukan Pengambilan data penelitian di SMP Plus Darus Sholah Jember pada tanggal 13 Januari 2020 sampai dengan 19 Februari 2020 dalam rangka memenuhi Tugas Skripsi.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya



Jember, 19 Februari 2020
Kepala SMP Plus Darus Sholah Jember

Drs. H. Zainal Fanani, M. Pd.

APPENDIX 5

VALIDITY SHEETS

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.5 dan 4.5.				✓	- your examples is far away from 5 sentences, make it simpler or add the number of sentences within the instruction. You also provide habitual action on your description
	2. Indikator soal sesuai dengan materi.				✓	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan			✓		- write "content" as the first aspect
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan			✓		- you have to consider the time for the students to think and prepare themselves
B.	Konstruk					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa				✓	
	2. Soal disusun sesuai dengan teori descriptive paragraph				✓	
	3. Soal speaking test disusun sesuai dengan teori speaking yang mana mengharuskan siswa untuk berbicara "speaking".				✓	
	4. Penilaian kemampuan "speaking" siswa diadaptasi dari buku D. Brown dan J. Heaton			✓		- prepare the reason why you have combine both of them
C.	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical			✓		- some errors should be revised. I've tagged the errors

	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓		Take a look on your test!
	3. Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik				✓	

Note :

- 4 = Sangat Baik
- 3 = Baik
- 2 = Kurang
- 1 = Sangat Kurang

Jember, 03 February2020

Validator

(.....Praptika Septi Fenila, M.Pd.....)



Scoring Rubric

Aspect	Score	Criteria
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.
	4	Able to use the language accurately. Very few grammatical errors.
	3	Control of grammar is good. Able to speak the language with a good grammar.
	2	The students can speak English but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about. .

Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.
	2	The students have sufficient vocabulary to express himself simply.
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe someone well, because he/she cannot mention at least 5 sentences in a paragraph.

Adapted from:

Douglass Brown (Language Assessment Principles and Classroom Practices, 2004) and J. Heaton (Writing English Language Tests, 2004)

Do you need interrater or not? *Intra rater*
 If yes, how will it be? If no, how will you get your reliability of the score?



KISI-KISI SOAL SPEAKING UNTUK PRE-TEST

Sekolah : SMP Plus Darus Sholah
 Mata Pelajaran : Bahasa Inggris
 Kelas : 7 (A&G)

Jumlah Soal : 1
 Bentuk Soal : Uraian
 Waktu : (7A) 09.55-11.00
 (7G) 13.00-12.00

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	Making a descriptive paragraph	Pada pre-test, siswa diminta untuk mendeskripsikan salah satu anggota keluarga mereka (ayah, ibu, kakak, adik, atau yang lainnya) secara lisan di depan kelas dengan menyebutkan penampilan fisik dan karakter dari orang yang dideskripsikan seperti yang tertera pada contoh, siswa harus mendeskripsikan dengan minimal 5 kalimat.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.5 Menyusun teks interkasi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.		

SPEAKING PRE-TEST

Direction :

In this test, please describe one of your family members (father, mother, brother, sister, etc.) in front of the class orally. Each of you must describe it with the generic structure of descriptive paragraph that has been taught, which contains identification and description. ~~And in the "description", you have to mention about person's physical appearance and person's characteristic that you describe. At least 5 sentences for describing.~~

Time allocation:

You have 3 minutes to describe ~~one of your family members (father, mother, brother, sister, or etc) in front of the class orally.~~

Example :

I have a hero in my family. He is my father. My father is Dwi Andika. He is a hardworking man. I learn about being a hard worker person from him. He is a great father for my family. He works as a government employee. He always goes work in the early morning and comes home in the late night. My father was born on 7th July, 1980. His body is tall, like my older brother. He has a round face and black eyes. His hair is black and straight, same as mine. He has brown skin because he likes working under the sun. He is kind and always gives me great advices. I love my father.

too many



KISI-KISI SOAL SPEAKING UNTUK POST-TEST

Sekolah : SMP Plus Darus Sholah
Mata Pelajaran : Bahasa Inggris
Kelas : 7 (A&G)

Jumlah Soal : 1
Bentuk Soal : Uraian
Waktu : (7A) 09.55-11.00
(7G) 13.00-12.00

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	Making a descriptive paragraph	Pada post-test, siswa diminta untuk mendeskripsikan teman sekelasnya secara lisan di depan kelas dengan menyebutkan penampilan fisik dan karakter dari orang yang dideskripsikan seperti yang tertera pada contoh, siswa harus mendeskripsikan dengan minimal 5 kalimat.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.5 Menyusun teks interkasi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.		

SPEAKING POST TEST

Direction :

In this test, please describe one of your classmates in front of the class orally. Each of you must describe it with the generic structure of descriptive paragraph that has been taught, which contains identification and description. ~~And in the description~~ ^{While describing}, you have to mention about person's physical appearance and ~~person's~~ ^{the} characteristic ~~that you describe~~. ~~At least 5 sentences for describing.~~ ^{You have to speak for at least 5 sentences.}

Time Allocation :

You have 3 minutes to describe ~~one of your classmates in front of the class orally.~~ ^{make it more}

Example :

I have a friend. Her name is Desi Ratnasari. She is my classmate. I am very close to her. She always becomes my confidant friend. Her hobby is singing and painting. Desi was born on June 12th ~~the time~~ ⁱⁿ 1998. She has a sweet smile and ~~has~~ ^{has} dimples. She has an oval face and pointed nose. She has slim body. She is also beautiful and kind. She always helps her mother. She is a good friend to me.

