

**THE IMPLEMENTATION OF GUESSING PICTURES GAME
IN TEACHING SPEAKING SKILLS
AT THE SEVENTH GRADE STUDENTS OF MTSN 2 BONDOWOSO**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To Fulfill Requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah And Teacher Training
English Education Program



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By:

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JEMBER

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THESIS

Has been examined and approved by the board of examiners
in a partial fulfillment of the Requirements for Bachelor's Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

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OMOOM



أَوَلَيْكَ ٱلَّذِينَ يُعَلِّمُونَ ٱلَّذِينَ لَا يُعْلَمُونَ ٱلْحُرُوفَ أَن يَقُولُوا ٱلْأَشْيَءَ الَّتِي هُمْ لَا يَفْقَهُونَ ۚ إِنَّهُم مُّجْرِمُونَ
وقل لهم ٱفْعَلُوا أَنفُسَهُمْ قَوْلَ بَلِيغٍ ۚ

Meaning: Only Allah knows what is in their hearts. So turn away from them, caution them, and give them advice that will shake their very souls. [Al-Quran, 4:63]¹

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¹Qur'an, Surah An-Nisa 63. <https://quran.com/an-nisa/63>

**THE IMPLEMENTATION OF GUESSING PICTURES GAME
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(accessed July 2,2025)

DEDICATION

With love and respect, I want to dedicate this thesis to:

1. Allah SWT, the Most Powerful and Kind, the One who created everything in this world.
2. Myself, for not giving up even when life was busy and hard. I worked hard and kept going. I am proud of myself for finishing this thesis.
3. My dear mother, Latifah who is my hero in life. You always support me, no matter what happens. Thank you for your love, care, and everything you have done for me. This thesis is for you, Mom.
4. My strong father, Hery Masduki who always asked about my thesis and gave me spirit. You never stop working hard for our family. Thank you, Dad. I dedicate this degree to you.
5. My Sister. Thank you for your support and for always believing in me. Your love gave me power to keep going

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In the name of Allah, the most gracious and the most merciful. All praise and thanks are due to Allah SWT for His endless mercy, blessings, good health, and strength that allowed me to finish this undergraduate thesis. May peace and blessings be upon our beloved Prophet Muhammad SAW, who has led us from darkness to the light of knowledge and modern life. At this moment, I would like to sincerely thank and show appreciation to everyone who supported, encouraged, and helped me throughout the process of writing this thesis:

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7. All lecturers in the English Education Department, who have shared valuable knowledge and experiences throughout my time in college.
8. All staff of the main library at UIN KHAS Jember, who helped me find the references needed for this thesis.
9. All students who participated in this study, especially those from the English Education Department, who kindly joined the learning activities and interview sessions.

I realize that this thesis may still have some weaknesses, especially in terms of writing and content. Therefore, I warmly welcome any suggestions and feedback that may help improve it. I sincerely hope this thesis can be useful for future researchers. May Allah SWT reward all those who have helped me with His greatest blessings.

Jember, 25 June 2025

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Researcher

ABSTRACT

Irma Hatyana 2025: The Implementation of Guessing picture game in Teaching Speaking Skills at Seventh Grade Students of MTsN 2 Bondowoso

Keywords: Speaking skills, Guessing picture game, Teaching speaking skills

Students' speaking skills in English language learning are a significant concern for the seventh-grade students at MTsN 2 Bondowoso. Challenges such as lack of confidence, limited vocabulary, and anxiety during speaking activities. Additionally, traditional teaching methods sometimes fail to engage students actively, resulting in low motivation. To address these challenges, the English teacher at MTsN 2 Bondowoso implemented guessing game pictures to enhance students' speaking skills. This approach aimed to create a more interactive and enjoyable learning environment, helping students enhance their fluency, vocabulary, and confidence in using English through various game activities.

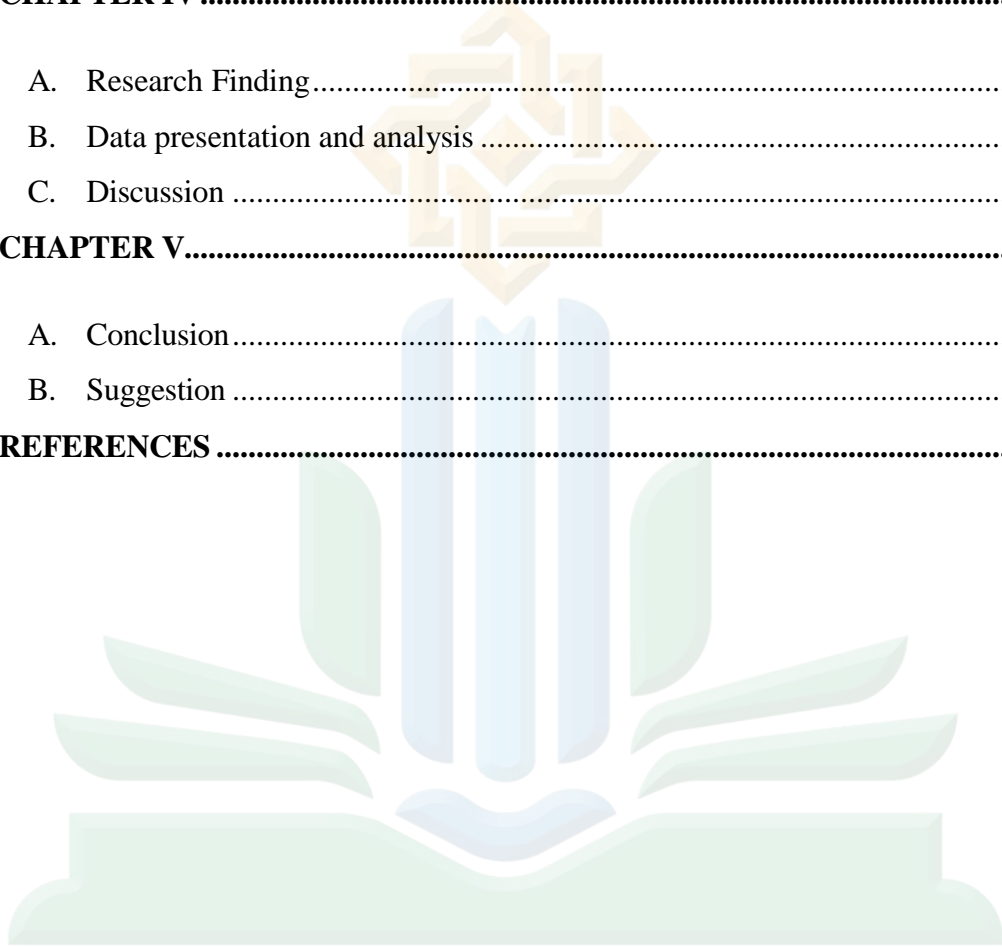
The research focus forms included: 1) What is the purposes of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 bondowoso?. 2) how are stages in examining of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 bondowoso?. 3) How is the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 bondowoso?. The Objective of this research are 1).To describe the purpose of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso. 2).To describe the stages in examining the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso.3).To describe the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso.

