A STUDY OF GUESSING GAME TECHNIQUE IN TEACHING SPEAKING SKILL TO THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL 7 JEMBER

THESIS

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FACULTY OF TARBIYAH AND TEACHING TRAINING
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THESIS

Presented to the State Institute of Islamic Studies of Jember
In Partial Fulfillment of the Requirements
for Degree of Strata-1
English Education Department
Faculty of Tarbiyah and Teacher Training

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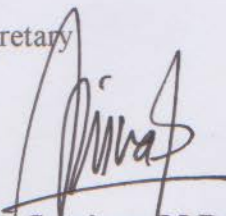Faculty of Tarbiyah and Teacher Training

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MOTTO

مَّن يَشْفَعْ شَفَاعَةً حَسَنَةً يَكُن لَّهُ نَصِيبٌ مِّنْهَا ۖ وَمَن يَشْفَعْ شَفَاعَةً سَيِّئَةً يَكُن لَّهُ كِفْلٌ مِّنْهَا ۗ وَكَانَ اللَّهُ عَلَىٰ كُلِّ شَيْءٍ مُّقِيتًا

"Whoever speaks for a good cause will share in its benefits and whoever speaks for a bad cause will share in its burden: God controls everything."

(Q.S An-Nisa : 85)[1]

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[1] Al-Qur'an, 4:85

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DEDICATION

This undergraduate thesis is proudly dedicated to:

1. The most special person, My beloved parents (Subandi and Sasi Pestarini, S.P), that have given their support during my study and process in writing this research. I'm so thankful for their kindness and patience.

2. Muchammad Syaifudin and Zhafiratun Nafi'ah (brother and sister), beloved friend through my ups and downs, Sasmitha Ayu Fitrianti who always give support and motivation.

3. Sri Utami, Shulha Afidah, and also All of the Affection Class member who support and help me during the process of writing this undergraduate thesis.

4. "BTS", Thank you for always telling me through music that I'm important, that I'm matter, and I'm enough.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would to say thank you very much for all the affection they gave.

ACKNOWLEDGMENT

In the name of Allah SWT, The Most Beneficient and The Most Merciful. All praises are to Allah SWT for all His blessings so that the writer can accomplish this undergraduate thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the Darkness to the Lightness.

The writer would like to express the genuine gratitude to:

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Jember, November 2019

The Writer

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ABSTRACT

Fitria Rachmayanti, 2019*: A Study of Guessing Game Technique in Teaching Speaking Skill to the Second Grade Students of Junior High School 7 Jember.*

English is very important to be learned by the Indonesian students and workers. As one of those important aspects, speaking competence in the foreign language is taught in Junior High School. It can help them to be easier to understand and to be understood, and decrease miss-communication between each other. But there are so many problems encountered by teachers in teaching speaking skill to the students, especially for Junior High School. They have less motivation and confidence in practicing their speaking skill in the class. Considering that problem, the teacher has to decide which best strategy to teach them speaking in an easy and interesting way by using guessing game technique.

Based on the background above, the research questions are: 1) how does the teacher plan to use guessing game in teaching speaking skill to the second grade students of SMPN 7 Jember?; 2) how does the teacher implement guessing game technique in teaching speaking skill to the second grade students of SMPN 7 Jember?; 3) how does the teacher evaluate the students' speaking skill after being taught using guessing game?

The objective of the research: 1) to describe the teacher's plan to teach students' speaking skill by using guessing game; 2) to describe the implementation of guessing game technique in teaching students' speaking skill; 3) to describe the way how the teacher evaluated students' speaking skill after being taught using guessing game

This research used descriptive research with qualitative approach. In this study the researcher describe the planning, implementation, and evaluation of using guessing game technique in teaching speaking skill. The participant of the study were students of 8H class at Junior High School 7 Jember academic year 2019/2020. The technique of data collection used observation, interview, and document study. The technique of data analysis is data condensation, data display and conclusion drawing/ verification.

Based on the analysis, the result of this study showed that: 1) the English teacher made lesson plan as the planning which included the objectives, material, media and methods; 2) the English teacher implemented guessing game technique with several steps to make the strategy run well, 3) the English teacher evaluated the students by using formative evaluation.

Keywords: guessing game, speaking skill

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research focus, research objectives, significance of the study, and definition of key terms.

A. Research Background

In this globalization era, most people have to master the foreign language, especially English as a tool of communication. Today English is world's most widely studied foreign language, even it gained its importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication[1]. English is not only used in England or even the United States, but also in the whole world. It has become important because of its domination in almost all of the sectors, such as technology, education, fashion, politic and etc. That is why English is very important to be learned by the Indonesian students and workers.

The importance of learning English also has been explained in The Government Ordinance of the Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, Article 77I Section (1) Sub c point 3 explain that foreign language, especially English as a foreign language has an important

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[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University, 2001), 2

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role in lives, including education, business, technology, and etc.[2] So, there are many people are trying to learn more about it.

English in an international language that has four skills namely writing, reading, speaking and listening. Speaking is one of the most important components of language because it is the basic function as the communication instrument for people. Speaking is well known as the action of conveying information or expressing one's feelings in speech.[3] The average person produces tens of thousands of words a day, even some people like auctioneers or politicians may produce more than that.[4]

The number of students who study English especially for literature or linguistics has been increasing year by year. English has basic grammatical and simple pronunciation that is so easy to be learned. Therefore, if you have the basics of English language you can get so many advantages, such as making yourself understood in nearly every corner of the world. Speaking is a way to express ourselves in whatever language that we use, especially in producing words, expressions, or feelings as well as responding the particular situations.

As one of those important aspects, speaking competence in the foreign language is taught in Junior High School. It can help them to be easier to understand and to be understood, and decrease miss-communication between each other. But based on the researcher's observation, there are so many problems encountered by teachers in teaching speaking skill to the students,

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[2] Republik Indonesia, *Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 77I Ayat (1) Huruf c Poin 3, 7.*

[3] https://en.oxforddictionaries.com/definition/speakingaccessed on March 7, 2019

[4] Scott Thornbury, *How to Teach Speaking*. (England: Longman, 2005), 1

especially for Junior High School. They have less motivation and confidence in practicing their speaking skill in the class.

Considering that problem, the teacher has to decide which best strategy to teach them speaking in an easy and interesting way. There are so many ways to teach speaking, but the usage of games as one of the strategies in teaching English is a good choice. Game is an activity that one engages in for amusement or fun.[5] It can be applied in teaching because game is one of potential activity that gives the students feeling of freedom to express themselves as well. Games are also highly motivating since they are amusing and at the same time challenging.[6] One of the games that are well-known in English teaching is guessing game.

The guessing game is adapted from a television and radio game, such as BBC Radio Scotland. This game can make the speaking class more enjoyable than before. The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. How this is done is determined by additional sets of rules. These rules lay down, for example, the type and number of questions. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of, an object seen only by one person, a word, an activity, or lots of other things.[7]

The guessing game in teaching speaking give more chances to students to think freely what they want to say and active in communication with speaking

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[5] https://en.oxforddictionaries.com/definition/game accessed on March 8, 2019
[6] Aydan Ersoz, Six Games for the EFL/ESL Classroom. *The Internet TESL Journal*, Vol.VI No.6, June 2000
[7] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching* (Cambridge: Cambridge University, 1991), 31

English. So, based on the explanation above, the researcher is intended to conduct a research entitled "A Study of Guessing Game Technique in Teaching Speaking Skill to the Second Grade Students of SMPN 7 Jember".

B. Research Focus

Research focus is based on the writer's own interest to analyze the implementation of guessing game technique in teaching speaking skill to the Second Grade Students of SMPN 7 Jember. The foci of the research includes:

1. How does the teacher plan to use guessing game in teaching speaking skill to the second grade students of SMPN 7 Jember?

2. How does the teacher implement guessing game technique in teaching speaking skill to the second grade students of SMPN 7 Jember?

3. How does the teacher evaluate the students' speaking skill after being taught using guessing game?

C. Research Objectives

The writer has three objectives of conducting this research. The objectives of the research are:

1. To describe the teacher's plan to teach students' speaking skill by using guessing game.

2. To describe the implementation of guessing game technique in teaching students' speaking skill.

3. To describe the way how the teacher evaluated students' speaking skill after being taught using guessing game.

D. Significance of the Study

Learning more about speaking is a must, which can also be a crucial part of foreign language learning and teaching. Therefore, this study is expected to give good contribution to the language teaching-learning process as follows:

1. Teachers

For the teachers, this study is expected to be reference in teaching speaking through a creative way. It is also to provide additional information and insight in improving the quality of teaching to reach the goal.

2. Other Researcher

For other researchers, this study is expected to provide additional sources, which might trigger them to conduct similar studies of the implementation of the guessing game technique.

3. General Readers

For the general readers, this study can be used as a reading material that can help them to enhance their knowledge on speaking skill.

E. Definition of Key Terms

To avoid misunderstanding of terms that will be used in this research, the researcher will give the definition as follows:

1. Guessing Game

Guessing Game is common language classroom activities. In this study, one kind of guessing games will be used. It has twenty questions, are easily adapted to a small group. One member secretly decides that he/she is some famous person; the rest of the group has to find out who, within

twenty yes/no questions, with each member of group taking turns asking questions. The person of who "is it" rotates around the groups and points are scored.[8] So, the guessing game is a game that will make the player has to correctly guess the answer.

2. Speaking skill

According to A S Hornby (2003:1289), speaking is "to say what you think, in every direct way". It means that speaking is a way to convey messages directly from our mind to other people. Furthermore, speaking skills are the skills that give us the ability to communicate effectively.

F. Structure of Discussion

Structure of discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as the background of study, research focus, scope of the research, research objectives, significance of the study, definition of key terms and systematic discussion.

Chapter II contains review of related literature, such as the previous research and also theoretical framework that related with the research conducted by the researcher.

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[8] H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (San Fransisco: San Fransisco State University, 2001), 183

Chapter III contains a research method consisting of approaches and type of research, research location, research subjects, source of data, technique of collecting data, technique of analyzing data, and validity of data.

Chapter IV contains data display and data analysis which consisting the objective description of research, finding and also discussion about the research.

Chapter V contains a closing chapter consisting of conclusions and suggestions. The function of this chapter is to obtain an overview of the results of research in the form of conclusions, while suggestions can help provide constructive suggestions related to the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature in accordance with speaking, problem in teaching speaking, and also teaching speaking by using guessing game technique.

A. Previous Research

There are several previous research studies that have been conducted and related to this research, those are:

a. Thesis by Dwi Rahmawati, entitled "The Effectiveness of Using Guessing Game Technique Toward the Eight Grade Students' Speaking Skill at MTs Negeri Bandung". This research is an pre-experimental research design using quantitative approach. The population of this research was all students of the eight grade students of MTs Negeri Bandung, which the sample is 8thC class consisting of 42 students. The sample was taken by using purposive sampling and used T-test as the technique of data analysis.