APPENDIX 6

SPSS OUTPUT

```
>Warning # 849 in column 23. Text: in_ID
>The LOCALE subcommand of the SET command has an invalid parameter. It could
>not be mapped to a valid backend locale.
GET
  FILE='E:\Penelitian\Data 1.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.

SAVE OUTFILE='E:\Penelitian\Data 1.sav'
  /COMPRESSED.
DESCRIPTIVES VARIABLES=PreEx PostEx PreCon PostCon
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1] E:\Penelitian\Data 1.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	20	52	76	62,00	9,131
Post Test Experimental	20	76	92	85,20	5,367
Pre-Test Control	20	52	76	64,60	7,258
Post Test Control	20	68	92	78,00	6,553
Valid N (listwise)	20				

```

>Warning # 849 in column 23. Text: in_ID
>The LOCALE subcommand of the SET command has an invalid parameter. It could
>not be mapped to a valid backend locale.
EXAMINE VARIABLES=Speaking BY Class
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

```

Explore

[DataSet0]

Class

Case Processing Summary

Class		Cases			
		Valid		Missing	
		N	Percent	N	Percent
Students' Speaking Ability	Pre-test Experimental Class	20	100,0%	0	0,0%
	Post-test Experimental Class	20	100,0%	0	0,0%
	Pre-test Control Class	20	100,0%	0	0,0%
	Post-test Control Class	20	100,0%	0	0,0%

Case Processing Summary

Class		Cases	
		Total	
		N	Percent
Students' Speaking Ability	Pre-test Experimental Class	20	100,0%
	Post-test Experimental Class	20	100,0%
	Pre-test Control Class	20	100,0%
	Post-test Control Class	20	100,0%

Descriptives

Class		Statistic	Std. Error				
Students' Speaking Ability	Pre-test Experimental Class	Mean	62,00	2,042			
		95% Confidence Interval for Mean	Lower Bound	57,73			