This research employed a qualitative method using a case study design. The study was carried out at MTsN 2 Bondowoso and involved purposive sampling to determine the participants, which included an English teacher and seventh grade students. Data were gathered through several instruments, observations, interviews, and documentation. For the analysis process, this study followed the model by Miles, Huberman, and Saldana, which consists of data collection, data condensation, data presentation, and drawing as well as verifying conclusions. To ensure the credibility of the findings, source triangulation and technique triangulation were applied.

The findings of the research were as follows: 1) The Purpose of Teaching Speaking by using guessing game picture at the seventh grade of MTsN 2 Bondowoso are: a. Enhancing students' confidence in speaking, b. Encouraging contextual English use, c. Increasing student engagement and motivation, d. Supporting vocabulary and fluency. 2) The Implementation Stages are: a. The teacher begins with pre-activities such as greetings and asking simple questions, b. Introducing the topic about hobby and pronoun also brainstorming vocabulary, c. Grouping students into small teams, d. Conducting a Vocabulary Guessing Game to support fluency and vocabulary mastery, and e. Concluding with post-activities including feedback and reflection. 3) The Evaluation Process uses formative assessment through: a. Oral tests using role-play activities based on real-life scenarios, and b. Teacher observation focusing on students' participation, vocabulary use, and fluency during speaking games.

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CHAPTER I

INTRODUCTION

A. Research Background

English language learning at the junior high school level, especially in grade 7, is one of the important foundations in support students' communication skills. One of the skills that need to be mastered is speaking skills. Speaking skills allow students to convey ideas, express opinions, and interact with others using English. However, students often experience difficulties in speaking due to limited vocabulary, shyness, and lack of motivation to practice. According to Hamzah, students low confidence in speaking English is also influenced by the lack of interesting and interactive teaching methods used by teachers².

In Indonesia, the development and implementation of English language teaching in schools are regulated by national education policies and government regulations. One of the key legal foundations is the Regulation of the Minister of Education and Culture No. 22 of 2016 on the Standard Process of Primary and Secondary Education. This regulation emphasizes that learning should be student-centered, interactive, inspiring, and fun³. It encourages teachers to implement active learning models that not only enhance students' cognitive skills but also foster

² Hamzah, M. (2021). *Improving Students' Speaking Skills through Interactive Methods*. Journal of Language Education, 8(2), 45-50.

³ Permendikbud No.22 tahun 2016

creativity, critical thinking, and communication abilities. Furthermore, the 2013 Curriculum (Kurikulum 2013) highlights the importance of enhance students' four English language skills—listening, speaking, reading, and writing—with a strong emphasis on communicative competence. In the context of Grade 7, speaking is considered a fundamental skill that allows students to express themselves and engage in meaningful communication in English. However, traditional teaching methods often make students feel anxious or unmotivated to speak due to fear of making mistakes or lack of confidence. Therefore, there is a need for more engaging and student-friendly approaches. One such approach is Game-Based Learning, which aligns well with the government's push for innovative and joyful learning. By integrating educational games into the classroom, teachers can create a supportive environment where students are encouraged to speak spontaneously, interact with their peers, and practice vocabulary and sentence structures in a fun and contextualized manner. This approach not only enhance their speaking fluency and accuracy but also fosters positive attitudes toward learning English.

The integration of Islamic values in English language teaching, especially in enhance students' speaking skills through the guessing game strategy, plays an important role in shaping both communication abilities and character. The guessing game strategy offers an enjoyable and interactive environment that encourages students to practice speaking English more confidently and naturally, while also fostering positive behavior such as cooperation, patience, and respect. This method

aligns with the Islamic principle of promoting wise and respectful communication, as emphasized in the Qur'an: —O you who have believed, fear Allah and speak words of appropriate justice (Qur'an 33:70).

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

"Invite 'all' to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord 'alone' knows best who has strayed from His Way and who is 'rightly' guided." (QS. An-Nahl: 125).⁴

Through games, students not only help their fluency and vocabulary usage but also learn to interact politely, listen attentively, and express ideas thoughtfully—reflecting the manners (adab) and ethics (akhlaq) promoted in Islam. By incorporating Islamic themes or values into speaking activities, such as using contexts related to daily Muslim life or moral stories, students can experience meaningful language learning that nurtures both linguistic and spiritual growth. Thus, Game-Based Learning becomes not only a tool for academic achievement but also a medium to support the broader goals of Islamic education, which include forming individuals who are knowledgeable, ethical, and capable of communicating with wisdom.

⁴ Surah An-nahl ayah 125, Quran.com: <https://quran.com/an-nahl/125> (accessed. May 26 2025)

To address these challenges, using guessing picture game has become one of the innovative methods that has caught the attention of many educators. Game-based learning offers a fun and interactive approach to help students learn English. Through games, students can be actively involved in the learning process without feeling pressured. A study conducted by Prasetya showed that the use of games in English learning significantly increased student participation and strengthened vocabulary acquisition which is the basis of speaking skills⁵. Supporting this, Ruziyeva conducted a study involving fifteen seventh-grade pre-intermediate students using a mixed-methods approach. Her research integrated various games such as role-playing and storytelling into regular lessons and showed a substantial improvement in students' speaking scores, from an average of 31 in the pre-test to 36 in the post-test. Beyond the quantitative gains, students also exhibited increased confidence, motivation, and willingness to speak, suggesting that games created a positive and supportive learning atmosphere⁶.

Similarly, Damayanti conducted classroom action research using the —Who am I guessing game to tackle issues such as unequal speaking opportunities and student anxiety. Implemented over three cycles, the intervention led to clear

⁵ Prasetya, R. (2020). The Effect of Game-Based Learning on Vocabulary Mastery and Speaking Skills. *Indonesian Journal of Education*, 12(3), 112-120.

⁶ Ruziyeva, M. A. K. (2024). The Role of Game-Based Learning in Improving English Language Learners' Speaking Skill. *International Scientific and Practical Conference*.

improvements in speaking ability, confidence, and participation⁷. The study's use of pre and post-tests alongside teacher feedback confirmed that games could be tailored to classroom needs to yield optimal results. In another relevant study, Rambe focused on guided conversation activities within a game-based structure, particularly targeting the topic of asking and giving opinions. This study, involving 36 junior high school students⁸, revealed that their speaking scores increased from 68.19 in the first cycle to 70.83 in the second cycle, with all students eventually achieving the Minimum Completion Criteria (KKM).

A similar improvement pattern was noted by Dea Faliha Rucita, who applied the Guessing Game involved 64 seventh-grade students divided into an experimental group. The results showed that the experimental group scored significantly higher (mean = 90.31) compared to the control group (mean = 65), demonstrating that the Guessing Game technique effectively enhance students' speaking skills, boosted their confidence, and made learning more engaging⁹. Kaur and Aziz employed a qualitative approach to explore how language games affected students speaking skills in a Malaysian secondary school context. Observations and assessments revealed that students showed greater fluency, expanded vocabulary usage, and increased participation. The engaging nature of the games allowed learners to communicate

⁷ Damayanti, A. (2019). Using games to improve students' speaking skills (A classroom action research) [Master's thesis, Universitas Pendidikan Indonesia]. Universitas Pendidikan Indonesia Repository.