The result of the study showed that the mean scores of students before being taught by using guessing game technique were 15.38. Furthermore, the mean scores of students after being taught by using guessing game technique were 21.52. The T-score was 22.57, where the T-table with significance level 5% is 2.020. It means that T-score is bigger than T-table, so there is significant different score of students before and after being taught by using Guessing Game technique in teaching speaking. So, it can be concluded that the use of Guessing Game technique

toward the eighth grade students' speaking skill at MTs Negeri Bandung is effective.

While Dwi Rahmawati's study found out the effectiveness of guessing game technique toward the eighth grade students' speaking skill and using the quantitative approach, it is certainly different from the researcher's study. In this study, the researcher described the implementation of guessing game technique in teaching speaking skill to the Second Grade Students of SMPN 7 Jember and also used qualitative research.

b. Article by Zully Zulaikho Puspitasari, Slamet Asari University of Muhammadiyah Gresik, entitled "The Effect of Interactive Guessing Game Technique on Fluency Students' Speaking Skill". This Zully's article showed that the result of research is aimed to test whether using interactive guessing game technique gives significant effect on fluency in student's speaking skill of MTs. Bustanul Ulum Tanggungprigel.

Zully's research used a quasi experimental research design. The population was the eighth grade students of MTs. Bustanul Ulum Tanggung prigel, which were two classes that totalized 50 students. The sample of the research was VIII A and VIII B, which was selected by population sampling technique. The instruments were speaking test and analyzed by independent sample t-test formula. It can be concluded that the interactive guessing game technique gave significant effect toward fluency students' speaking skill at MTs. Bustanul Ulum Tanggung prigel.

Zully's research has some similarities with this research plan; the focus of her research was guessing game as the material, and the subject of her research was class VIII of SMP. But the difference is Zully's study used a quasi experimental research design, while the researcher used qualitative descriptive.

c. A study by Mohammad Alan Arrosy Bimantara, Ririn Pusparini, S.Pd., M.Pd., entitled "The Implementation of "Who Am I" Game to Teach Speaking Descriptive Text to the Seventh Graders of SMPN 3 Krian". It describes about the implementation of the use of "Who am I" game to teach descriptive text, which is a kind of guessing game that the researcher also will take. It describes the students' responses to the implementation of "Who am I" game in teaching speaking descriptive text. This study was a descriptive qualitative study, that is another similarity between this previous study and the planned study in this document.

The result of the research showed that the students' speaking ability became better, which was shown from the significant development that the students made in the speaking class in three meetings. Then, the result of questionnaire showed that the game has been well proved to help students in both participating and organizing ideas in speaking descriptive text.

Table 2.1

Similarities and Differences

Between

Previous Research and This Research

No.	Title of the Research	Similarities	Differences
1.	Dwi Rahmawati, "The Effectiveness of Using Guessing Game Technique Toward the Eight Grade Students' Speaking Skill at Mts Negeri Bandung"	- Both involved kind of guessing game in teaching speaking - Both used the eighth grade students as the subject.	Dewi's thesis used an experimental research design, while the researcher used qualitative descriptive
2.	Zully Zulaikho Puspitasari, Slamet Asari University of Muhammadiyah Gresik, "The Effect of Using Interactive Guessing Game Technique on Fluency Student's Speaking Skill"	The focus of research is using guessing game as the material, and using the same subject namely class VIII at the level of SMP	Zully's article used a quasi experimental research design, while the researcher used qualitative descriptive
3.	Mohammad Alan Arrosy Bimantara, Ririn Pusparini, S.Pd., M.Pd.,"The Implementation Of *"Who Am I"* Game to Teach Speaking Descriptive Text to The Seventh Graders of Smpn 3 Krian"	- Both used descriptive qualitative study - Both used a kind of guessing game in teaching speaking	This journal used the seventh grade students of SMPN 3 Krian - Sidoarjo as the subject, while the researcher used the eighth grade students of SMPN 7 Jember

The uniqueness of this research that makes it distinct from the three previous research is about the type of the research. Most of the previous research used experimental research design, while the researcher used qualitative

descriptive. Then, the material is also different, the researcher did not used descriptive text as the other researcher did before.

B. Theoretical Framework

1. Speaking

    a. Definition of Speaking

    Speaking is a skill that delivers a language through the mouth. It can be created by using many parts of the body, including the lungs, vocal tract, vocal chords, tongue, teeth and also lips. This vocalized form of language usually requires at least one listener.[9] If the speaker is consisting of two or more, so the conversation is called "dialogue", which can flow naturally from one person to another. To make it better, some people practice it by standing alone in front of a mirror.

    Speaking is so much a part of daily life that we take it to granted.[10] It means that speaking is a way for people to communicate and express their ideas orally to the listeners. So, people need more practice to make it better every day.

    Speaking can be formal or informal, which can be used depend on needs or situation. Informal speaking is used especially for doing conversation with family, friends, or people that have closest relation. Thus, formal speaking happens when someone in business or even academic situations.

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[9] https://www.englishclub.com/ accessed on March 3rd, 2019
[10] Scott Thornbury, *How to Teach Speaking*. (England: Longman, 2005), 1

Speaking is a language skill that is developed in child life, produced by listening skill and at the period of speaking skill is learned.[11] That is why, speaking is one of the English skill that very important to be learned, and also must be involved in teaching and learning process. The students must be active and build their confidence in speaking by using English as well. It is because English speaking skill is very needed in global communication at the future. So, the students will do the communication in the globalization era easily.

b. Components of Speaking

There are five components recognized analyzing in speech process. They are pronunciation, Grammar, Vocabulary, Fluency and comprehension.[12] It means that the students must learn about it deeply, which can help them to be successful in learning speaking. So, when they learn about it first, the students can improve their language components all together by practicing to speak regularly.

1) Fluency

Fluency is the quality or state of being fluent.[13] It also can be defined as the ability to speak fluently and clearly. It is an important aspect to be considered when you learn about speaking, because fluency in speaking is the aim of many language learners. Signs of fluency commonly include a reasonably fast speed of speaking. Brown stated

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[11] Henry Guntur Tarigan. *Pengajaran Pragmatik*. (Bandung: Angkasa, 1990), 3
[12] Arthur Hughes, *Testing For Language Teachers* (Cambridge: Cambridge University Press, 2003), 131
[13] https://www.merriam-webster.com/dictionary/fluency accessed on April 1st, 2019

that those signs indicate that the speaker does not have to spend so much time to search for the language items needed to express the messages.

2) Pronunciation

The goal of learning pronunciation is to get the learners pronounce words or sentences accurately as good as possible. It is not only to achieve a perfect intonation, but also to make them easier comprehensible to other speaker. If the speaker has a good pronunciation, it can make them avoid misunderstanding between each other. That is why pronunciation is very useful to be learned, especially by the students.

3) Grammar

Grammar is commonly defined as a rule of language, which means that it has structure and system of a language in general. Grammar is also considered to consist of syntax and morphology.[14] Mastering grammar is important, because it can help you a lot to understand what you want to say or listen without having to ask a teacher or even to look in a book. Grammar is another aspect of language that makes students able to interpret phrases or sentences correctly, so they can speak in the right form of language, fluently and also accurately.

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[14] https://www.englishclub.com/accessed on April 1st, 2019

4) Vocabulary

As we know, it is not only mastering grammar, but we also have to learn more about vocabulary. Vocabulary is a total number of words in a language.[15] It means that the students have to speak English while knowing the meaning. They need to learn about what words mean and how they are used it in a conversation. So, they can express ideas using sentences correctly and also varieties of diction as well.

5) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2. Teaching Speaking

Teaching is giving the instruction to a person, which means that it gives a person knowledge, skill and etc. Thus, speaking means to make the use of words in an ordinary voice to communicate with each other. In short, teaching speaking is giving the instruction to a person to have communication and express their feeling or ideas freely.

Teaching speaking is an important part of second language learning and teaching, because it is conveying information and knowledge about speaking skill to the students. It can be used as the basic knowledge that must be learned by students as well.

In teaching speaking, students should be active and ready to learn through teachers' technique of teaching, namely repetition of drills or even

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[15] Hornby, *Oxford Advanced Learners' Dictionary of Current English, Fifth Edition*, (New York: Oxford University Press, 1995),959

memorization of dialogues. Those techniques are intended to make students improve their communicative skills and also express themselves in each communicative circumstance.

a. Speaking activities

There are six similar categories applied to kinds of oral production that students are expected to carry out in the classroom.[16]

1) Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating "human type record" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated question or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

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[16] H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (San Fransisco: San Fransisco State University, 2001), 271

5) Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, the students at intermediate to advance levels or called on the give extended monologues in the form or oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberative. These monologues can be planned or even impromptu.

There are some materials that can be done as some activities in teaching skills, including presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate, conversation, chat and outside-speaking class.[17] Those activities can be the best inspiration that makes students more enjoy in learning speaking and improving their skill.

b. Technique in teaching speaking

In teaching speaking, there are some techniques that used to promote the student's speaking skill, they are in the following:[18]

1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share

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[17] Scott Thornbury, *How to Teach Speaking*. (England: Longman, 2005), 89
[18] Hayreyi Kayi, "*Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL)*" in The Internet TESL Journal, Vol. XII, No. 11, November 2006

ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

2) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

c. Problem in teaching speaking

In teaching speaking, there are some problems that come from internal or external of the students their selves. The problems commonly become obstacles in the teaching speaking are as follows: native language, age, innate phonetic ability, identity and language ego, and also motivation.

1) Native language

Brown stated that "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."[19] It means that the native language is the most influential part in teaching speaking. The native language students have is really different with the target language, so it will be hard things and teachers should decide a way to solve the condition as well.

2) Age

Learners are often described as children, young learners, adults or etc. The reason why age is being one of the problems in teaching speaking is because every step of age has its own part that has a potential to be a problem in teaching speaking. For the example, the children are sensitive and their egoism is still on fire, so the communication can be negatively interpreted. Then, the adults often bring global self-esteem into classroom and make it uncomfortable.

3) Innate phonetic ability

Other people might simply attuned to phonetic discriminations, which seems to be difficult for some students for some reasons. As we know, speaking skill is a talent from an individual, but if the students give some effort and concentration, they can improve their speaking

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[19] H. Douglass Brown, *Principles of Language Learning and Teaching 4th Edition*. (New York: The Free Press, 2000), 284

skill or other competence amazingly. That is why, the teacher should understand the situation and try to look them in diverse talents.

4) Identity and language ego

Students' attitude is very important in speaking class, which will make them easier to master speaking skill better than before. So, if they are having bad attitudes, they will be more difficult to learn about speaking. At the end, the teacher should know the importance of identity and language ego of his students to reach the goals in speaking class.

5) Motivation

Motivation is one of the problems in teaching speaking. Motivation and concern are high, and then the necessary effort will be expended in reaching the goal.[20] Without any motivation, the students will get obstacle and less confident to speak English. So, teacher can help them to develop motivation by showing, and giving speech in shaping their self image as well. Then, students will be confident and active in speaking class.

3. Games

a. The definition of game

Game is an entertaining activity or sport, especially one played by children or the equipment needed for such an activity like a board game,

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[20] H. Douglass Brown, *Principles of Language Learning and Teaching 4th Edition*. (New York: The Free Press, 2000), 285

indoor or computer games, and etc.[21] It means that game is a way to have fun and also can be used for educational purposes. There are so many kinds of game that is very useful in learning process, which can help develop the practical skills as perform an educational role, stimulation or even psychological.