			Upper Bound	66,27			
		5% Trimmed Mean	61,78				
		Median	60,00				
		Variance	83,368				
		Std. Deviation	9,131				
		Minimum	52				
		Maximum	76				
		Range	24				
		Interquartile Range	19				
		Skewness	,428	,512			
		Kurtosis	-1,442	,992			
		Post-test Experimental Class	Post-test Experimental Class	Mean	85,20	1,200	
				95% Confidence Interval for Mean	Lower Bound	82,69	
					Upper Bound	87,71	
				5% Trimmed Mean	85,33		
Median	84,00						
Variance	28,800						
Std. Deviation	5,367						
Minimum	76						
Maximum	92						
Range	16						
Interquartile Range	11						
Skewness	-,177			,512			
Kurtosis	-1,083			,992			
Pre-test Control Class	Pre-test Control Class			Mean	64,60	1,623	
				95% Confidence Interval for Mean	Lower Bound	61,20	
					Upper Bound	68,00	
				5% Trimmed Mean	64,67		
		Median	64,00				
		Variance	52,674				
		Std. Deviation	7,258				
		Minimum	52				
		Maximum	76				
		Range	24				
		Interquartile Range	12				
		Skewness	-,071	,512			
		Kurtosis	-,827	,992			
		Post-test Control Class	Post-test Control Class	Mean	78,00	1,465	
				95% Confidence Interval for Mean	Lower Bound	74,93	
					Upper Bound	81,07	
				5% Trimmed Mean	77,78		
Median	76,00						
Variance	42,947						

Descriptives

Class		Statistic	Std. Error
	Std. Deviation	6,553	
	Minimum	68	
	Maximum	92	
	Range	24	
	Interquartile Range	10	
	Skewness	,519	,512
	Kurtosis	-,208	,992

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-
		Statistic	df	Sig.	Statistic
Students' Speaking Ability	Pre-test Experimental Class	,194	20	,046	,857
	Post-test Experimental Class	,149	20	,200*	,904
	Pre-test Control Class	,146	20	,200*	,941