⁸ Rambe, S. L. V. (n.d.). *Implementing Games Based Teaching Strategy in Teaching Speaking*. Institut Agama Islam Negeri (IAIN) Padangsidempuan, Indonesia.

⁹ Rucita, D. F. (2024). The Effectiveness of Guessing Game on Students' Speaking Skill at SMP Negeri 3 Ngronggot Nganjuk . State Islamic Institute of Ponorogo

more freely and enthusiastically in English. Taken together, these studies demonstrate that learning not only enhances technical aspects of speaking, such as fluency and vocabulary, but also fosters emotional and psychological readiness to speak such as reducing anxiety, building self-confidence, and encouraging active classroom involvement—making it a comprehensive approach to improving English speaking skills across various educational settings¹⁰.

At MTsN 2 Bondowoso, the main obstacle in teaching English is students' low motivation to speak. Based on initial observations, most students prefer to remain silent and only listen during lessons. This is exacerbated by the lack of a variety of teaching methods that can motivate them to actively speak. Based on an interview with Mr. Yanuar, the English teacher of the seventh-grade students, he stated that most of the students in grade 7 still lack confidence and ability in speaking English, which makes it necessary for teachers to provide more frequent and structured speaking practice. He emphasized that at this stage, students are still in the early stages of language acquisition, and many of them are hesitant to express themselves due to limited vocabulary and fear of making mistakes. Therefore, consistent exposure to speaking activities is crucial to help them enhance fluency and confidence. Mr. Yanuar also pointed out that students should be encouraged to speak

¹⁰ Aziz, A. A. (2021). The Use of Language Game in Enhancing Students' Speaking Skills. *Journal of Language Education and Development*, 12(1), 45-58

in a supportive environment where mistakes are seen as a natural part of the learning process.

According to him, incorporating more interactive methods—such as games, group discussions, or role-playing—can significantly reduce their anxiety and make the learning process more enjoyable. He believes that the key to supporting students' speaking skills lies not only in giving them the opportunity to speak, but also in ensuring that such opportunities are meaningful, engaging, and frequent. In his opinion, when students are trained consistently and given enough space to practice, their speaking skills will gradually enhance over time¹¹.

According to Rahman's, the use of traditional methods such as lectures tends to limit students from practicing speaking independently, so a more innovative approach is needed to overcome this problem¹². The implementation of the guessing game is expected to serve as an effective strategy to enhance students' speaking skills, especially for seventh-grade learners who often struggle with fluency and confidence. By focusing on the guessing game, teachers can design activities where students describe or guess images, creating engaging and meaningful opportunities to speak in various real-life contexts. For instance, a guessing picture game might involve students giving clues about daily activities—like —I do this in the morning

¹¹ Yanuar Chandra, interviewed by Irma Hatyana on 10 april 2025

¹² Rahman, A. (2022). *Challenges in Teaching English Speaking Skills in Secondary Schools*. TEFL Journal, 10(1), 35-42.

before school for brushing teeth—which helps them internalize vocabulary and grammar while speaking practicing.

Susanti found that students who participated in role-play activities showed increased confidence and support understanding of sentence structures in daily conversation. Similarly, Fitriana investigated the use of board games in English classes and discovered that the interactive nature of these games motivated students to speak more frequently while reducing anxiety¹³. Widya explored the effectiveness of guessing games, revealing that students became more active and enthusiastic in class as they tried to describe and guess words¹⁴, leading to enhanced vocabulary usage and fluency. In addition, Setiawan demonstrated that storytelling games helped students enhance coherence and organization in their spoken responses, as they learned to narrate events using correct tenses and transitional phrases¹⁵.

Furthermore, Lestari examined the use of digital speaking games and found that the integration of technology not only made the classroom environment more enjoyable but also encouraged students to speak spontaneously without the fear of being judged¹⁶. These findings collectively emphasize that game-based learning offers diverse advantages for speaking instruction, from increasing student motivation

¹³ Fitriana, R. (2019). *The Use of Board Games to Improve Students' Speaking Ability at Junior High School Level*. Undergraduate Thesis, Universitas Negeri Yogyakarta.

¹⁴ Widya, N. P. (2021). *Improving Students' Speaking Ability Through Guessing Games at the Seventh Grade of SMP Negeri 2 Semarang*. Undergraduate Thesis, Universitas Negeri Semarang.

¹⁵ Setiawan, H. (2018). *Improving Students' Speaking Skill through Storytelling Games at the Eighth Grade of SMP Negeri 2 Magelang*. Undergraduate Thesis, Universitas Negeri Yogyakarta.

¹⁶ Lestari, D. P. (2022). *The Effectiveness of Digital Speaking Games in Enhancing Students' Speaking Skills at Senior High School*. Undergraduate Thesis, Universitas Negeri Jakarta.

and reducing speaking anxiety to enhancing vocabulary mastery, grammatical accuracy, and communicative competence.

This study aims to explore the implementation of guessing game picture in speaking skills of grade 7 students at MTsN 2 Bondowoso. In addition, the study also sought to identify factors that support or hinder the success of this method. With the results of this study, it is hoped that it can contribute to the development of more effective English teaching methods, as well as help teachers and students create a more active, fun and supportive learning environment.

B. Research Focus

Based on the research background above, the researcher bestows some research focus specifically.

1. What are the purposes of guessing pictures game implementation in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?
2. How are the stages in examining guessing pictures game implementation in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?
3. How is the evaluation of guessing pictures game implementation in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?

C. Research Objective

Based on the research focus, it formulates some research objectives such as:

1. To describe the purposes of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso
2. To describe the stage in examining the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso
3. To describe the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso

D. Research Significance

Based on the research objectives above, the researcher hopes that this study will provide several significant contributions as follows:

1. Theoretical practical

Theoretically, this research aims to support English teachers in applying an effective strategy to enhance students' speaking skills. The findings provide insights into teaching English to junior high school students, especially in improving speaking fluency and vocabulary through the use of the Guessing Picture Game strategy.

2. Practical Significance

- a. For Teachers

This study offers insights into the impact of game-based learning on students' speaking fluency and accuracy. Teachers can adopt effective

game-based strategies to make speaking practice more interesting and productive.

b. For Students

his research helps students recognize the benefits of game-based learning in improving their speaking ability, especially in improving vocabulary, pronunciation, fluency, and confidence.

c. For Schools

The findings provide valuable input for schools to integrate game-based learning methods into their English teaching curriculum, so as to support overall language learning outcomes.

d. For Future Researchers

This study serves as a reference and basis for future research exploring innovative teaching strategies such as game-based learning to support speaking or other language skills..