The characteristic of the game can be implemented in strategies of learning language. It is because game will help and encourage many learners to sustain their interest and also work. It is not only that, the use of game in learning process will help the teacher to create context in which the language is useful and also meaningful for the students.

Even though game is fun and make the students happy, but games should be more than just for fun.[22] The teacher should always focus to reach the goal or language objective. If the teachers do the right things, so game will be highly motivating and entertaining. At the end, the students will be freely to express their ideas and feelings as well. It can also give the students new experience in learning a foreign language.

It can be concluded that the use of games in learning language makes the dynamics of the classroom become more fun and enjoyable. So, the learning process will be more interactive and give a possibility to the students in improving their speaking skill.

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[21] https://dictionary.cambridge.org/dictionary/english/game accessed on April 3rd, 2019

[22] Gordon Lewis and Bedson, *Games for Children*. (Oxford: Oxford University Press, 2009), 7

b. The various techniques of game

There are some kinds of game that can be used as the technique of language teaching and learning. The game makes use of variety of techniques.[23] The variety is very important in language teaching, and succession of game based on the same principles. The techniques used include: information gap, guessing, search, matching, exchanging and collecting, combining and card games, problem and puzzles, role play and simulation techniques.

1) Information Gap

In these activities Student A has access to some information which is not held by Student B. Student B must develop the information to complete a task successfully. This game was played in pairs or in small groups, where all the members of the group have some information.

2) Guessing Games

In this game, the player with the information deliberately with holds it, while others guess what it might be.

3) Search Games

In the search games, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in questionnaire or to solve a problem. Each student is acting as a giver and a collector of information.

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[23] Jill Hadfield, *Intermediate Communication Games*. (England: Longman, 1990).

4) Matching Games

In the matching games, it involves matching identical pairs of cards or pictures, and played as a whole class activity. So, everyone must circulates until they find a partner with the same card or picture.

5) Exchanging and Collecting Games

In this activity, the players have a certain articles or cards which they are willing to exchange for others in order to complete a set. This maybe play as a whole class activity, where players circulate freely, exchanging cards or articles at random.

6) Combining Activities

In this combining activities, the players must act as the certain information in order to arrange themselves in groups such as families or people living in the same flat.

7) Puzzle-Solving Activities

The game occurs when participants in the game share or pool information in order to solve a problem or a mistery.

8) Simulations

Simulations is a game that includes the imitation in the classroom of a total situations, where the classroom becomes a street, a hotel or a supermarket. It also includes practice interaction between the individual and services such as shops, banks, tourist offices, stations, and airports.

4. Guessing Games as a Technique of Teaching Speaking

Guessing game is a game in which the player has to correctly guess the answer, which often used figuratively.[24] It is commonly used for two person, so the first player will give so many clues and the second player will try to guess. The second player will guess an object such as a verb, noun, or phrase.

The basic rule of guessing games is simple, one person knows something that another one wants to find out. How this is down is determined by additional sets of rules.[25] It means that the teacher must give the rules clearly, so students will enjoy the game as well. It also makes them relax and practice it more fun.

In this game, the students have time or chance to practices speaking by giving clues to others until the second player can guess it correctly as planned. This guessing games are true communicative situation and as such are very important for foreign language learning.[26] So, it is important for students who want to learn more about speaking. The students will be freely to courage in thinking what they want to say by applying this game in learning language.

a. The kinds of guessing game

There are some kinds of guessing game to be implemented in a teaching learning process. There are many guessing games based on

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[24] https://www.merriam-webster.com/dictionary accessed April 3rd, 2019
[25] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching* (Cambridge: Cambridge University, 1991), 31
[26] Ibid, 31

the concept of one person "knowing" and the rest of the class is "guessing". These all involve "yes/no" questions.[27] There are some techniques of guessing games using "yes/no", as follows:

1) I-Spy

I-spy is one of the kinds of guessing game that involves the "knower" giving the first letter of an object he or she can see, then the rest is guessing what its is. Each puzzle will traditionally begin with the form "I spy, with my little eye, something beginning with A.", where "A" is a student's chosen letter.

2) Twenty questions

Twenty questions is a one kind of guessing game that also known as "Animal, vegetable, mineral". It involves providing the category of an object, which is one of three headings given 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

The coffee-pot is also frequently used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the world "coffee-

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[27] Bruce Marsland, *Lessons from Nothing.* (UK:Cambridge University Press, 2012), 22

pot" is used instead of the word which the questioner is trying to guess. The "knower" might have written down on a piece of paper.

4) Guess the word

Guess the word is game that is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract nouns. It involves one player that must give clues related with the word, then other students in the groups have to guess it. While the other students in the groups try to guess, the player can answer "yes/no" about the right guess.

b. The Advantages and Disadvantage of Using Guessing Game Technique.

1) The Advantages

By doing this game or other game in teaching and learning process, both the students and teacher get some advantages as follows: [28]

(a) This game teaches us how to cooperate with each other. It means, if teacher conducts this game, the students can use their knowledge in English to communicate and cooperate with their team-mates.

(b) The communication and relation between teacher and students will be more intensive. Teacher should take a part actively in

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[28] Dyah Rizqi Nurul Hidayati, "*Teaching English for Young Learners by Using Guessing Games in Students' Speaking Skill*", (Thesis, Semarang State University, Semarang, 2009), 42-43

conducting this game, not just only as facilitator, but also as motivator, guider, and conductor.

(c) Playing games is fun, builds class unity, and teach concrete lessons. Guessing games teaches communication skills to students. They practice sending and receiving messages, and also practice eye contact, focusing despite distractions, non-verbal communication, getting along with others, problem solving, and listening skills.

(d) The students can enrich their vocabulary and stimulate their imagination in asking question and guessing.

2) The Disadvantages

Besides the advantages, this guessing game also has some disadvantages. Those are as follows:[29]

(a) It needs the basic knowledge in questioning.

(b) Sometimes, if the teacher does not use the time effectively, this game can waste the time.

So, even though the guessing game has disadvantages, most of all, this game is easy, simple, and interesting to use. The students will get new game, new experience, and also new word or vocabularies by doing this game.

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[29] Dyah Rizqi Nurul Hidayati, "*Teaching English for Young Learners by Using Guessing Games in Students' Speaking Skill*", (Thesis, Semarang State University, Semarang, 2009), 42-43

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the review of related literature in accordance with speaking and teaching speaking through guessing games.

A. Research Approach and Type of Research

The researcher used descriptive research with qualitative approach, which enabled the researcher to do a research entitled "A Study of Guessing Game Technique in Teaching Speaking Skill to The Second Grade Students Of SMPN 7 Jember".

In qualitative study, the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants and also conducts the study in natural setting.[30] In this case, the researcher conducted study in a classroom natural setting of using guessing game technique in teaching speaking skill, and also gather more understanding to its process without any manipulation.

So, the main point of this research is to collect and also accumulate the data in descriptive way. It is because the descriptive study is an investigation that is done intensively, clearly and deeply into an organization, institution or certain indication.[31] However, the researcher also used this research to answer the research questions without searching things outside of the formulation of the problems.

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[30] J. W. Cresswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches (Second Edition)*. (Thousand Oaks: Sage Publication, 2007), 37

[31] Suharsimi Ariekunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Rieneke Cipta, 2002), 120

B. Location of the Research

This research was conducted at SMPN 7 Jember, which located at Jl. Cenderawasih No.22, Puring, Slawu, Patrang, Kabupaten Jember, Jawa Timur. The school is chosen because of the researcher's observation during Magang program.

C. Subject of the Study

The subject of this study included the eighth grade students of a Junior High School "SMPN 7 Jember" exactly the students of VIII H class, which consisted of 35 students and their English teacher. The researcher chose this class because of the recommendation from the English teacher at SMPN 7 Jember.

Students as source of data were chosen by using purposive technique, which is a data source selection technique with certain considerations.[32] The consideration that the researcher used to chose the subject is those who were from the lower, middle and higher achievers as based on the recommendation from their English teacher.

D. Technique of Collecting Data

The researcher used three methods to collect the data for this study. They are observation, interview, and document study.

1. Observation

Observation is a way of collecting data through the process of observing. It is also well known as the activity of loading attention to an

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[32] Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: CV Alfabeta, 2016), 65

object by using all sensory tools.[33] Observation is classified as a participatory study, so the researcher as the observer has to engage herself in the setting where her informants are. It could be done while taking notes or doing the recording.

In this research, the researcher used non participant observation. It means that the researcher did not take a part in teaching and learning process. The researcher did an observation about the activities of teacher and students during the learning process.

The researcher observed the eighth-grade students of Junior High School 7 Jember, English teacher, the general description of the research location, the teacher and the students activities in learning process, and the class situation and classroom management.

2. Interview

Interview is one of the qualitative research technique that involves conducting intense individual conversation with a small number of informants to explore their perspectives on a particular idea, program or situation.[34] In this activity, the researcher conducted the face to face interviews with the participants of this research.

There are three different formats of interviews: structured, semi-structured and also unstructured.[35] The researcher used semi-structured interviews, so, the researcher prepared a set of different questions, but the

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[33] Ibid., 155

[34] Boyce, C. & Neale, P, *Conducting in-depth Interviews: A Guide for Designing and Conducting In-Depth Interviews*. (Pathfinder International Tool Series, 2007), 3

[35] https://research-methodology.net/research-methods/qualitative-research/interviews/ accessed on March 26, 2019

researcher also posed additional questions during the interviews to clarify or just to follow up the information given by the informants.

In this interview, the English teacher and students were free to use Indonesian in answering the questions to avoid misunderstanding. The specific information that the researcher want to get during the interview is about the preparation or planning before learning process, the implementation of guessing game technique, and also the evaluation after being taught by using guessing game technique.

3. Document Study

Document study is a data collection involving documents, such as newspaper, papers, office reports or private documents like diary, email or even letters.[36] It made the researcher easier to get more information, saving much time and money.

In document study, the researcher used the document like lesson plan, English material, data of students and teachers in SMPN 7 Jember, and also other documents related to the guessing game as the speaking activities.

E. Technique of Analyzing Data

After collecting data from the result of interviews, observation and document study, the next step is analyzing the data to get the conclusions. In qualitative research, the data should be examined and interpreted well. It means that the researcher must organize what he or she has seen, heard and read to make a great explanation or even develop theories.

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[36] John W. Cresswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif dan Campuran,* (Yogyakarta: Pustaka Belajar, 2016), 255

So, in this research, the researcher used qualitative data analysis. The researcher applied Miles, Huberman & Saldana's steps of qualitative data analysis to analyze the data that be collected. The steps are namely data condensation, data display and conclusion drawing/ verification.[37]

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus of written-up field notes, interview transcripts, documents and other empirical materials. In this condensation process, the data would be stronger or lose something in the process, which described as follows:

a. Selecting

According to Miles and Huberman, the researcher must act selectively, determining which dimensions are more important, relationships which ones might be more meaningful, and as a consequence, what information which can be collected and analyzed.

b. Focusing

Miles and Huberman stated that focusing datails a form of pre-analysis. At this stage, researcher focus on data related to the formulation of research problems. This stage is continuation of the data selection stage. The researcher only limit databased on the formulation of the problem.