	Post-test Control Class	,220	20	,012	,936

Tests of Normality

Class		Shapiro-Wilk	
		df	Sig.
Students' Speaking Ability	Pre-test Experimental Class	20	,007
	Post-test Experimental Class	20	,049
	Pre-test Control Class	20	,246
	Post-test Control Class	20	,200

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Students' Speaking Ability

Stem-and-Leaf Plots

Students' Speaking Ability Stem-and-Leaf Plot for
Class= Pre-test Experimental Class

Frequency	Stem & Leaf
5,00	5 . 22222
4,00	5 . 6666
4,00	6 . 0004

1,00 6 . 8
3,00 7 . 222
3,00 7 . 666

Stem width: 10
Each leaf: 1 case(s)

Students' Speaking Ability Stem-and-Leaf Plot for
Class= Post-test Experimental Class

Frequency	Stem & Leaf
2,00	7 . 66
9,00	8 . 000044444
4,00	8 . 8888
5,00	9 . 22222

Stem width: 10
Each leaf: 1 case(s)

Students' Speaking Ability Stem-and-Leaf Plot for
Class= Pre-test Control Class

Frequency	Stem & Leaf
2,00	5 . 22
1,00	5 . 6
9,00	6 . 000004444
2,00	6 . 88
4,00	7 . 2222
2,00	7 . 66

Stem width: 10
Each leaf: 1 case(s)

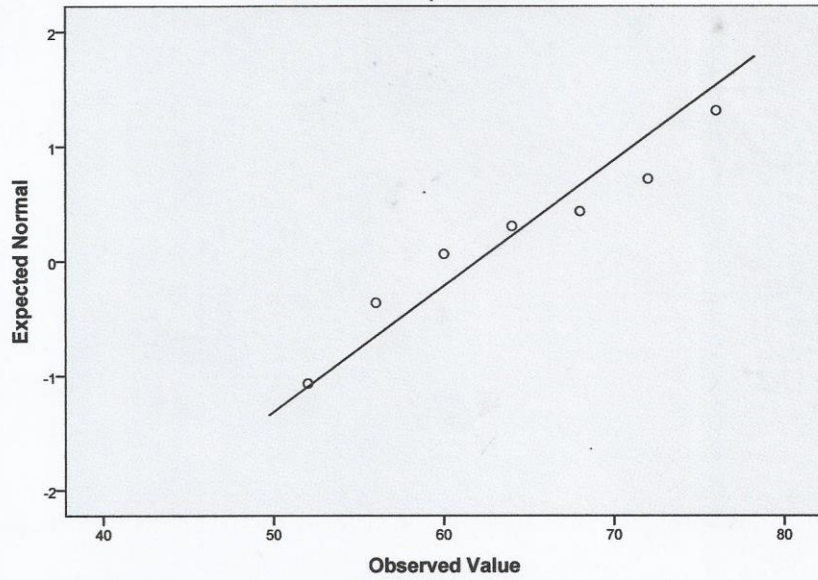
Students' Speaking Ability Stem-and-Leaf Plot for
Class= Post-test Control Class

Frequency	Stem & Leaf
2,00	6 . 88
3,00	7 . 222
7,00	7 . 6666666
5,00	8 . 00044
2,00	8 . 88
1,00	9 . 2

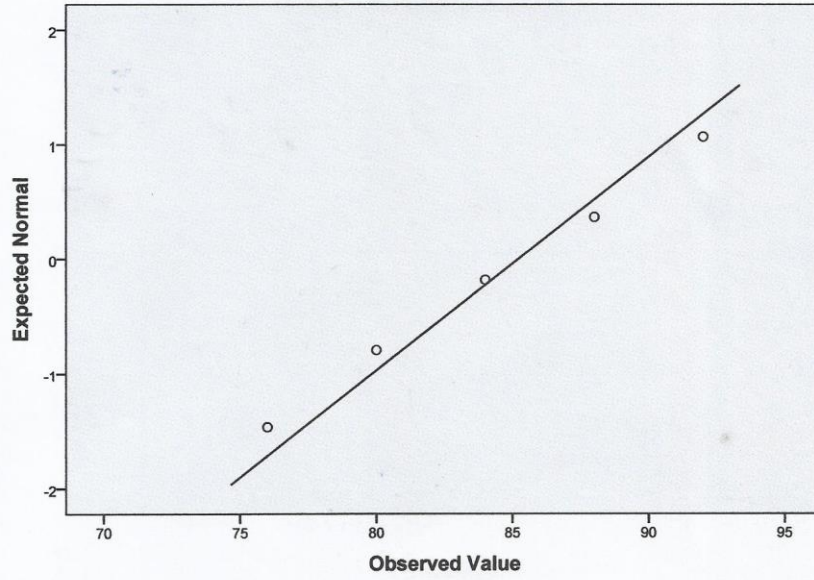
Stem width: 10
 Each leaf: 1 case(s)

Normal Q-Q Plots

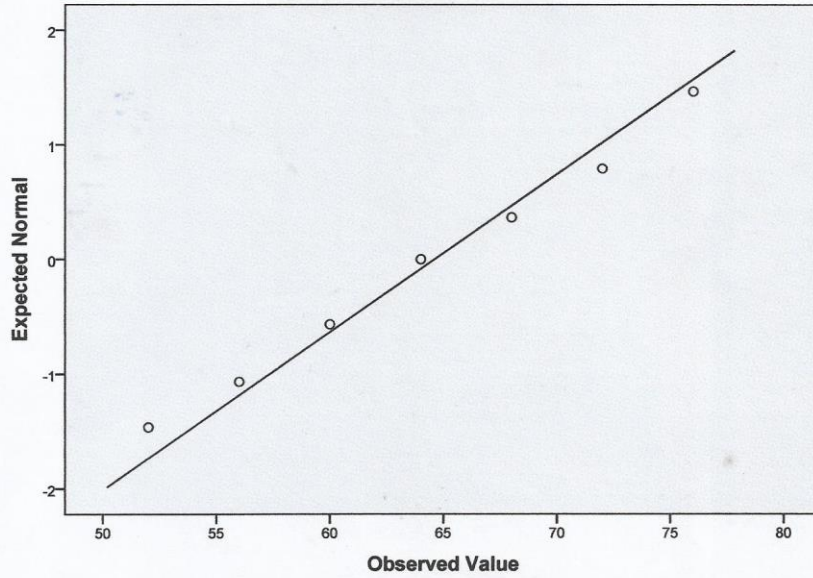
Normal Q-Q Plot of Students' Speaking Ability
 for Class= Pre-test Experimental Class



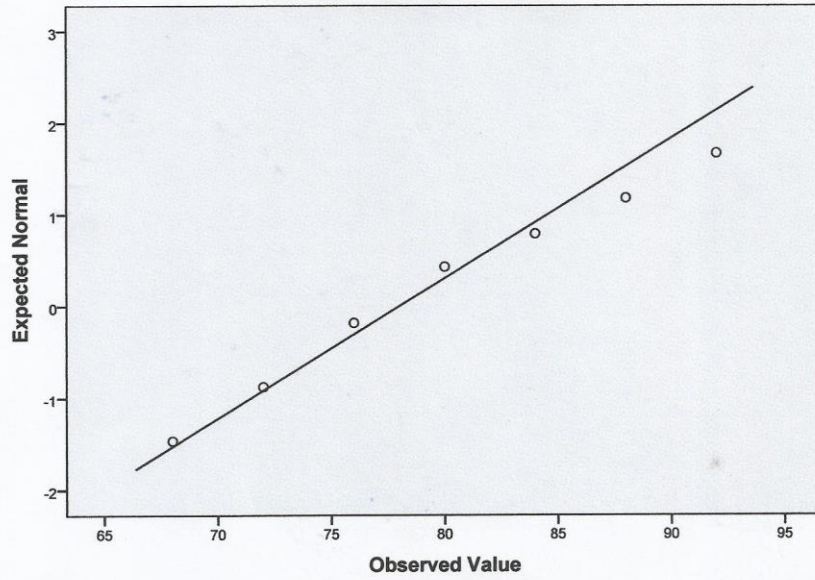
Normal Q-Q Plot of Students' Speaking Ability
for Class= Post-test Experimental Class



Normal Q-Q Plot of Students' Speaking Ability