E. Definition of Key Term

To avoid misunderstanding and provide clarity, the following key terms are defined:

1. Guessing picture game

Guessing Game Pictures is a type of game-based learning activity that uses visual images or pictures to encourage students to practice speaking. In this activity, one student or group looks at a

picture and gives clues or descriptions without saying the exact word, while the others guess what the picture.

In this study, Guessing Picture Game is specifically applied in teaching English speaking skills to encourage students to express their ideas verbally based on visual prompts. This game requires students to describe or guess images shown to them, which stimulates spontaneous speaking, vocabulary recall, and sentence construction. By engaging in this activity, students practice speaking in a more natural and enjoyable context. The use of pictures also helps reduce students' anxiety and supports their understanding by providing visual clues. Through this method, students are motivated to participate actively, enhance better communication strategies, and enhance their overall speaking confidence in English..

2. Speaking Skills

Speaking Skills refer to the ability to communicate effectively in spoken language, which involves several key components such as fluency, accuracy, vocabulary and pronunciation. Fluency is the smoothness and flow of speech, which allows the speaker to express ideas without unnecessary pauses or hesitation. Accuracy involves using correct grammar, vocabulary, and pronunciation, ensuring that the spoken language is understandable and grammatically correct.

Vocabulary refers to the range of words that a speaker knows and can use appropriately in different contexts, while pronunciation focuses on the clarity and accuracy of sound and word stress. Developing these skills is essential for effective communication, especially in language learning, as it helps students express themselves clearly and confidently in a variety of speaking situations.

3. Teaching speaking skill through guessing picture game

Teaching speaking in English as a Foreign Language (EFL) is often considered one of the most challenging aspects of language instruction. Unlike passive skills such as reading or listening, speaking requires learners to actively produce language by combining grammar, vocabulary, pronunciation, and social interaction in real time. Brown emphasizes that speaking is a dynamic skill where students must construct meaningful messages while managing fluency and accuracy¹⁷. Due to these complexities, many learners experience anxiety when speaking, making traditional methods like rote memorization ineffective for developing true communicative ability.

To address these difficulties, educators increasingly apply using game strategies, such as the guessing picture game, to create a more engaging and natural environment for speaking practice. Using guessing picture game involves integrating educational games into

¹⁷ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

language instruction to make learning interactive, purposeful, and enjoyable. According to Wright, Betteridge, and Buckby, games offer a structured yet relaxed atmosphere that motivates students to communicate meaningfully while having fun. The guessing picture game, for instance, encourages learners to describe and interpret visual cues, promoting spontaneous language use¹⁸. This activity allows students to practice speaking without the pressure of rigid or formal exercises, helping them build confidence, enhance fluency, and enhance communicative competence in a supportive and dynamic setting.

F. Systematic Discussion

describes the flow of thesis discussion from the introduction chapter to the concluding chapter. A descriptive narrative, not a table of contents, is the format of systematic writing. The Systematic of discussion is organized into some points, those are:

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

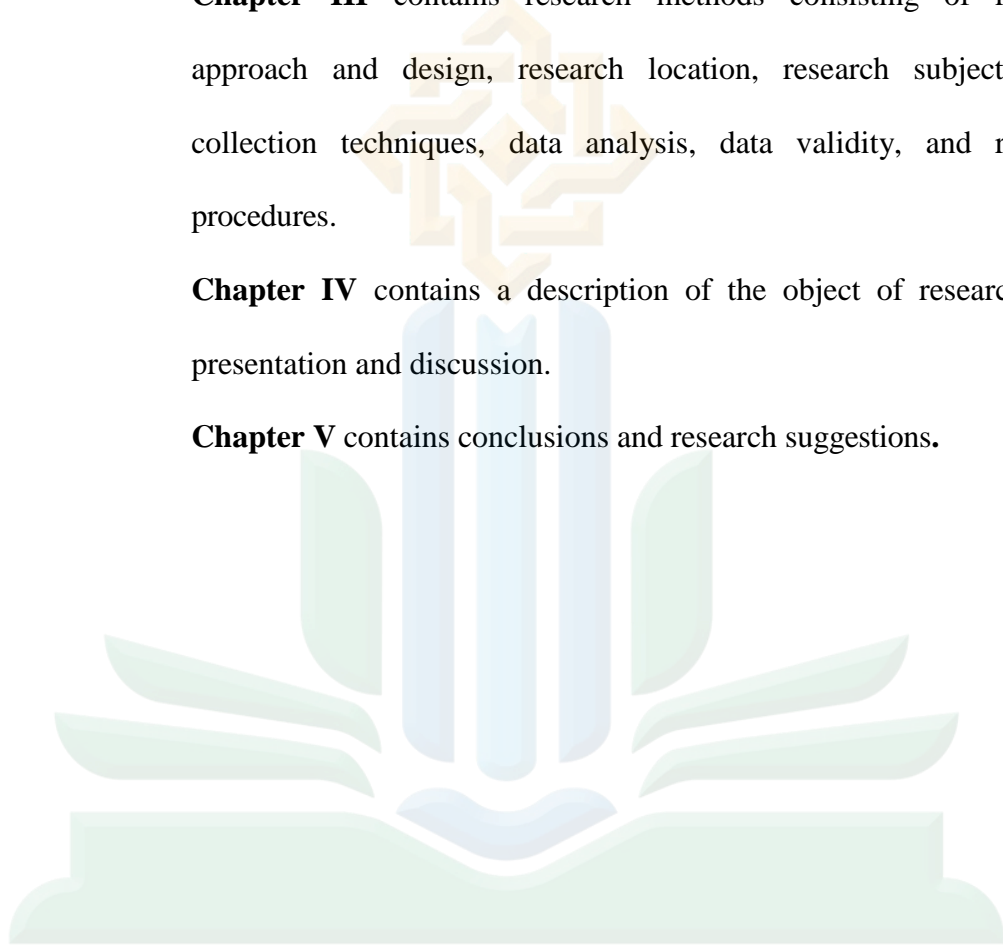
Chapter II contains a review of related literature, including previous research and theoretical frameworks.

¹⁸ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, 3rd ed. (Cambridge: Cambridge University Press, 2006), 1–2.

Chapter III contains research methods consisting of research approach and design, research location, research subjects, data collection techniques, data analysis, data validity, and research procedures.

Chapter IV contains a description of the object of research, data presentation and discussion.

Chapter V contains conclusions and research suggestions.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

The researcher clarifies the findings of previous studies that are relevant to the current study. This aims to create the desired scope so that the uniqueness and point of view of the research can be seen. The following are some of the previous studies on game-based learning and teaching speaking skill.

1. The first previous study was written by Anggun pertiwi, as students Universitas buana perjuangan Karawang. —Guessing game method in speaking instruction¹⁹.

The purpose of this study was to investigate the use of the guessing game method in teaching English speaking skills, focusing on its implementation, benefits, challenges, and outcomes. Conducted as a qualitative case study at a junior high school in Karawang, the research involved four students and one English teacher, selected purposively based on relevant criteria. Data were collected through observation, interviews, and documentation, and analyzed through data reduction, display, and conclusion drawing.