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[37] Mathew B. Miles, A. M Huberman, dan J. Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3, (USA: Sage Publications, 2014), 8

c. Abstracting

Abstraction is an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. On this stage, the collected data is evaluated, especially those that have been collected evaluated, especially those relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this study are further simplified and transformed in various ways, namely through rigorous selection, through summary or brief description, classifying data in one broader pattern, and so on.

2. Data display

The next step is data display, which is an important things to do after data condensation. In this stage, the researcher would be easier to understand what is happening and also to do something-further analysis on that understanding.[38] It is also well-known as the process of showing data simply in the form of words, narrative, table to get the appropriate conclusion at the end. So, in this research, the researcher used essay in displaying the data, which is very commonly used in qualitative research.

3. Conclusion

Conclusion is the last step of analyzing the data. The first conclusion is still temporary conclusion, so it would be able to change if it wasn't find strong evidence that supports the next stage of the data collection. But if the

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[38] Mathew B. Miles, A. M Huberman, dan J. Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3, (USA: Sage Publications, 2014), 8

conclusions put forward at the initial stage and be supported by valid and consistent proof when the researcher got the data in the field, the conclusion is credible. From this conclusion, it found a new discovery that can also be an answer of the research question. So, the researcher got the result and conclusion of the research in this step.

F. The Trustworthiness of Data

To make sure that the data obtained is trusted, the trustworthiness of data analysis is needed to be checked. So, the researcher used triangulation to check the credibility and the trustworthiness. Triangulation is a technique of checking the validity of data that are used in the research.

The triangulation that was used in this study is triangulation by data source and triangulation by method. The researcher used different techniques of data collection, namely interviews, observation and document study. Then, for the sources, the researcher cross checked the data from different sources, namely different informants, related documents and results from observation.

G. Stages of the Research

In this section, the research carried out by researcher, included starting from preliminary research, design development, actual research, and report writing.[39]

The research stages consist of pre-field stages, field work stages, and data analysis stages. After the analysis, the last stage was writing a report.

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[39] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 48.

1. Pre-field stage

There are several stages of activities that researcher must do, in this stage one consideration is added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

a. Prepare research designs

b. Select the research field

c. Take care of licensing

d. Explore and assess the field

Field assessments and assessments will be carried out well if the researcher has read in advance from the literature or knows through people about the situation and condition of the area where the research was conducted. It is also expected that researcher can adjust to the circumstances of the research area.

e. Select and use informants

f. Prepare equipment

g. The issue of research ethics

2. Stage of field work

a. Understanding the background of research and preparation

b. Enter the field

c. Participate while collecting data

3. Data analysis phase

The data analysis phase is a stage of the research process that was discussed in the previous chapter. At this stage the activities include: Data condensation, Data display, and Conclusion Withdrawal.

4. Writing the research report

The research report consists the objective description of research, finding and also discussion about the research.
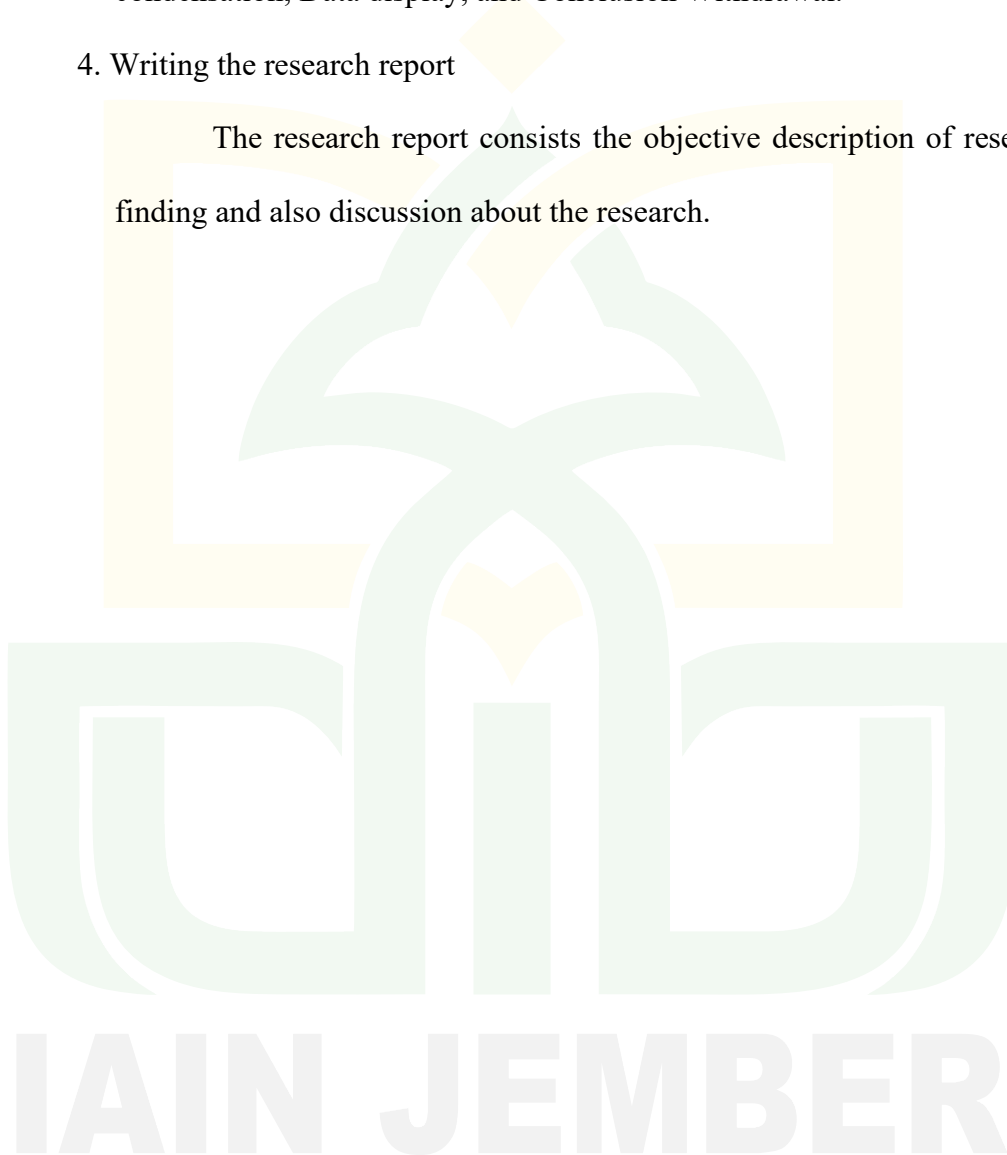
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Objective Description of the Research Site

The description of the object of research in this study is a brief description of the situation and conditions in Junior High School 7 Jember located on Jl. Cenderawasih 22 Slawu Patrang, which is the location of research by the researcher. The brief description of the description of the object of research as follows:[40]

1. History of SMP Negeri 7 Jember

Junior High School 7 of Jember was established under the name Patrang Junior High School on November 28, 1984. Initially Patrang Junior High School was a filial from State Junior High School 3 Jember, but after 1986 Patrang State Junior High School changed its name into Junior High School 7 Jember which was located on Jl. Cenderawasih 22 Slawu Patrang.

There have been several changes in school leadership, namely I. Abdul Wahid, II. Ahmad Salam, III. Koesmijatin, IV. Sri Nuryati, VII. Drs. Sunaryono, MM and now, Drs. Syaiful Bahri, M.Pd.

2. School Profile

    a. Nama Sekolah   : SMP Negeri 7 Jember

    b. Alamat Sekolah   : Jl. Cendrawasih no. 22

         Nama Desa   : Slawu

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[40] Tulus Wijayanto, Data Documentation. Jember, July 29th 2019

Kecamatan	: Patrang
Kabupaten	: Jember
Provinsi	: Jawa Timur
c. No. Telepon	: 0331-486475
d. NPSN	: 20523892
e. Jenjang Akreditasi	: A
f. Nama Kepala Sekolah	: Drs. Syaiful Bahri, M.Pd
g. Tahun Berdiri	: 1984
h. Kepemilikan	: Milik Pemerintah
Luas Tanah	: 11630 m^2

3. Vision and Mission of Junior High School 7 Jember

   a. School Vision

   Good morals, High Achievement, Innovative, Insightful Healthy Environment.

   b. School Mission

   To realize the vision, Junior High School 7 Jember determines the strategic steps stated in the following mission:

   1) Realizing and developing the professionalism of educators and education staff through coaching and training oriented to the mastery information technology.

   2) Creating graduates with high achievements and good moral

3) Realizing an active, creative and efficient learning process by implementing learning innovations based on Context Teaching Learning (CTL)

4) Developing a curriculum that utilizes the school environment and national standards with a transparent and objective assessment system

5) Developing all students' potential, talents, interests, and creativity in an integrated and integrated manner through optimization of extra sports and arts activities.

6) Achieve complete facilities and infrastructure and support learning activities

7) Realizing a healthy school by promoting hygiene and enviromental care activities

8) Creating transparent school management in the management and financing of schools by promoting community participation.

c. Objectives

1) The formation of professional educators and employees who can provide excellent service to students and the community

2) The creation of graduates with high achievements and good morals

3) The realization of a creative and efficient learning process with the use of media and innovation in learning

4) Preparation of a curriculum that is oriented towards school characteristics and has nationally standardized assessment system

5) The actualization of all potential students in the academic and non-academic fields

6) Fulfillment of all facilities and infrastructure that support learning direct and directly.

7) The realization of a healthy school environment with a high level of concern for the school community towards the environment.

8) Implementation of all school programs with management and funding that involves direct community participation

4. Geographical Location

Junior High School 7 of Jember which was the researcher location of the research was located in JL. Cenderawasih no. 22 Slawu Patrang. It is located in a very strategic location because it is close to the main highway so that people who will reach it will not be difficult. The Junior High School 7 of Jember has border areas including:

North   : Residences

West   : MTs N 2 Jember

East   : BPS (Badan Pusat Statistika) Office

South   :PT. Tujuh Impian Bersama (SEVEN DREAM GROUP)

B. Finding

The section of research finding contains a description of the data and findings obtained using the methods and procedures described in the previous chapters. This description is presented in accordance with research questions: 1) how does the teacher plan to use guessing game in teaching speaking skill to

the second grade students of SMPN 7 Jember?; 2) how does the teacher implement guessing game technique in teaching speaking skill to the second grade students of SMPN 7 Jember?; 3) how does the teacher evaluate the students' speaking skill after being taught using guessing game?. The data were collected through the techniques of observations, interviews, and document study.

Below is the data display of "A Study of Guessing Game Technique in Teaching Speaking Skill to the Second Grade Students Of Junior High School 7 Jember":

1. The Planning of Teaching Speaking Skill by Using Guessing Game

Planning is the most important thing to prepare before carrying out the process of learning activities, which has to match the objectives to be achieved in the teaching process.