for Class= Pre-test Control Class

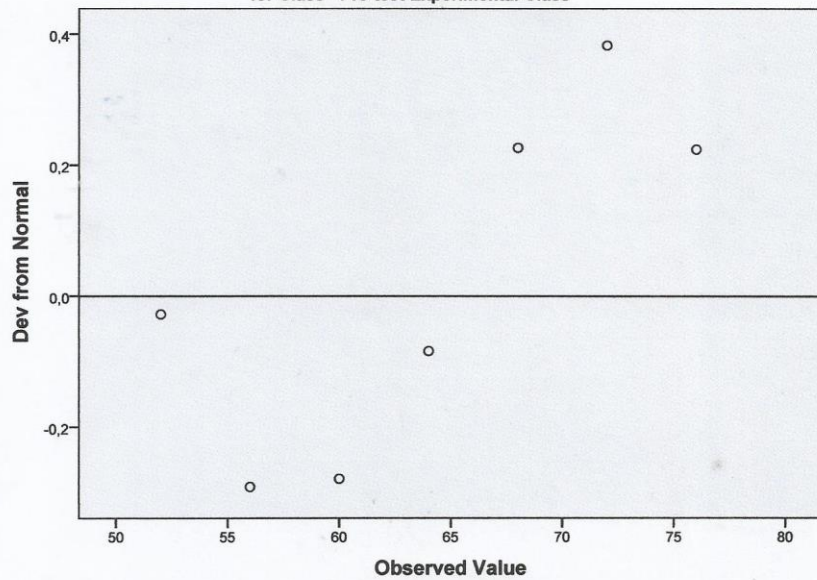


Normal Q-Q Plot of Students' Speaking Ability
for Class= Post-test Control Class

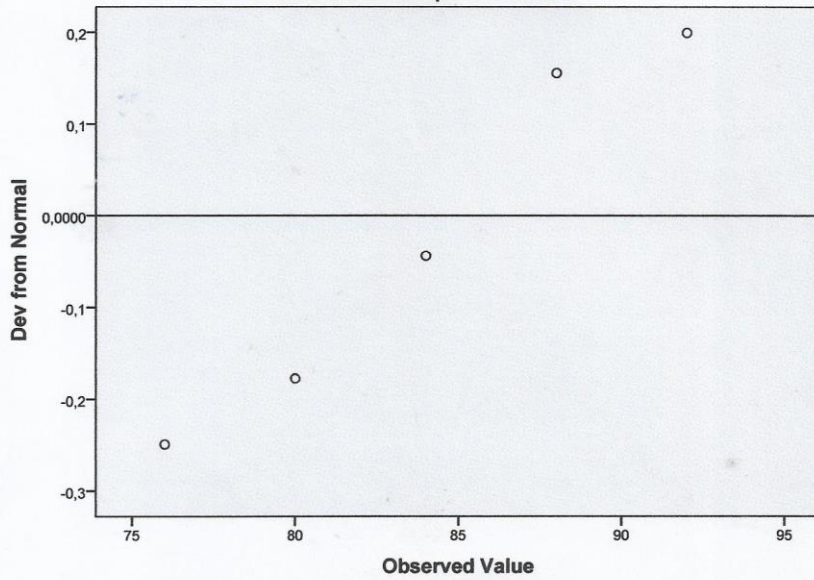


Detrended Normal Q-Q Plots

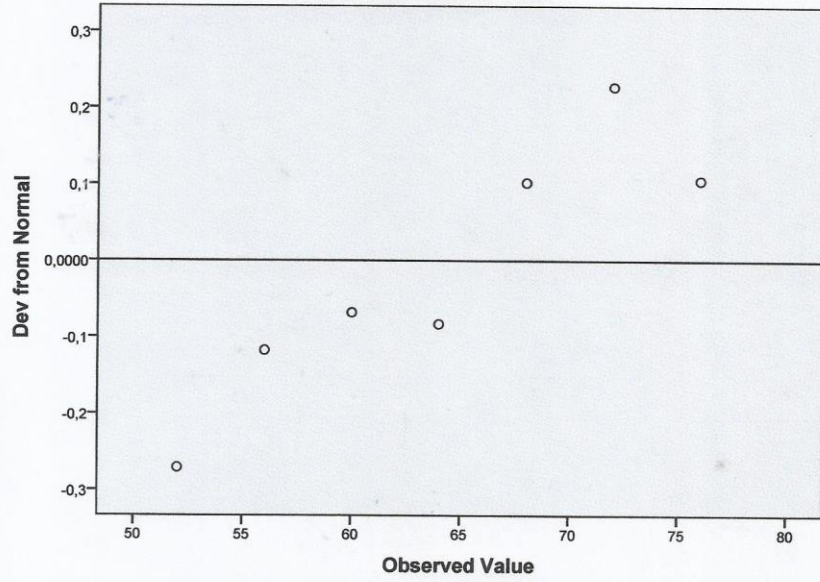
Detrended Normal Q-Q Plot of Students' Speaking Ability
for Class= Pre-test Experimental Class



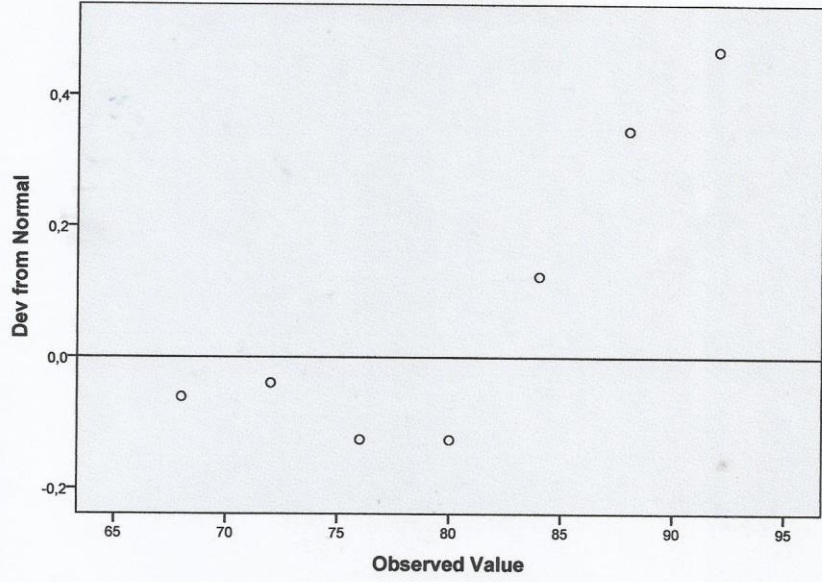
**Detrended Normal Q-Q Plot of Students' Speaking Ability
for Class= Post-test Experimental Class**

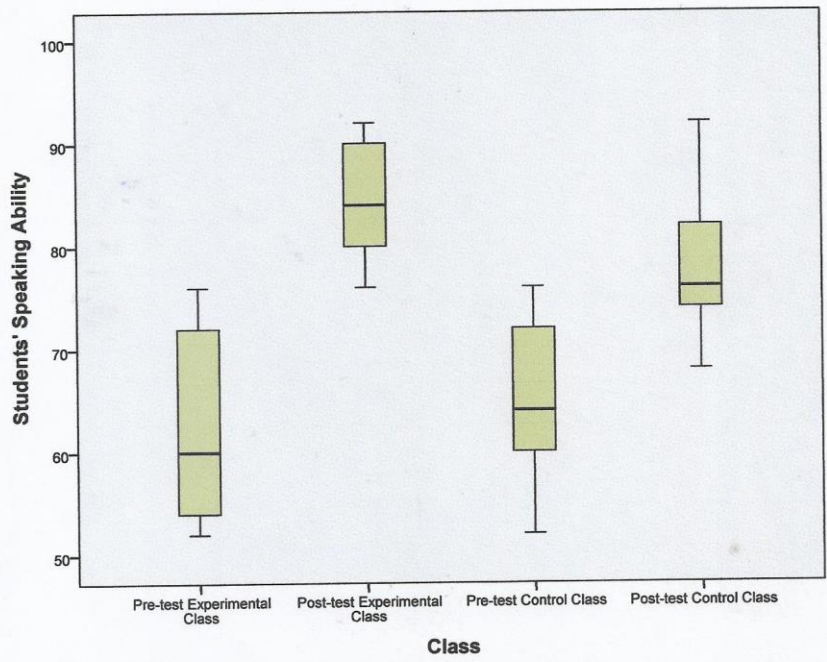


Detrended Normal Q-Q Plot of Students' Speaking Ability
for Class= Pre-test Control Class



Detrended Normal Q-Q Plot of Students' Speaking Ability
for Class= Post-test Control Class





T-TEST PAIRS=PreEx PreCon WITH PostEx PostCon (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	62,00	20	9,131	2,042
	Post Test Experimental	85,20	20	5,367	1,200
Pair 2	Pre-Test Control	64,60	20	7,258	1,623
	Post Test Control	78,00	20	6,553	1,465

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Experimental & Post Test Experimental	20	,705	,001
Pair 2	Pre-Test Control & Post Test Control	20	,611	,004

Paired Samples Test

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Pre-Test Experimental - Post Test Experimental	-23,200	6,566	1,468	-26,273
Pair 2	Pre-Test Control - Post Test Control	-13,400	6,125	1,370	-16,267

Paired Samples Test

		Paired ...	t	df	Sig. (2-tailed)
		95% Confidence Interval of the ...			
		Upper			
Pair 1	Pre-Test Experimental - Post Test Experimental	-20,127	-15,801	19	,000
Pair 2	Pre-Test Control - Post Test Control	-10,533	-9,784	19	,000