¹⁹ Anggun Pertiwi (2023), "Guessing Game Method in Speaking Instruction" (Karawang: Universitas Buana Perjuangan Karawang)

The findings revealed that the guessing game method was effective in enhancing student participation and engagement during speaking lessons. Students became more active, confident, and enthusiastic about speaking English in class. The use of guessing games helped reduce anxiety, encouraged spontaneous speech, and enhance fluency, vocabulary, and pronunciation.

Despite minor challenges such as time management and varying student participation levels, the overall implementation of the guessing game in speaking instruction showed significant positive outcomes. Students demonstrated enhance speaking abilities, better comprehension, and increased motivation. Therefore, this study concludes that the guessing game method is a valuable and practical approach in developing students' speaking skills and recommends its broader use in English language classrooms.

2. The second previous study was written by Dea faliha rucita, entitled the effectiveness of guessing game on students' speaking skill at smp negeri 3 Ngronggot Nganjuk²⁰

The aim of this research was to help students' speaking skills by using the Guessing Game technique. Conducted as a quasi-experimental study with seventh-grade students at SMPN 3 Ngronggot Nganjuk, the research included an experimental group that used the Guessing Game and a control group that did not. Pre-tests and post-tests were administered to measure the students' speaking abilities before and after the treatment. The

²⁰ Rucita, D. F. (2024). The Effectiveness of Guessing Game on Students' Speaking Skill at SMP Negeri 3 Ngronggot Nganjuk . State Islamic Institute of Ponorogo. Available at https://etheses.iainponorogo.ac.id/28275/1/Skripsi_Dea%20Faliha%20Rucita_204180018_12Lpp.pdf.

data analysis using a test showed that the students who learned through the Guessing Game had significantly higher speaking scores compared to those in the control group. The mean score of the experimental group was 90.31, while the control group scored 65. This indicated that the Guessing Game technique effectively helped students enhance their speaking skills, increased their confidence, and made learning more engaging. The study suggests that the Guessing Game is a useful method that teachers can apply to enhance speaking abilities in the classroom..

3. The third previous study was written by Rizqi Yatul Layli, Siti Rofi'ah, and Istina Atul Makrifah, entitle The Developing a Guessing Game to support Speaking Skills for Grade 9th in MTs Al-Hidayah Sukonolo Bululawang,²¹

This study aimed to support a guessing game product to enhance the speaking skills of ninth-grade students at MTs Al-Hidayah Sukonolo. The method used in this research was Research and Development (R&D) based on the Borg and Gall model. The development of the product was motivated by the results of observations and recommendations from English teachers, which showed that students lacked confidence in speaking due to fear of making grammatical or pronunciation mistakes. Qualitative data were obtained through observation and data categorization, while quantitative data were collected using questionnaires from material experts, media experts, teachers, and students. The validation results from the experts showed an average score of 91.07, which falls into the "very valid" category.

²¹ Rizqi Yatul Layli, Siti Rofi'ah, dan Istina Atul Makrifah, "The Developing a Guessing Game to Improve Speaking Skills for Grade 9th in MTs Al-Hidayah Sukonolo Bululawang," English, Universitas Nahdlatul Ulama Blitar, Jawa Timur, Indonesia, <https://doi.org/10.25217/jed.v4i01.4305..>

Meanwhile, the average percentage result from the student questionnaire was 75.00%, indicating a "good" qualification. Thus, it can be concluded that the guessing game method significantly help students' confidence and speaking ability and can be used as an interesting, useful, and easy-to-apply learning medium in English speaking instruction.

4. The forth previous study was written by Fitrah yuliawati entitled Guessing Picture to Increase Students' Speaking Skill in Speaking Class at Universitas Islam Madura²²

The aim of this research was to enhance students' speaking skills by using picture-based learning, especially in helping students express ideas and describe images in speaking class. The study used Classroom Action Research (CAR) and was carried out in three cycles, involving steps such as planning, action, observation, and reflection. The data were analyzed using a qualitative descriptive method, with a success criterion set at 75% of students reaching the minimum score. The findings showed a steady improvement in students' speaking performance. In the first cycle, only 31.5% of students reached the target. In the second cycle, it increased to 52.6%, and by the third cycle, 78.9% of students successfully met the goal. These results show that using image media can effectively help students enhance their speaking skills, especially in storytelling activities.

²² Fitrah Yuliawati, —Guessing Picture to Increase Students' Speaking Skill in Speaking Class at Universitas Islam Madura, *Journal of Pedagogik Bahasa Indonesia*, vol. 1, no. 4 (2021): 233–240, <https://doi.org/10.47134/jpbi.v1i4.685>.

5. The fifth previous study was written by Dalvinder Kaur and Azlina Abdul Aziz entitled The Use of Language Game in Enhancing Students Speaking Skills²³

The purpose of this study is to explore the use of language games in improving students' speaking skills. This research focuses on improving students' speaking skills through interactive and engaging language games. The study utilized a qualitative approach, which involved observation and assessment of student performance during language game sessions. The participants were students from a secondary school, and the study aimed to determine how these games impacted on their ability to communicate effectively in English. The results showed that language games positively affected students' speaking abilities, including fluency, confidence, and vocabulary usage. Students were more engaged and actively participated in the learning process, leading to a marked improvement in their speaking ability. Overall, this study concludes that integrating language games into language teaching can be an effective strategy to enhance students' speaking ability.

Table 2.1 Similarities and Differences between the Previous Research and Current research

NO	Author and Title	Similarities	Differences
1.	Anggun pertiwi,. Guessing game method in speaking	a. Both research have the same topic is about	a. The previous research was conducted with four junior high

²³ Aziz, A. A. (2021). The Use of Language Game in Enhancing Students' Speaking Skills. *Journal of Language Education and Development*, 12(1), 45-58

	instruction.	Guessing picture game in teaching emnglish speaking skills	<p>school students and one English teacher in Karawang.</p> <p>b. The focus of the previous research was to explore the implementation, benefits, challenges, and outcomes of using the guessing game method in teaching speaking skills, while the current research explore the purpose, step and evaluation about Guessing picture game..</p>
2.	Dea faliha rucita, entitled the effectiveness of guessing game on students' speaking skill at smp negeri 3 Ngronggot Nganjuk.	a. Both research have the same topic is about about Guessing picture game in teaching emnglish speaking skills	<p>a. The previous research was conducted with 64 seventh-grade students at SMPN 3 Ngronggot Nganjuk, divided into an experimental group and a control group.</p> <p>b. The focus of the previous research was to examine the effectiveness of the Guessing Game technique in improving students' speaking skills, while while the current research explore the purpose, step and evaluation about Guessing picture game.</p>