It was supported by Mrs. Sri Yuliati's explanation as the English teacher of 8H class in Junior High School 7 of Jember, she stated that:

> "Learning planning or lesson plans are plans to be taught to children in accordance with the existing curriculum, where there are also learning objectives that are useful for achieving what is desired in the process of teaching and learning activities. In addition to the learning objectives, things that need to be considered are the materials, methods, media, activities that will be carried out in the teaching process so that they are right on target, focused and maximized.[41]

Based on the explanation above, it can be seen that a teacher must prepare lesson plan or RPP before carrying out teaching and learning activities. By preparing lesson plans, so a teacher will be easier to do her

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[41]Sri Yuliati, *Interview*, Jember, August 29th 2019

jobs. She stated that a planning should consider the objectives, the materials, the media and etc.

She also revealed that:

"Before the learning process, I prepare lesson plans and other teaching tools, such as syllabus, prota, promissory notes, educational calendar, KKM, KI and KD and also textbooks and worksheets. Real value books and value books. The questions that will be given as evaluation material as well as for the homework. Writing supplies must also be ready. Not only that, I also prepare what methods will be used so that learning in class runs smoothly. In addition to lectures, I also integrated it with the guessing game strategy so that children are not bored and pay more attention to lessons".[42]

Based on the interview, it is known that the teacher prepare to choose methods before teaching, the teacher needs to know and integrate the conditions of students and also the material that can be used in a guessing game, which means that not all of materials can be used with this strategy. The students need the variations in learning with the right methods to facilitate the improvement of student learning results.

It is not only prepare the lesson plans, the teacher also prepares a syllabus, which is a learning plan for a particular group of subjects or themes that includes competency standards, basic competencies, subject matter or learning, indicators, assessments, time allocation and learning materials.

This is also mentioned by Mrs. Sri Yuliati before, that making the learning device first before the learning process begins is a must, because the indicators and objectives have been planned and will make the learning

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[42] Sri Yuliati, *Interview*, Jember, August 29th 2019

atmosphere more optimal. Teachers are required to make learning tools, namely the lesson plan or RPP and syllabus, so that the learning process is directed, and the learning objectives can be achieved with maximum results. The lesson plan also includes indicators, objectives, methods to be carried out.

There are several components in lesson plan or RPP, such as what Mrs. Sri Yuliati already mentioned before. It includes the objectives, material, media, and also the methods that are incorporated into the planning.[43]

Here she also explained:

"In learning planning, of course there are so many things that need to be prepared, namely whether it can make students feel comfortable and the learning process of students in accordance with what is expected or not, students understand or not with the material delivered using guessing game and other strategies. However, it is also important to note that this must be adjusted to the available material so that learning runs well and is successful as planned."[44]

From her opinion, there are some things that need to be prepared in making the planning of the implementation of this guessing game, the first is whether the teaching and learning process will be effective and efficient or not, the second with the guessing game that applied, the teaching and learning process, whether it can be running well and successful or not.

In learning process, it cannot be separated from the media, because it will be tools or media to facilitate a teacher in the learning process, especially to deliver the material.

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[43] Data Source : *Relate document*, August 29th 2019
[44] Sri Yuliati, *Interview*, Jember, August 29th 2019

Mrs. Sri Yuliati also mentioned the media, namely:

"In this learning, I prepared the necessary materials such as markers, handouts and also the media used in the guessing game strategy, which is a sheet of some questions that will be asked during the game."[45]

Based on the interview, the researcher also observed into the classroom, while for use in learning there are indeed marker, handout, and also media used in the guessing game. This makes the implementation of learning activities by using guessing game technique runs well and smoothly.

Thus, it can be concluded that the lesson plan is an important factor and used as a reference for teacher in teaching the students. Planning is the first step that must be prepared before carrying out the teaching process. In this planning activity, the teacher must create a lesson plan to facilitate the learning activities in order to achieve the desired objectives. As stated in the lesson plan, the English teacher prepare material and media used in teaching guessing game technique, such as marker, handout and other.[46]

2. The Implementation of Teaching Speaking Skill by Using Guessing Game

The implementation of learning is the application of the lesson plan, which must be really in accordance with the rules of the strategy to be applied, because the implementation of the strategy here also determines the success of the learning strategy. If the implementation of

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[45] Sri Yuliati, *Interview*, Jember, August 29th 2019
[46] Data Source : *Related Document*, August 29th 2019

the strategy is not optimal, then the learning will not be running well maximally in accordance with the objectives to be achieved as the lesson plan.

Furthermore, Mrs. Sri Yuliati mentioned that:

"In implementing the strategy of guessing game, I hope the students can be more relaxed in learning and speaking English without fear of being wrong. The method is quite simple, children will only guess the answers to questions that their friends have asked in front of the class who will directly train them in English in a fun way."[47]

From the interview above it can be known that the guessing game strategy is a game that is played by asking a question that another students will answer or try to guess it. She hoped that the game is very exciting, make students more competitive especially as a learning tool that students use in class.

In implementing a strategy, there must be steps to make the strategy easy to understand and to be understood. The following is an explanation from Mrs. Sri Yuliati as a teacher of English lesson of class 8H of Junior High School 7 Jember.

"I implemented this guessing game strategy in accordance with the RPP that I had previously made. First I give material about Show Appreciation to Other, then start asking if the children understand my explanation. If not, then they can ask and start to do the guessing game activities that require children to talk freely, especially when answering questions that have been given. The students are also more active when they have been told that there were prizes for the most active groups at the end of learning."[48]

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[47]Sri Yuliati, *Interview*, Jember, August 29th 2019
[48]Sri Yuliati, *Interview*, Jember, August 29th 2019

The statements was also supported by the researcher's observation in the field, which the students are divided into 5 groups. Then, one member of the group took 1 question and read it aloud in front of the class, the other students try to guess the answer. In each group, they have provided some answers related to the material and guessed the right answers and speak into the class. The right answer from each group got one point. There were 10 questions that guessed by the students, and the winner got reward or prizes from the teacher. It is only for the most active and the group that has the most points.[49]

In the class, there are also handout and HVS which contains questions, markers, and other tools. As the results of the interview from Mrs. Sri Yuliati below:

> "In class I usually prepare the necessary materials such as markers, handouts and also the media used in the guessing game strategy. I hope it will help the students to learn English easily and in a fun way"[50]

From her description we know that in conducting a learning we must prepare the media that we will use in the learning. The different strategies certainly differ in the way they deliver material as well as this guessing game strategy. The teacher must give the insights or explanations of the material to be conveyed along with the key words contained in the material. For this guessing game technique, Mrs. Sri Yuliati said in her presentation:

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[49] Data Source: *Observation*, Jember, August 23rd 2019
[50] Sri Yuliati, *Interview*, Jember, August 29th 2019

"Firstly, I delivery the material with the lecture method, then I give a reading or conversation that is in accordance with the material, they can also ask if there are things that are not yet understood related to the material provided. Then the children are divided into groups to guess games, where each group will take turns giving questions and also trying to guess the answer."[51]

From the statement above it can be indicated that this guessing game strategy is better than the lecture method applied before, because this strategy will make students to think freely and practice to speak in a fun way to guess the questions given.

What Mrs. Sri Yuliati said was strengthened by one of the eighth grade students, Adelia Yuli Rahadian, who explained that:

"Learning English with this strategy is very interesting and fun, even though my friends don't really understand and like it, but they try hard to answer the questions. Not only that, we are free to talk to answer questions even though they are wrong and build up our competitive spirit"[52]

From this statement above, the guessing game will make students freely to think and speak what they want to say without any distractions. If all the students are already active and brave to speak English in class, the learning can be said to be successful.

According to Mrs. Sri Yuliati as the English teacher, she said that:

"In this guessing game strategy I aim to make the students more active in speaking English without fear of being wrong. By dividing into 5 groups, the students become more motivated to be competitive in answering questions. Especially when they know there will be prizes for the most active groups and get a lot of points at the end of the game."[53]

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[51] Sri Yuliati, *Interview*, Jember, August 29th 2019
[52] Adelia Yuli Rahadian, *Interview*, Jember, August 29th 2019
[53] Sri Yuliati, *Interview*, Jember, August 29th 2019

From the interview above, it can be known that with the reward or gift will make the students even more enthusiastic in studying English, especially in speaking class by using the guessing game strategy.

Ms. Sri Yuliati's explanation is confirmed by the statement made by eighth grade students, Calvin Wahyuzo said that:

> "By guessing the game, I became more excited in answering the questions given. It also makes me more competitive and wants to compete to get the promised value and prizes from the teacher. Beside that, it makes me not feeling bored in learning English"[54]

Based on class observation, the implementation of guessing game makes the students look more enthusiastic, especially when they have told that they will get gift or reward from the teacher at the end of the learning. Although the questions worked out were increasingly difficult, but it has been proven that this strategy can motivate students to speak freely and active in the class.[55]

Each strategy that we use must have a goal or objective that aims to facilitate students in understanding the material presented by using the guessing game strategy. Based on a statement expressed by Mrs. Sri Yuliati regarding the learning objectives, namely:

> "In every learning there must be a goal to be achieved, therefore guessing game is expected to make the students much more understanding about the material that has been delivered previously in a way that is more interesting and also fun."[56]

From the description above it can be indicated that by using this guessing game strategy, it can facilitate the students in the learning process

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[54] Calvin Wahyuzio, *Interview*, Jember, August 29th 2019
[55] Data Source: *Observation*, August 23rd 2019
[56] Sri Yuliati, *Interview*, Jember, August 29th 2019

and also make students be able to remember back to what has been conveyed. Besides, this guessing game will make students become more active and bravely speak English without any doubt or distractions.

Thus it can be concluded that the implementation of guessing game illustrated that the planning has been done in line with what was planned in the beginning, from the material, objectives, media, and steps.

3. The Evaluation of Teaching Speaking Skill by Using Guessing Game

After the activities of implementing the guessing game are completed, the next step taken by a teacher is to conduct an evaluation. This evaluation activity tries to learn the students understanding. Therefore, every teacher needs to do an evaluation so that the teacher can know which material is received by each student.

In the field, the English teacher used formative evaluation and focus on their speaking skill. The five components to evaluate their speaking skills namely comprehension, grammar, vocabulary, pronunciation and fluency. The English teacher evaluated the students during the learning process is on going.[57]

As explained by Mrs. Sri Yuliati who stated that:

"For the evaluation in learning English, I use formative evaluation, which is a daily test at the end of the material chapter and focus on their speaking skill. So that later I will find out how far the child's understanding of the material that has been taught."[58]

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[57] Data Source : *Observation*, August 29th 2019
[58] Sri Yuliati, *Interview,* Jember, August 29th 2019

Based on what was expressed by Mrs. Sri Yuliati it can be seen that the formative evaluation was held after the material chapter was finished being taught. It will be a good choice to know how far the students understand about the material.