```

>Warning # 849 in column 23. Text: in_ID
>The LOCALE subcommand of the SET command has an invalid parameter. It could
>not be mapped to a valid backend locale.
ONEWAY Speaking BY Class
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.

```

Oneway

[DataSet0]

Test of Homogeneity of Variances

Students' Speaking Ability

Levene Statistic	df1	df2	Sig.
,425	1	38	,519

ANOVA

Students' Speaking Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	518,400	1	518,400	14,451	,001
Within Groups	1363,200	38	35,874		
Total	1881,600	39			

```

EXAMINE VARIABLES=Speaking BY Class
  /PLOT BOXPLOT STEMLEAF SPREADLEVEL
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.

```

Explore

Class

Case Processing Summary

Class		Cases			
		Valid		Missing	
		N	Percent	N	Percent
Students' Speaking Ability	Post-test Experimental Class	20	100,0%	0	0,0%
	Post-test Control Class	20	100,0%	0	0,0%

Case Processing Summary

Class		Cases	
		Total	
		N	Percent
Students' Speaking Ability	Post-test Experimental Class	20	100,0%
	Post-test Control Class	20	100,0%

Descriptives

Class		Statistic	Std. Error			
Students' Speaking Ability	Post-test Experimental Class	Mean	85,20	1,200		
		95% Confidence Interval for Mean	Lower Bound	82,69		
			Upper Bound	87,71		
		5% Trimmed Mean	85,33			
		Median	84,00			
		Variance	28,800			
		Std. Deviation	5,367			
		Minimum	76			
		Maximum	92			
		Range	16			
		Interquartile Range	11			
		Skewness	-,177	,512		
		Kurtosis	-1,083	,992		
		Post-test Control Class	Post-test Control Class	Mean	78,00	1,465
				95% Confidence Interval for Mean	Lower Bound	74,93
Upper Bound	81,07					
5% Trimmed Mean	77,78					
Median	76,00					
Variance	42,947					
Std. Deviation	6,553					
Minimum	68					
Maximum	92					
Range	24					
Interquartile Range	10					
Skewness	,519			,512		
Kurtosis	-,208			,992		

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Speaking Ability	Based on Mean	,425	1	38	,519
	Based on Median	,097	1	38	,757
	Based on Median and with adjusted df	,097	1	32,874	,757
	Based on trimmed mean	,349	1	38	,558

Students' Speaking Ability

Stem-and-Leaf Plots

Students' Speaking Ability Stem-and-Leaf Plot for
Class= Post-test Experimental Class

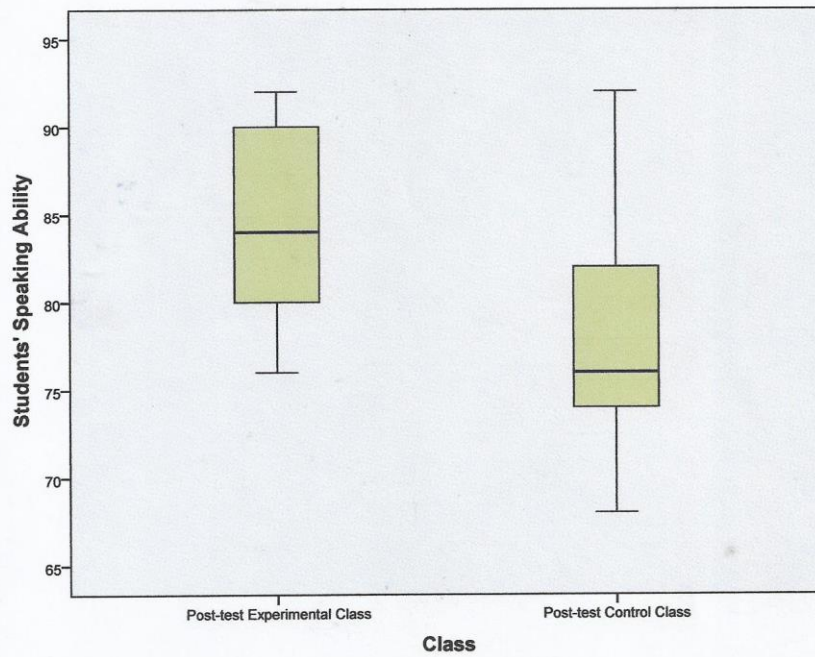
Frequency	Stem & Leaf
2,00	7 . 66
9,00	8 . 000044444
4,00	8 . 8888
5,00	9 . 22222

Stem width: 10
Each leaf: 1 case(s)

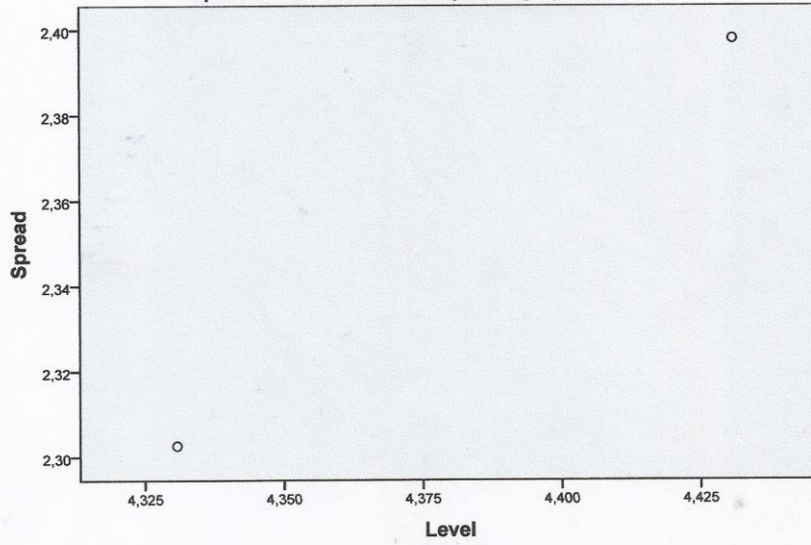
Students' Speaking Ability Stem-and-Leaf Plot for
Class= Post-test Control Class

Frequency	Stem & Leaf
2,00	6 . 88
3,00	7 . 222
7,00	7 . 6666666
5,00	8 . 00044
2,00	8 . 88
1,00	9 . 2

Stem width: 10
Each leaf: 1 case(s)



Spread vs. Level Plot of Speaking by Class



* Plot of LN of Spread vs LN of Level
Slope = ,952 Power for transformation = ,048

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Students' Speaking Ability	Equal variances assumed	1,894	3,366	11,034
	Equal variances not assumed	1,894	3,361	11,039

APPENDIX 7

SCORING RUBRIC OF SPEAKING TEST (Experiment Class and Control Class)

SPEAKING PRE-TEST

Task: Describing one of family members (father or mother or sister or brother, etc) orally

Class : Experimental Class (7G)

Time : 3 minutes / student

Aspect	Score	Criteria	AI K	DD	DN R	DS A	JH	JF R	KA M	KI AZ	NA R	N Q V
Comprehensibility/Content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.		✓								
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.	✓			✓	✓	✓		✓		
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.			✓							✓
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.							✓		✓	
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or										



		several pronunciation errors, some of which cause confusion.																				
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.		✓																✓	✓	✓
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course																				
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.																				
	4	Able to use the language accurately. Very few	✓																			
	3	Control of grammar is good. Able to speak the language with a good grammar.		✓			✓	✓	✓	✓												
	2	The students can speak English but does not have thorough or confident control of the grammar.				✓														✓	✓	✓
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.																				
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.					✓		✓	✓												
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.	✓	✓					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.				✓																
	2	The students have sufficient vocabulary to express himself simply.																				
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.																				



Aspect	Score	Criteria	NN H	NP W	PF AF	PN W S	RA A	RN S	RR N	S W N	VR	YP TA	
Comprehensibility/Content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.							✓				
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.					✓					✓	
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.	✓	✓					✓		✓	✓	
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.			✓	✓							
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe someone well, because he/she cannot mention at least 5 sentences in a paragraph.											
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.											

IAIN JEMBER

	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.											✓			
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.				✓	✓						✓	✓	✓	
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.	✓	✓	✓				✓							
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.														
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.														