3.	The third previous study was written by Rizqi Yatul Layli, Siti Rofi'ah, and Istina Atul Makrifah, The Developing a Guessing Game to Improve Speaking Skills for Grade 9th in MTs Al-Hidayah Sukonolo Bululawang	<p>a. Both research have the same topic is about Guessing picture game in teaching emnglish speaking skills.</p> <p>b. Both research focus to enhance and validate a guessing game product to isopport students' speaking confidence and ability,</p>	<p>a. The previous research was conducted with ninth-grade students at MTs Al-Hidayah Sukonolo, using the Research and Development (R&D) method based on the Borg and Gall model.</p> <p>b. The data collectiuon uses quantitative data while the current research use qualitataive data method</p>
4.	Yunda Aulia, The Effect Of Applying Game-Based Learning To Improve Students Speaking Ability	<p>a. Both research have the same topic is Guessing picture game in teaching emnglish speaking skills.</p>	<p>a. The previous research was conducted with college students in a speaking class using Classroom Action Research (CAR) over three cycles while this research is conducted with seventh grade students of MTsN 2 Bondowoso</p> <p>b. The previous research The focus of the previous research was to help students' ability to express ideas and describe pictures through picture-based learning in storytelling, while the current study explores..</p>

5.	Dalvinder Kaur and Azlina Abdul Aziz, The Use of Language Game in Enhancing Students Speaking Skills	<p>a. Both research have the same topic is about game based learning in improving speaking skills</p> <p>b. The focus of the previous research was to explore how language games enhance students' speaking skills, including fluency, confidence, and vocabulary usage,</p>	<p>a. The previous research was conducted with secondary school in Malaysia, while this research is conducted with students at the seventh Grade of MTsN 2 Bondowoso</p>
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Based on the analysis of several previous studies, some similarities and differences can be identified when compared to the current study. The similarities between the previous studies and the current study lie in the same focus on improving speaking skills, particularly through the use of the guessing picture game as a learning strategy. All studies highlighted the effectiveness of interactive and visual-based methods in enhancing students' speaking abilities. However, the differences are found in various aspects such as research method, participant level, location, and research focus. The previous studies applied experimental, qualitative, and R&D approaches with diverse student groups and institutional backgrounds, while the

current study specifically focuses on the implementation of the guessing picture game in improving speaking skills among seventh-grade students at MTsN 2 Bondowoso..

The novelty of the current study can be seen in two main aspects: the research focus and its objectives. While previous studies have mostly examined the general impact of gamebased learning on students' speaking fluency and motivation, this study specifically investigates the use of the guessing picture game and its effect on multiple components of speaking skills, such as fluency, accuracy, vocabulary, and pronunciation. Additionally, this study not only evaluates the outcomes but also explores the detailed implementation of the guessing picture game in classroom settings, offering a clearer picture of how this method can be effectively integrated into English language teaching to enhance students' speaking abilities..

B. Theoretical Framework

This section describes the discussion of the theory which is used as a perspective in conducting the research. A broader and deeper discussion of theory will further deepen the researcher's insights in examining the problems to be solved that accordance with the focus and objectives of the research. Those are:

1. Game Guessing Picture

a. Definition Game Based Learning.

Game based learning involve using digital or non-digital games as learning environments to support students' acquisition of knowledge and

skills is known as game-based learning²⁴. It is different from gamification, which is the process of introducing characteristics of games into situations that aren't games. GBL is a holistic teaching tool because of its capacity to promote cognitive, behavioral, empathetic, and sociocultural involvement with the subject matter. GBL promotes learning through cognitive, emotional, and social engagement. Cognitively, it helps students absorb complex concepts by presenting them in an interactive and memorable way. Emotionally, it fosters motivation and reduces learning stress, as students often perceive games as enjoyable rather than intimidating. Socially, multiplayer games encourage collaboration and teamwork, allowing learners to build communication skills and share knowledge with peers. By blending education with entertainment, GBL addresses diverse learning styles and paces, making it an adaptable and inclusive tool for various educational settings. This approach is particularly effective in teaching concepts that require practice, exploration, or real-world application.

b. Key Theories in Game based learning

According to Huang, the key theories underpinning Game-Based Learning (GBL) include behaviorism, cognitivist, constructivism, humanism, and socio-cultural theory. These theories collectively provide

²⁴ Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of Game-Based Learning. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>

a foundation for understanding how games can effectively support learning by addressing various aspects of knowledge acquisition, motivation, interaction, and personal development.

1) Behaviorism

This theory focuses on observable behaviors and the responses to stimuli. In GBL, behaviorism is applied through reinforcement and feedback mechanisms within games, encouraging learners to repeat desired behaviors²⁵.

In the context of Game-Based Learning (GBL), behaviorism is applied through the use of reinforcement and feedback mechanisms which are built into the game. For example, when students complete a task or exhibit the correct behavior in the game, they may receive positive feedback such as points, prizes, or level-ups. This positive reinforcement motivates students to repeat those behaviors in future learning scenarios. Additionally, games often provide instant feedback on students' actions, helping them understand which behaviors lead to success and which do not. This immediate response allows students to quickly adjust and support their performance, thus reinforcing the learning process.

²⁵ Wu, W., Hsiao, H., Wu, P., & others. (2012). Investigating the learning-theory foundations of game-based learning: A meta-analysis. *Journal of Computer Assisted Learning*, 31 May 2012.

2) Cognitivist

Cognitivist highlights the importance of mental processes in learning. Games that incorporate cognitive principles are designed to support memory, problem-solving, and critical thinking by involving learners in activities that demand active mental engagement²⁶. In the context of Game-Based Learning (GBL), cognitivist plays an important role by focusing on how games help learners process information and make decisions. Games provide opportunities for students to explore, experiment and solve problems in a controlled environment, helping them build and refine their mental models. For example, in a puzzle-solving game, students can use critical thinking and reasoning skills to figure out the next step, which engages their cognitive abilities. Games often require players to retain and recall information (for example, remembering the rules or strategies of the game), which strengthens memory and helps learning outcomes. In addition, challenges in games help learners think strategically and reflect on their actions, strengthening cognitive skills such as planning, analysis and decision-making. Furthermore, in GBL, learners are usually given scenarios or problems that they have to solve, thus

²⁶ Li, M.-C., & Tsai, C.-C. (2013). Game-Based Learning in Science Education: A Review of Relevant Research. *Journal of Science Education and Technology*, 22(6), 875-887.

encouraging them to actively engage with the content and make connections between new and existing knowledge. This process enhance comprehension and retention, as learners do not just passively receive information, but actively construct their knowledge. Cognitivist in GBL emphasizes on understanding how learners think and process information, so learning becomes more meaningful and effective by encouraging deep cognitive engagement.

3) Constructivism

Constructivism states that learners construct their own knowledge through hands-on experience. Game-Based Learning (GBL) takes advantage of this by offering an interactive environment where learners can explore, experiment and develop their understanding through engagement with the game world²⁷.