That there was a test after each presented teaching's learning is confirmed by VIII grade students named Moch. Bariq Yuzaki who stated that:

> "Mrs. Yuli does sometimes ask questions after each lesson, or also after the material after the chapter is finished. Then ask what material is not understood before the PTS or PAS."[59]

Moch Bariq Yuzaki stated that Mrs. Yuli gave the test after the learning process is finished. Then, questions and answers was also done before the students do the examination, PTS or PAS. It helped them to understand more about the material given.

The similar statement was also given by Mrs. Sri Yuliati as an English teacher of 8H Class, She said:

> "In the evaluation process, I always try to give questions after each material and also daily tests of each material per chapter. In that way, I can measure and see the extent of children's understanding of the material provided. In the lessons using the Guessing Game strategy, it seems that the children have mastered it quite well because the material is delivered interestingly and does not burden them."

From the explanation of Mrs. Sri Yuliati as the English teacher, it can be indicated that to know the success of the strategy being implemented is in the form of a perception where a teacher reviews the

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[59] Moch Bariq Yuzaki, *Interview,* Jember, August 23rd 2019

material that has been delivered at the beginning of the meeting with questions and answers. Then, also the daily test or can be the choice to be the Evaluation.

Mrs. Yulianti's statement was also confirmed by a 8H student named Septya Nur Fadhillah who revealed that:

> "Before the lesson ended, usually Mrs. Yuli always reviews what has been learned and also a little question and answer to find out if we understand or not related to the material."[60]

A further explanation about the importance of evaluation confirmed by Mrs. Sri Yuliati. She revealed that:

> "At the end of each lesson, a formative evaluation is needed to find out how far the level of children's understanding of the material being taught. If their grades are deemed to be lacking at the time of evaluation, then remedial must be done until the value reaches the KKM. Remedies are usually done outside of class hours so as not to interfere with teaching and learning activities."[61]

Mrs. Yuliati stated that in every end of the each lesson, the evaluation was done to know the level of students' understanding the material. When the student's grades were deemed to be lacking, the remedial was done to reach the KKM. The remedies were usually done outside of the class hours not to interfere with the teaching and learning activities. Then, the rest of the students who had reached the KKM did not need to join the enrichment program, because they had to go on their learning activities as usual.

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[60] Septya Nur Fadhillah, *Interview,* Jember, August 23rd 2019
[61] Sri Yuliati, *Interview*, Jember, August 23rd 2019

Based on the explanation above it can be seen that each time the learning process is completed a teacher gives an evaluation to each student. The evaluation was in the form of formative evaluation and based on the component of speaking skill, which is intended that each teacher can measure the students understanding about the material given. The remedial activities were also done when students' grades did not yet reach the KKM.

C. Discussion

In this section, the researcher discusses some of the findings that have been successfully collected during the research process by analyzing the data that researchers have collected both through observation, interviews and document study at the research location and also the study of related theories.

Among the various findings based on the focus of the study examined are as follows:

1. The Planning of Teaching Speaking Skill by Using Guessing Game

Based on a theoretical study that the application of the guessing game to English subjects includes planning, in the sense of planning as an effort to educate students so that students do not only interact with the teacher as a source of learning, but also that students can interact with the whole learning resources to achieve the learning objectives.

Planning is a satisfying way to make the activities run well, accompanied by various anticipatory steps to minimize the gaps that occur

so that the activity reaches its intended purpose.[62] Learning objectives are one aspect that needs to be considered in learning planning, which because all the learning activities in estuary at the achievement of these objectives.[63]

Therefore, if an activity is planned in advance, the purpose of the activity will be more effective and more efficient to be done. In the planning stage, the teacher made lesson plan (RPP) so that it can be used as a guideline for the implementation of learning activities. As written preparation, the lesson plan gives a clue what should and should not be done by the teacher when the learning activities are carried out. The lesson plan gives the task and authority to the teacher to certain attitudes and behaviors that can support the achievement of the learning process effectively.[64]

As stated by Mrs. Sri Yuliati in the planning, the strategies that will be used in the material to be conveyed have been stated. In the study of theory there are several components in planning such as objectives, learning material, learning activities, media, learning resources, and evaluation. According to Mrs. Sri Yuliati that the learning planning component includes the objectives, activities, material, media and also the strategies included in the planning. This component must be present in the planning of learning.

In media planning used in the guessing game strategy on English subjects are markers, handout and HVS which contains question that have

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[62] Hamzah B. Uno, *Perencanaan Pembelajaran* (Jakarta: PT Bumi Aksara, 2010), 2.
[63] Ibid, 34
[64] Syaiful Bahri Djamarah, *Guru & Anak Didik Dalam Interaksi Edukatif* (Jakarta: PT Rineka Cipta), 326

been prepared by the teacher. It is used to facilitate the teacher in delivering the material easily.

In conclusion, the English teacher prepared the material and media based on the lesson plan, then also arrange the rule of guessing game. It was related to the theory that the basic rule of guessing games is simple, one person knows something that another one wants to find out. So, it was easy for the students to follow the learning process.

2. **The Implementation of Teaching Speaking Skill by Using Guessing Game**

The application of learning used in class VIII namely the guessing game strategy make the students can enrich their vocabulary and stimulate their imagination in asking question and guessing.[65] This game can be played by groups, where one team is giving questions and other trying to guess. The process of implementing Guessing game above stimulates students in their groups to try to guess as quickly as possible the words indicated by each group.

As stated by John von Neumann and Oscar: 1994 in Anindra: 2012, in relation to guessing game will be directed to how the students learn to analyze the interaction between guessers and word store or team who gives the questions that shows rational strategies, where it is caused by each group. By analyzing the strategy that produces the guess above, all students will spontaneously activate their cognitive mentality so as to

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[65]Dyah Rizqi Nurul Hidayati, "Teaching English for Young Learners by Using Guessing Games in Students' Speaking Skill", (Thesis, Semarang State University, Semarang, 2009), 42-43

arouse their competitive souls by guessing and linking words that have been shown to them before with the stimulation of word guessing questions.

Thus, it is also related to the theory of the Friederike Klippel, which showed that guessing games are true communicative situation and as such are very important for foreign language learning. It helps the strengthening of mastery about speaking and vocabulary automatically occurs for each student.

Implementation is an activity carried out by someone after an element of planning. The success of students in learning English lies in how the delivery and determination of steps in the process of learning activities, so that learning to be carried out can be more active, fun and not boring.

The way to create a guessing game strategy is that the teacher should first prepare the necessary materials such as markers, handout and HVS which contains question that have been prepared before. The steps are as follows:

a. The students are divided into 5 groups

b. Choose one member of the group to take 1 question and read it aloud in front of the class, the other students try to guess the answer.

c. In each group, it will be provided some answers related to the material. So, they just need to guess the right answers and speak into the class.

d. The right answer from each group will get one point

e. There will be 10 questions to be answered and guessed by the students

f. The winner will get reward or gift from the teacher. It is only for the most active and the group that has the most points.

As mentioned above the steps that have been applied by the teacher. The first step is the students are divided into 5 groups take 1 question and read it aloud in front of the class, the other students try to guess the answer according to the chapter on the study of To Show Appreciation to Other in class VIII textbooks.

From the above understanding, it can be related to the implementation of the guessing game strategy that students are introduced to this strategy in English lessons. Because not all educators can do guessing game strategies in English lessons, so the participants being able to learn English especially in speaking easily and also remember the lessons. The more students are familiar with the strategy, so they can easier to follow the tasks given by teacher with high participation and enthusiasm. It is because in this strategy students are guided to guess words and review the previous material that has been explained the teacher.

Thus it can be concluded that the implementation of guessing game by John von Neumann and Oscar was directed to how the students learn to analyze the interaction between guessers and word store or team who gives the questions that shows rational strategies and make them can enrich their speaking skill and also vocabulary mastery as well.

3. The Evaluation of Teaching Students' Speaking Skill by Using Guessing Game

Evaluation is the final step in learning activities. Evaluation is carried out with a view to knowing the extent to which each student understands the material being taught. The purpose of educational evaluation is to obtain evidentiary data which will show the extent to which the ability and success of students in achieving curricular goals.[66]

The evaluation used by teachers in Junior High School 7 in English classes used formative evaluation. The teacher uses formative evaluation when the learning process is complete, by asking students about what is not known yet. Thus, the teacher will find out whether students follow what is conveyed by the teacher during the learning process takes place or not.

Based on the observation, the researcher also found that the teacher has evaluated the students speaking skills used five components, namely comprehension, grammar, vocabulary, pronunciations and fluency. It is

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[66] M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: PT Remaja Rosdakarya, 2010), 5.

related to the theory of Arthur Hughes "They are pronunciation, Grammar, Vocabulary, Fluency and comprehension".

In the description above it can be concluded that the teacher conducted an evaluation in learning. The evaluation used formative evaluation which is in line with the theory of M. Ngalim Purwanto. This evaluation can measure the success or failure of a teacher in teaching the subject. So when the teacher knew that there were students who not mastered the material, the repeated what has been taught, gave the remedial project for the students who have not been reach the KKM.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of research that researchers have done regarding the implementation of guessing games technique in teaching students' speaking skill at the second grade students of Junior High School 7 Jember that collected data through observation, interviews and document study that has been analyzed, the following conclusions can be drawn:

1. The planning of teaching students' speaking skill by using guessing game at Junior High School 7 Jember is by preparing material and media used, such as marker, handout, hvs that contains questions and etc. It is used to facilitate the learning activities in order to achieve the desired objectives.

2. The implementation of teaching students' speaking skill by using guessing game to the second grade students of 7 Jember stimulated the students in their groups to try to guess as quickly as possible the words indicated by each group. It makes students are familiar with the strategy, so they can easier to follow the tasks given by teacher with high participation and enthusiasm.

3. The evaluation of teaching students' speaking skill by using guessing game in Junior High School 7 used formative evaluation and focus on speaking skill, namely comprehension, vocabulary, grammar, pronunciation, and fluency. This evaluation can measure the success or failure of a teacher in

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teaching the subject. So when the teacher knows that there are students who have not mastered the material, the teacher's task is to repeat what has been taught give the remedial project for the students who have not been reach the KKM.

B. SUGGESTION

Based on the research results and conclusions above, suggestions can be made so that it can be used as an input in order to succeed the success of learning English in Junior High School 7 Jember. As for the writer's suggestions, are as follows:

1. For English teachers, it is better for them to increase their creativity in making learning strategies that are fun and easily accepted by students. In that way, the students will be more enjoy and enthusiast in learning process.

2. For the other researchers, the researcher suggests to use this research as reference in doing related research in another object. It will be useful in order to conduct the same technique on different skill, while the researcher focusing on speaking skill.