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.														✓
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.	✓	✓												
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.				✓	✓		✓	✓	✓	✓	✓	✓		
	1	Serious pronunciation errors as well. No evidence of														



SPEAKING PRE-TEST

Task: Describing one of family members (father or mother or sister or brother, etc) orally

Class : Control Class (7A)

Time : 3 minutes / student

Aspect	Score	Criteria	AZ R	BF	C M N	D M	FF	FQ N	LN H H	M FF	M RA	M BP S
Comprehensibility/Content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.		✓								
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.					✓	✓		✓		
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.	✓			✓			✓		✓	✓
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.			✓							
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or										



	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.					✓			✓				✓
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	✓	✓	✓	-	✓	✓		✓	✓			
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.												
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.												
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.												
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.	✓	✓			✓							
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.												
	1	Serious pronunciation errors as well. No evidence of												



		Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe someone well, because he/she cannot mention at least 5 sentences in a paragraph.																		
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.				✓	✓	✓	✓											
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.	✓	✓	✓								✓							✓
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.																		✓
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.																		
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.																		
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.	✓	✓		✓														✓
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.				✓		✓	✓				✓	✓						
	3	Pronunciation is influenced by the mother tongue but													✓					



Aspect	Score	Criteria	given by the teacher.										
			NN H	NP W	PF AF	PN W S	RA A	RN S	RR N	S W N	VR	YP TA	
Comprehensibility/Content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.	✓										
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.											
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.											
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describesomeone well, because he/she cannot mention at least 5 sentences in a paragraph.											
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole						✓	✓				



		and only a few unnatural pauses.												
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.	✓	✓	✓	✓	✓					✓	✓	✓
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.												
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.												
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.												
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.			✓	✓				✓	✓		✓	
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.	✓							✓			✓	
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.		✓			✓	✓						
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.												
	1													



SPEAKING POST-TEST

Task: Describing one of the classmate orally

Class : Control Class (7A)

Time : 3 minutes / student

Aspect	Score	Criteria	AZ R	BF	C M N	D M	FF	FQ N	LN H H	M FF	M RA	M BP S
Comprehensibility/Content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.		✓	✓		✓	✓	✓	✓	✓	✓
	4	The students describe someone by mentioning the generic structure of the text, that contains person physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.	✓			✓						
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.										
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.										
	1	Hardly anything of what is said can be understood.										



	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course																		
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.																		
	4	Able to use the language accurately. Very few									✓							✓	✓	
	3	Control of grammar is good. Able to speak the language with a good grammar.	✓	✓	✓	✓	✓					✓	✓							
	2	The students can speak English but does not have thorough or confident control of the grammar.																		
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.																		
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.																		
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.	✓	✓				✓	✓			✓								✓
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.				✓	✓						✓						✓	
	2	The students have sufficient vocabulary to express himself simply.																		
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.																		



APPENDIX 8

SCORING RUBRIC OF SPEAKING TEST (TRY OUT CLASS)

VALIDITY SHEET OF SPEAKING PRE-TEST

Task: Describing one of family members (father, mother, brother, or sister).

Class : 7D (Try out class)

Time Allocation : 3 minutes / student

Aspect	Score	Criteria	AF S	AI H	AA P	AD S	A W S	FN K	FT F	IW LF	LA F	M RA
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.		✓	✓	✓			✓			✓
	4	The students describe someone by mentioning the generic structure of the text that contains person's physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.	✓					✓		✓	✓	
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.					✓					