In Game-based Learning (GBL), constructivism is a perfect fit as games create an engaging and interactive environment where learners can engage directly with the learning material. Games provide opportunities for them to explore and try new things, as well as make decisions that will affect the course of the game, which in turn helps them understand concepts more deeply. While

²⁷ Wu, W., Hsiao, H., Wu, P., & others. (2012). Investigating the learning-theory foundations of game-based learning: A meta-analysis. *Journal of Computer Assisted Learning*, 31 May 2012.

playing, learners are faced with various challenges that require them to solve problems or achieve certain goals. This process encourages them to use their existing knowledge, think critically and search for the right solution. In addition, in games that involve multiple players, learners can collaborate with their friends, share ideas and work together to solve problems. This allows them to build knowledge together and learn from each other's experiences.

4) **Humanism**

Humanism is a theory that emphasizes personal development and reaching one's full potential. In Game-Based Learning (GBL), this approach can be seen in games that encourage learners to take control of their own learning and reflect on their experiences. These games often focus on building confidence, fostering creativity, and helping players discover their strengths and abilities. Humanism in Game-Based Learning (GBL)** focuses on the personal growth and emotional development of learners. It emphasizes creating learning experiences that cater to the individual needs, interests, and goals of each student. In GBL, humanistic approaches are reflected in games that allow players to take charge of their own learning journey, make choices, and

explore topics at their own pace. These games often encourage self-expression, critical thinking, and personal reflection, helping learners build confidence and develop a deeper understanding of themselves and the material. By prioritizing the learner's well-being and motivation, humanism in GBL aims to create a supportive and engaging environment that fosters both academic and personal growth.

5) **Socio-Cultural Theory**

Socio-Cultural Theory emphasizes that learning happens best through social interaction and within a cultural context. In Game-Based Learning (GBL), this idea comes to life when games encourage teamwork and social connections. By working together and sharing ideas, players can help each other learn and solve problems, making the learning process more interactive and meaningful. In the context of Game-Based Learning (GBL), socio-cultural theory plays a vital role. Games often create collaborative environments where players work together to achieve goals, solve problems, or complete challenges. Multiplayer games, for example, encourage teamwork, allowing learners to communicate, share strategies, and learn from one another. These interactions mimic real-world social situations, making the learning experience both engaging and relatable. Moreover, games

designed with cultural elements can help learners connect with the material in a way that resonates with their background, fostering deeper understanding and appreciation. By blending social interaction and cultural relevance, GBL inspired by socio-cultural theory enhances not only cognitive skills but also social and emotional learning.

c. Benefits and Effectiveness of Game Based Learning

Huang points out that Game-Based Learning (GBL) has many benefits that affect students in different ways. Cognitively, GBL helps students learn and develop new skills by making learning more interactive and fun. It presents information in a way that makes it easier for students to understand and remember, as they can apply what they learn while playing. Emotionally, GBL helps students feel more confident and less anxious about learning. Because games are designed to be fun, students are more willing to try new things without the fear of failure, which boosts their motivation and self-esteem. Socially, GBL encourages students to work together, share ideas, and solve problems as a team. By playing games in groups or with classmates, students learn how to communicate better and collaborate effectively. All these benefits—helping students think better, feel more confident, and work well with others—make GBL a great tool for modern education, especially for

activities that need creativity, teamwork, and the ability to adapt to new challenges.

2. Type of Game Based Learning

Game-based learning refers to the use of games as a tool to support and enhance the learning process. In the context of language education, especially English, this approach can create an engaging and interactive environment that encourages students to actively participate and practice their language skills. Games can reduce anxiety, increase motivation, and promote collaboration among learners. When used to support speaking skills, games provide meaningful contexts for communication, allowing students to use the target language spontaneously. Activities such as role-playing, guessing games, and digital game help students practice vocabulary, pronunciation, fluency, and accuracy in a fun and low-pressure setting. As a result, game-based learning not only strengthens students' linguistic abilities but also builds their confidence in using English in real-life situations.

a. Guessing Game

A guessing game is a type of interactive activity where players try to guess the correct answer based on clues, questions, or visual prompts. In language learning, especially in teaching speaking skills, guessing games serve as an effective strategy to encourage students to speak actively and confidently. This kind of game creates a fun and low-pressure environment that helps reduce students' anxiety about making mistakes.

By participating in guessing games, students are motivated to express their ideas, use descriptive language, and practice asking and answering questions. One common example is the —Guessing Picture game, where students describe an image while others try to guess what it is. This activity not only help students' vocabulary and pronunciation but also develops their ability to think critically and speak fluently. Overall, guessing games can significantly enhance engagement and speaking performance in English classrooms.

b. Board or card game

Board or card games are widely used in language classrooms as engaging tools to enhance various language skills, including speaking. These games involve structured rules, competitive elements, and turn-taking, which encourage students to interact, communicate, and use the target language in meaningful contexts. In speaking activities, board or card games often require players to ask and answer questions, give instructions, or describe things—thus promoting fluency, vocabulary development, and spontaneous speech. For example, games like Taboo, Charades, or Guess Who? can be adapted to suit language learning by encouraging students to describe words or people without using specific terms. According to recent studies, such as those by Hapsari & Hikmah, incorporating board or card games in English learning not only boosts student motivation and confidence but also helps in creating a fun learning atmosphere that

supports oral communication²⁸. Therefore, these types of games are valuable resources for teachers aiming to help students' speaking skills through active participation.

c. Digital Game

Digital games have become increasingly popular in language learning due to their interactive and engaging features. These games are played on computers, tablets, or smartphones and often include multimedia elements such as sounds, visuals, and animations that attract students' attention and enhance the learning experience. In speaking classes, digital games can provide simulations, virtual conversations, or role-playing scenarios where students practice speaking in real-life contexts. Platforms like Kahoot!, Duolingo, Wordwall, and English Central offer various activities that encourage students to pronounce words, form sentences, and respond verbally.

Recent studies, such as one by Fitriyani, have shown that digital games can significantly increase students' motivation, reduce anxiety, and enhance their speaking fluency and vocabulary. Moreover, these games offer immediate feedback, which helps students correct their mistakes and

²⁸ Hapsari, D., & Hikmah, N. (2021). The Effect of Board and Card Games on Students' Speaking Ability. *Journal of English Language Teaching*, 10(2), 145-153.

learn more effectively²⁹. In summary, digital games are a powerful tool in language education, providing students with fun, flexible, and interactive opportunities to develop their speaking skills.

The researcher used the guessing game strategy in learning English because this method is able to enhance students' active involvement, reduce embarrassment or fear of making mistakes when speaking, and create a fun and interactive learning atmosphere so that students' speaking skills can support naturally and effectively.

3. Speaking Skills

a. Teaching Speaking Skills

Teaching speaking skills in English language learning is considered one of the most challenging yet essential components for students to master. Speaking involves not only the accurate pronunciation of words but also the ability to communicate effectively in social contexts (Brown,³⁰ Harmer³¹ emphasizes that speaking instruction should focus on interaction and natural language use, which helps students build confidence and fluency.