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https://en.oxforddictionaries.com/

https://www.merriam-webster.com/

DECLARATION OF AUTHENTICITY

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Jember, November 4th 2019

The Writer,

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ENAM RIBU RUPIAH

Fitria Rachmayanti
NIM T20156008

Matrix of the Research

Title	Variable	Indicator	Source of data	Research method	Reasearch questions
A Study of Guessing Game Technique in Teaching Speaking Skill to the Second Grade Students of SMPN 7 Jember	A. Guessing Game Technique	1. The definition of Guessing Game 2. Guessing game in teaching speaking	Primary: 1. Students 2. English teacher 3. Documents	Research Approach: Qualitative approach Technique of Collecting data: 1. Observation 2. Interview 3. Document Study	1. How does the teacher plan to use guessing game in teaching speaking skill to the second grade students of SMPN 7 Jember?
	B. Speaking skill	1. Fluency 2. Pronounciation 3. Vocabulary 4. Grammar 5. Comprehension	Secondary: 1. Books 2. Articles 3. Research reports	Technique of data analysis: 1. Data Condensation 2. Data display 3. Conclusion Validity of Data 1. Triangulation by data source 2. Triangulation by method	2. How does the teacher implement guessing game technique in teaching speaking skill to the second grade students of SMPN 7 Jember? 3. How does the teacher evaluate the students' speaking skill after being taught using guessing game?

RESEARCH JOURNAL

No	Day / date	Activity	Note / Informant	TTD
1.	Monday, July 29th 2019	Giving permission letter	Mr. Tulus Wijayanto, S.Pd, M.Si	
2.	Friday, August 9th 2019	Observation in SMPN 7 Jember	Mrs. Sri Yuliati, S.Pd	
3.	Thursday, August 22nd 2019	Class observation in 8H of SMPN 7 Jember	Mrs. Sri Yuliati, S.Pd 8H Class	
4.	Friday, August 23rd 2019	Class observation in 8H of SMPN 7 Jember	Mrs. Sri Yuliati, S.Pd 8H Class	
5.	Friday, August 23rd 2019	Interview with students	8H Class	
6.	Thursday, August 29th 2019	Interview with English teacher	Mrs. Sri Yuliati, S.Pd	
7.	Thursday, August 29th 2019	Asking and receiving finishing letter of research from SMPN 7 Jember	Mr. Gunawan Sayekti, A.Md	

Jember, August 29th 2019

Headmaster of SMPN 7 Jember

Drs. Syaiful Bahri, M.Pd
NIP. 19640109 198501 1 002

OBSERVATION GUIDE

A. Target of Observation

1. The teacher who teaches the class

2. Students

3. The learning process in the classroom

4. Activities of students and teachers at SMPN 7 Jember

5. Matters relating to the use of learning media which include:

   a. Availability of facilities, facilities and infrastructure

   b. Media use planning

   c. Materials, methods and strategies used.

   d. Evaluate the use of learning media

B. Data of Observation

The data that the researcher needs to collect as follows:

1. The general description of the research location

2. The teacher activities in teaching English (Speaking)

3. The activities of students in English subject lesson (Speaking)

4. The class situation and classroom management

INTERVIEW GUIDE

A. Interview Guide with English Teacher

1. What did you prepare before entering the class?

2. Did you have any planning for the learning process?

3. How did you implement guessing game to teach speaking?

4. What is the response of students when you use guessing game to teach speaking?

5. How did you evaluate the students?

B. Interview Guide with Students

1. Apakah kamu senang belajar bahasa Inggris menggunakan game?

2. Apakah guessing game bisa membuatmu bebas untuk berpikir dan berbicara dalam bahasa Inggris?

3. Apakah game bisa memotivasi kamu untuk berbicara bahasa Inggris?

4. Apakah belajar bahasa Inggris menggunakan game perlu dilakukan secara terus-menerus?

DOCUMENTATION

A. The Implementation of Guessing game

The English teacher explained about the materials and steps in guessing game technique. They were divided into 5 groups and one member of the group took 1 question and read it aloud, then the other students tried to guess the answer.

The students guessed the right answer related to the questions given by other groups.

B. Interview with Students

1. Interview with Moch. Bariq Yuzaki

2. Interview with Septya Nur Fadhillah Tri Raharjo

3. Interview with Hendhy Ardi Oktavianto

4. Interview with Adelia Yuli Rahdian

5. Interview with Calvin Wahyuzo

C. Interview with English teacher, Mrs. Sri Yuliati S.Pd.

The researcher interviewed the English teacher about the planning, implementation and the evaluation for the students after being taught by using guessing game technique.
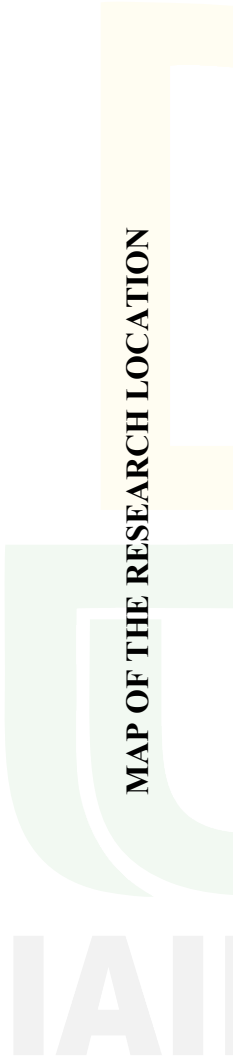
MAP OF THE RESEARCH LOCATION

DENAH
SMP NEGERI 7 JEMBER
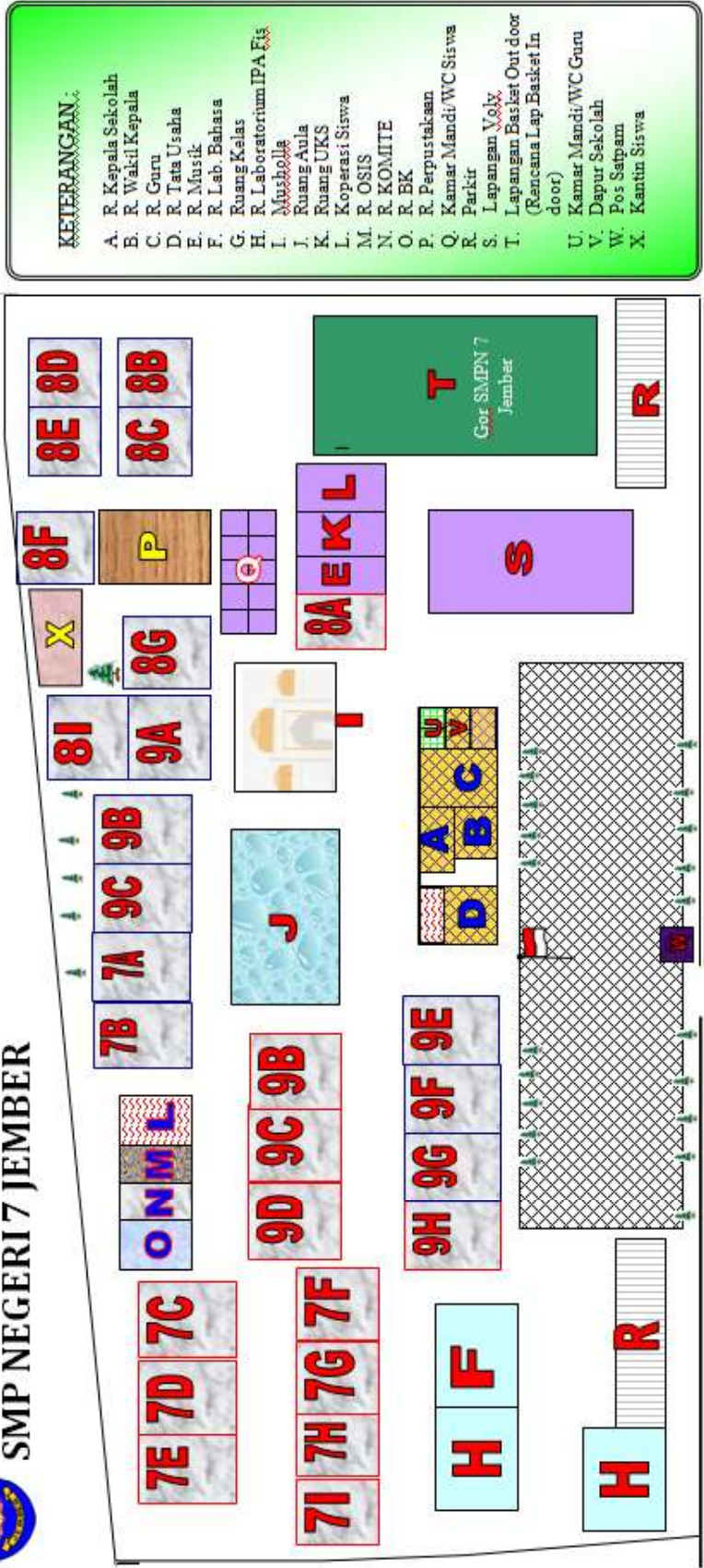
U

KETERANGAN:

A. R. Kepala Sekolah
B. R. Wakil Kepala
C. R. Guru
D. R. Tata Usaha
E. R. Musik
F. R. Lab. Bahasa
G. Ruang Kelas
H. R. Laboratorium IPA Fis
I. Musholla
J. Ruang Aula
K. Ruang UKS
L. Koperasi Siswa
M. R. OSIS
N. R. KOMITE
O. R. BK
P. R. Perpustakaan
Q. Kamar Mandi/WC Siswa
R. Parkir
S. Lapangan Voly
T. Lapangan Basket Out door
   (Rencana Lap Basket In
   door)
U. Kamar Mandi/WC Guru
V. Dapur Sekolah
W. Pos Satpam
X. Kantin Siswa

8E 8D
8C 8B
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Gor SMPN 7
Jember
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I
9B
U V
A B C
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7A 9C
J
7B
9D 9C 9B
9H 9G 9F 9E
O N M L
7E 7D 7C
7I 7H 7G 7F
H F
H R

School Building and Facilities

No	Building and Facilities	Qty	Conditiom
1	Ruang Kelas Pembelajaran	28	Good
2	Ruang Kepala Sekolah	1	Good
3	Ruang Guru	1	Good
4	Ruang Tata Usaha	1	Good
5	Ruang UKS	1	Good
6	Ruang Kurikulum	1	Good
7	Ruang Serba Guna/ Aula	1	Good
8	Ruang Lab Komputer	1	Good
9	Ruang BK	2	Good
10	Ruang Osis	1	Good
11	Ruang Musik	1	Good
12	Ruang Lab Bahasa	1	Good
13	Ruang Lab IPA	1	Good
14	Ruang Kopsis	1	Good
15	Masjid	1	Good
16	Gudang	1	Good
17	Ruang Perpustakaan	1	Good
18	GOR	1	Good
19	Toilet siswa		