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.										

	very monotonous because he/she takes from the example given by the teacher.												
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Aspect	Score	Criteria	NA IA	RA NZ	SP AI	SP S	SR H	SF Y	SA NR	V OS	V OH	W M
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.				✓		✓	✓		✓	✓
	4	The students describe someone by mentioning the generic structure of the text that contains person's physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.	✓	✓			✓			✓		
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.			✓							
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.										
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe										

		someone well, because he/she cannot mention at least 5 sentences in a paragraph.																	
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.			✓	✓						✓	✓						
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.	✓	✓				✓		✓									✓
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.							✓										
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.																	
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.																	
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.																	
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.	✓	✓		✓	✓											✓	
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.			✓				✓	✓	✓								✓
	2	Pronunciation seriously influenced by the mother																	

		tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.																
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course																
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.																
	4	Able to use the language accurately. Very few				✓										✓	✓	
	3	Control of grammar is good. Able to speak the language with a good grammar.	✓	✓		✓			✓			✓						
	2	The students can speak English but does not have thorough or confident control of the grammar.						✓			✓							
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.																
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.																
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.			✓	✓	✓				✓					✓		
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.	✓					✓	✓			✓						✓
	2	The students have sufficient vocabulary to express their selves simply.																
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.																

VALIDITY SHEET OF SPEAKING POST-TEST

Task: Describing one of the classmates orally.

Class: : 7D (Try out class)

Time Allocation: : 3 minutes / student

Aspect	Score	Criteria	AF S	AI H	AA P	AD S	A W S	FN K	FT F	IW LF	LA F	M RA
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.	✓	✓	✓	✓		✓	✓		✓	
	4	The students describe someone by mentioning the generic structure of the text that contains person's physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.					✓			✓		✓
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.										
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.										

	very monotonous because he/she takes from the example given by the teacher.												
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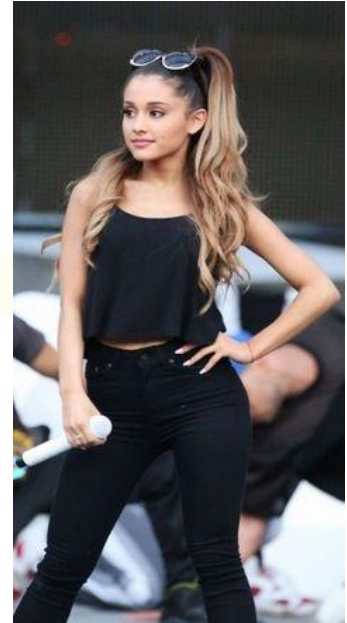
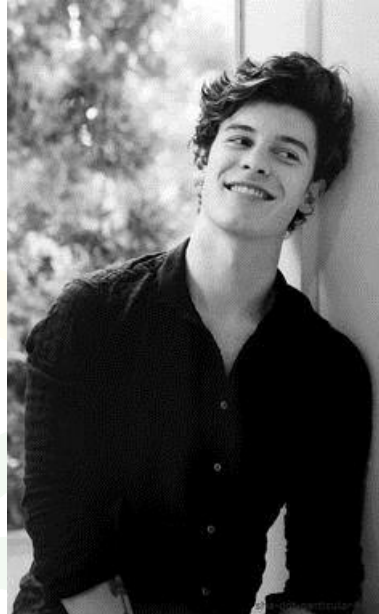
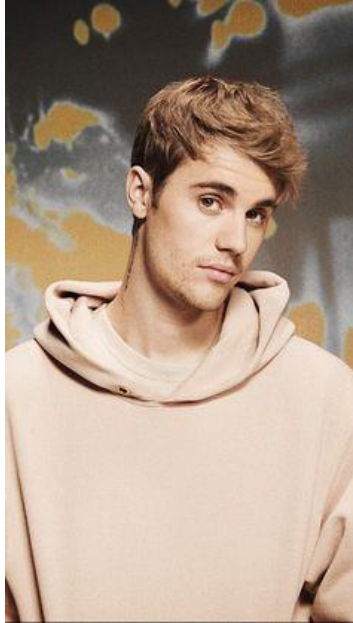
Aspect	Score	Criteria	NA IA	RA NZ	SP AI	SP S	SR H	SF Y	SA NR	V OS	V OH	W M
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.	✓	✓		✓	✓				✓	
	4	The students describe someone by mentioning the generic structure of the text that contains person's physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.			✓			✓	✓	✓		✓
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.										
	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.										
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe										

		someone well, because he/she cannot mention at least 5 sentences in a paragraph.												
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.												
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.	✓		✓	✓					✓	✓	✓	
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.		✓			✓	✓	✓					
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.												
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.												
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.			✓	✓						✓		
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.	✓	✓			✓		✓	✓			✓	
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.						✓						
	2	Pronunciation seriously influenced by the mother												

		tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.																	
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course																	
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.																	
	4	Able to use the language accurately. Very few	✓							✓	✓								
	3	Control of grammar is good. Able to speak the language with a good grammar.		✓		✓	✓	✓					✓	✓					
	2	The students can speak English but does not have thorough or confident control of the grammar.			✓														
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.																	
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.																	
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.	✓		✓					✓	✓								
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.		✓		✓	✓	✓					✓	✓					
	2	The students have sufficient vocabulary to express their selves simply.																	
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.																	

APPENDIX 9

PICTURES OF TREATMENT





IAIN JEMBER

DOCUMENTATION



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