Source : Documentation, August 9th 2019
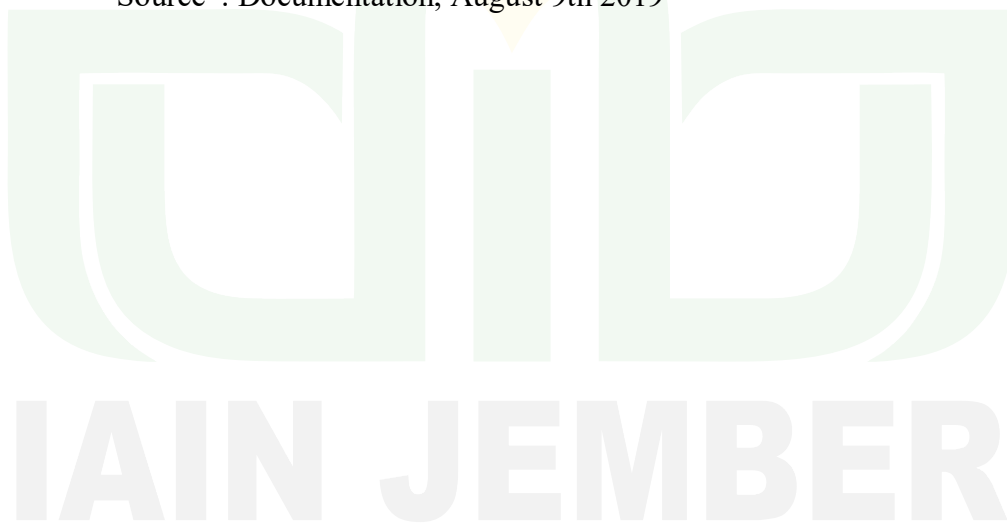
List of Educators and Educational Personnel

No	Nama	JK	NIP	Status Kepegawaian	Jenis PTK
1	Aat Midony Atfahmi	L		Guru Honor Sekolah	Guru TIK
2	Abdus Somad	L	197910012014121002	PNS	Guru Mapel
3	Achmad Syafii	L	196510111986031019	PNS	Guru Mapel
4	Agus Amir Hamzah	L		Guru Honor Sekolah	Guru Mapel
5	Agus Salim	L	196502091989031015	PNS	Guru Mapel
6	Ahmad Suyono	L		Guru Honor Sekolah	Guru Mapel
7	Ainunniyah	P		Guru Honor Sekolah	Guru Mapel
8	Akhmar Prakoso	L	196209121990031009	PNS	Guru BK
9	Alfin Fajriatin	P		Guru Honor Sekolah	Guru Mapel
10	Amalia Purbandari	P		Tenaga Honor Sekolah	Guru Mapel
11	Anggita Damayanti	P		Guru Honor Sekolah	Guru Mapel
12	Anggraeni Nur Wahyu Ning Tyas	P		Guru Honor Sekolah	Guru Mapel
13	Anindhita Saftanti	P		Tenaga Honor Sekolah	Tenaga Administrasi Sekolah
14	Bakti Dwi Laksono	L		Guru Honor Sekolah	Guru Mapel
15	Bambang Sugihono	L		Guru Honor Sekolah	Guru Mapel
16	Dini Meilinda Irianti	P		Guru Honor Sekolah	Guru Mapel
17	Dodi Budhi Handojo	L	196409271989031014	PNS	Guru Mapel
18	Dwi Adjeng Diah Anggraeni	P	196105101983032019	PNS	Guru Mapel
19	Dwi Sugeng Winarto	L	196806091997031006	PNS	Guru Mapel
20	Dyah Anies Maretha Rhinawati	P	198203312009092001	PNS	Guru Mapel

No	Nama	L/P	NIP	Status	Jabatan
21	Enny Widayati	P		Tenaga Honor Sekolah	Tenaga Administrasi Sekolah
22	Fifi Thoyibah	P	198003262014122001	CPNS	Guru Mapel
23	Gunawan Sayekti	L		Tenaga Honor Sekolah	Tenaga Administrasi Sekolah
24	Haris Adi Winata	L		Guru Honor Sekolah	Guru Mapel
25	Heri Ernawati	P		Guru Honor Sekolah	Guru Mapel
26	Ida Ayu Agustina	P		GTY/PTY	Guru BK
27	Indri Astutik	P		Guru Honor Sekolah	Guru Mapel
28	Irmawati Sri Utami	P		Guru Honor Sekolah	Guru Mapel
29	Ivan Hari Purnomo	L		Tenaga Honor Sekolah	Tenaga Administrasi Sekolah
30	Jiniari Apriska Dewi	P		Guru Honor Sekolah	Guru Mapel
31	Juli Susilowati	P	195807271984032007	PNS	Guru Mapel
32	Jupri Ahmadi	L		Guru Honor Sekolah	Guru Mapel
33	Kartika Sari Dewi	P	198704262011012017	PNS	Guru Mapel
34	Lies Windarti	P	195910201982032014	PNS	Guru Mapel
35	Manggro Atminingsih	P	196311061984122006	PNS	Guru Mapel
36	Mohamad Hadi Susanto	L	197910242014121003	PNS	Guru Mapel
37	Nunik Prastiwi	P	197004101993032007	PNS	Guru Mapel
38	Nunung Maryati, S.pd.	P		GTY/PTY	Guru Mapel
39	Petty Lestiasari	P		GTY/PTY	Guru BK
40	Praminingsih Mariani	P		Guru Honor Sekolah	Guru Mapel
41	Prio Lukman Oktavianto	L		Tenaga Honor Sekolah	Tenaga Administrasi Sekolah
42	Rahayu Dwi Hariningsih	P	196505201985012002	PNS	Guru Mapel
43	Rasidi	L	196902011997031007	PNS	Guru Mapel
44	Rini Handayani	P	196205101982022003	PNS	Guru Mapel
45	Roosita Dewi	P		Guru Honor	Guru Mapel

	Suriasih				Sekolah	
46	Ruli Doro Wanti	P	196001311981012002	PNS	Guru Mapel
47	Rumiyati	P	197505012014122002	PNS	Guru Mapel
48	Siti Aisah	P	198610302011012011	PNS	Guru Mapel
49	Siti Maria Ulfa	P	198106242014122003	PNS	Guru Mapel
50	Siti Nurhayati	P		Guru Honor Sekolah	Guru Mapel
51	Siti Rukayah	P	196011271985032005	PNS	Guru Mapel
52	Sri Banon	P	196711121989032011	PNS	Guru Mapel
53	Sri Mulyati Prihatiningsih	P	196512031991032005	PNS	Guru Mapel
54	Sri Widodo	P	196608081995122003	PNS	Guru Mapel
55	Sri Yuliati	P		Guru Honor Sekolah	Guru Mapel
56	Suheri	L		GTY/PTY	Guru Mapel
57	Sulastri	P	196505182008012008	PNS	Guru Mapel
58	Sulistianah	P	196306141984122006	PNS	Guru Mapel
59	Syahrowi	L	196909152014121004	PNS	Guru Mapel
60	Syaiful Bahri	L	196401091985011002	PNS	Kepala Sekolah
61	Titik Mardhiyah	P	195709201981032005	PNS	Guru BK
62	Tri Ayu Larasati	P		Guru Honor Sekolah	Guru Mapel
63	Tulus Wijayanto	L	198004272003121005	PNS	Guru Mapel
64	Tumiarsih	P	196003041988032001	PNS	Guru BK
65	Utik Yuniningsih	P	196006291987032004	PNS	Guru BK
66	Wahyu Budi Sulistyorini	P		Guru Honor Sekolah	Guru Mapel
67	Yulianna Damayanti	P	198207212014122002	PNS	Guru Mapel
68	Zulhafnis	P		Guru Honor Sekolah	Guru Kelas

Source : Documentation, August 9th 2019

Name list of 8H

No	NIS	Nama	L/P
1.	8545	ABELYA NAJWA PUTRI OKTA A.	P
2.	8354	ACHMAD FAISAL MAULANA A.	L
3.	8514	ADELIA YULI RAHADIAN	P
4.	8547	AHMAD ZAINUL IKSAN	L
5.	8520	AURIA MIRZA KHOIRUN NISA	P
6.	8454	CALVIN WAHYUZO	L
7.	8455	DANIA YASINTA DEVI	P
8.	8297	DIDHA GUSTI FARHAD P.	L
9.	8360	DWI EGA SETIAWAN	L
10.	8393	ELVA ARTIKA DIANA AZZAHRO	P
11.	8524	ERWINDA WIRAHA RIZKY	P
12.	8362	FAHREZA MAULANA DAFFA S.	L
13.	8395	FARA KURNIA PUTRI	P
14.	8526	FARA KURNIA PUTRI	P
15.	8300	FITRIA KUSUMA WARDANI	P
16.	8562	M. SANDY JUNIARTA ZARI	L
17.	8402	M. NAHDIL DWI FIRMANSYAH	L
18.	8466	MARIMBI KEMALA RESTI W.	P
19.	8436	MAULIDANING APRILITA	P
20.	8530	MOCH. BARIQ YUZAKI	L
21.	8439	MOCHAMMAD UBAIDILLAH R.	L
22.	8567	MUHAMMAD ILHAM RIZIQ	L
23.	8407	MUHAMMAD REZKY S.	L
24.	8504	NADIANUR ANISA	P
25.	8537	RAFLIYAN DZIKRI ABDULLAH	L
26.	8572	REGI AUREO MADINI	L
27.	8317	SAFITRI MAULIDIA APRILIANA	P
28.	8574	SAPUTRA MAULANA R.	L
29.	8345	SEPTYA NUR FADHILLAH TRI R.	P
30.	8318	SUCI DWI AJENG LESTARI	P
31.	8542	TRI BAGUS ARDIANSYAH	L
32.	8351	VERRELL YOGENSHA FIRDAUS	L
33.	8518	ANGGITA DWI DAMAYANTI	P
34.	8590	HENDHY ARDI OKTAVIANO	L
35.		NURUL DWI YULIANTI SAFITRI	P

Source : Documentation, August 9th 2019

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN JEMBER

Nomor   : B. 1084/In.20/3.a/PP.00.26/07/2019   29 Juli 2019
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala SMPN 7 Jember
Jl. Cendrawasih No.22, Puring, Slawu, Patrang, Kabupaten Jember

Assalamualaikum Wr Wb.

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

Nama   : Fitria Rachmayanti
NIM   : T20156007
Semester   : IX (Sembilan)
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Implementation of Guessing Game Technique in Teaching Students' Speaking skill at the Second-Grade Students of SMPN 7 Jember academic year 2019/2020 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
        Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru
2. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 7 JEMBER

Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Fax : 0331- 428567 Jember 68116

Email : smp7jember@gmail.com

SURAT KETERANGAN
No : 422/153/413.01.205.23892/2019

Yang bertanda tangan di bawah ini :

N a m a	:	**Drs. Syaiful Bahri, MPd**
N I P	:	196401019185011002
Pangkat/Golongan	:	Pembina Tk I/IVb
Jabatan	:	Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

N a m a	:	**Fitria Rachmayanti**
NIDN	:	T20156008
Program Studi	:	Tadris Bahasa Inggris
Institusi	:	IAIN Jember

Yang bersangkutan benar-benar telah melaksanakan Penelitiant pada tanggal 29 Juli 2019 s.d 29 Agustus 2019 di SMP Negeri 7 Jember dengan judul "The Implementation of Guessing Game Technique in Teaching Students' Speaking Skill at The Second Grade Students of SMPN 7 Jember"

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 29 Agustus 2019
Kepala Sekolah

Drs. Syaiful Bahri, MPd.
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BIODATA

Name   : Fitria Rachmayanti

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Educational Background   : 1. SDN Kedawung Wetan 1

                              2. SMP Negeri 1 Pasuruan

                              3. SMK Negeri 1 Pasuruan