²⁹ Fitriyani, N. (2021). The Effectiveness of Digital Game-Based Learning to Improve Students' Speaking Skill at the Tenth Grade of SMK Muhammadiyah 1 Metro [Undergraduate thesis, IAIN Metro]. IAIN Metro Repository. <https://repository.metrouniv.ac.id/id/eprint/3753>

³⁰ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman

³¹ Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education Limited.

Teaching speaking skills is often considered a complex task because speaking is a productive skill that involves not only expressing ideas but also effectively conveying and presenting new information to others.³² To achieve the objectives of teaching speaking, educators need to pay attention to several important steps in the teaching-learning process.

- 1) Lesson plan must be through, including analyzing the topic, identifying the learning targets, and setting clear speaking objectives.
- 2) organizing the instruction carefully is crucial to ensure that the chosen teaching methods align with the desired learning outcomes. It is essential to deliver the material accurately while selecting effective teaching strategies that cater to students' needs. Evaluating the learning objectives by assessing students' performance and providing constructive feedback to both teachers and learners is necessary to determine the effectiveness of the teaching approach and make improvements. Based on these principles, it can be concluded that teaching speaking is an interactive process requiring thoughtful strategies and methods to successfully facilitate student learning.

³² Adelia, A. R. (2022). *The Implementation of Teaching Speaking Skills Through Think-Pair-Share Strategy at Eighth Grade Students of Junior High School Queen Ibnu Sina 2022-2023 Academic Year* (Skripsi). UIN KHAS Jember.

b. Definition of speaking skills

Speaking skills are an important part of language ability that enable a person to communicate clearly and effectively in various situations. According to Brown, speaking is a productive skill that requires learners not only to pronounce words correctly and use proper grammar but also to express their ideas fluently and in an organized manner³³. This means that learners should be able to speak smoothly without long pauses or confusion. Harmer explains that speaking is an interactive activity, where both the speaker and the listener play active roles³⁴. This interaction requires not only knowledge of language but also social skills, such as knowing when to speak and how to respond appropriately based on the listener's reactions and the situation. Thornbury adds that speaking involves creating meaningful messages suited to different purposes and audiences³⁵. For example, speaking in a formal meeting is different from chatting with friends, so learners need to understand how to use language correctly in various contexts.

Recent studies also highlight other important factors in learning speaking skills. Research by Yuliana Sari et al. shows that having self-confidence and a good vocabulary strongly affects a student's ability to

³³ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

³⁴ Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education Limited.

³⁵ Thornbury, S. (2005). *How to Teach Speaking*. Longman.

speak well³⁶. Students who feel confident tend to speak more freely, while those with more vocabulary can express themselves better. In addition, Nur Ulil Absorah et al. found that using interactive tools like flashcards helps students enhance their vocabulary, which then makes their speaking more fluent. These findings suggest that teaching speaking is not only about language knowledge but also about building students' confidence and using effective teaching methods³⁷.

c. Basic principle of speaking skills

In this era, communication skills play a crucial role, as mastering them is essential for success in various fields. Without the ability to communicate, survival in society would be difficult. As a result, speaking is considered the most important language skill for effective communication in today's globalized world. Additionally, students must develop communication skills due to the widespread use of English globally. Speaking is highly valued in real-world situations, making it a key skill.

Furthermore, speaking is an integral part of language learning and education.

The goal of teaching speaking is to help students improve their speaking abilities so they can express themselves and adapt to social and cultural norms. As a result, speaking is a critical skill for both EFL (English as a Foreign Language)

³⁶ Yuliana Sari, E., Nasution, A., & Siregar, N. (2023). The influence of self-confidence and vocabulary mastery on students' speaking ability. *Aripi Journal*. Retrieved from <https://journal.aripi.or.id/index.php/Yudistira/article/view/1759>

³⁷ Nur Ulil Absorah, R., Sulistyowati, L., & Sari, D. K. (2023). The use of flashcards to improve students' speaking skills in teaching vocabulary of daily activities. *Jurnal Kebahasaan dan Kesusastraan*. Retrieved from <https://jurnal.uns.ac.id/jkc/article/view/71669>

and ESL (English as a Second Language) learners. The school setting provides an ideal environment to develop strong communication skills, particularly in speaking. To master effective speaking skills, students must learn various aspects of communication, and teachers need to guide them in a way that allows them to grow and enhance their speaking abilities.

d. The element of speaking skills

According to Brown, speaking involves several components that contribute to effective communication³⁸. These elements include:

1) Pronunciation

Pronunciation refers to the way sounds are produced and how they are perceived by listeners. It involves several key elements, including the accurate production of individual sounds (consonants and vowels), stress (the emphasis placed on particular syllables or words), intonation (the rise and fall of pitch in speech), and rhythm (the pattern of sounds and pauses in speech).

Pronunciation is crucial for effective communication, as it helps ensure that the listener can clearly understand the speaker. While native-like pronunciation is not always the goal for language learners, clear pronunciation that allows for intelligibility is essential. Brown also highlights that good pronunciation helps

³⁸ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

build confidence in speakers, as they are more likely to be understood and to engage in conversation more easily.

2) Fluency

Fluency in speaking refers to the ability to produce speech smoothly and without unnecessary hesitation. It is an important element of speaking because it enables the speaker to express ideas quickly and efficiently, which leads to more effective communication. Fluency is typically characterized by a natural flow of speech, where the speaker can maintain a steady pace and rhythm without frequent pauses to search for words or think about grammar. It is different from accuracy, which focuses more on the correct use of language forms, such as grammar and vocabulary. Brown emphasizes that fluency development is important for building confidence in speaking and engaging in real-world communication, where speed and ease of expression are often essential.

3) Vocabulary

Vocabulary is a crucial component of speaking skills, as it refers to the range of words that a speaker knows and uses. Having a strong vocabulary enables learners to express their thoughts more clearly, accurately, and creatively. Brown emphasizes that vocabulary is not just about knowing individual words but also

understanding how to use them appropriately in different contexts, including the correct collocations and expressions. A broad vocabulary also aids in fluency, as it helps reduce pauses while searching for words during conversation. In language learning, vocabulary acquisition is an ongoing process that requires both receptive knowledge (understanding words when they are heard or read) and productive knowledge (using words correctly in speech or writing). Effective vocabulary use contributes to overall communication effectiveness and helps the speaker convey meaning precisely and appropriately.

4) Grammar

Grammar refers to the system of rules that govern the structure of sentences in a language, including how words are combined to form phrases and sentences. This includes rules for sentence structure (syntax), the use of tenses, word forms (morphology), and word order. Grammar is essential for ensuring clarity and correctness in communication, as it helps speakers to convey their messages accurately. Brown highlights that while grammar is important, language learners do not need to focus on perfect grammar in every conversation. Instead, the goal should be to achieve a balance between fluency and accuracy, allowing learners to communicate effectively while still being mindful of

correct grammatical forms. In language teaching, it is important to provide opportunities for learners to practice grammar in context, helping them internalize grammatical structures through real communication.

5) Interaction

Interaction in speaking refers to the process of engaging in communication with others, which involves both speaking and listening. It emphasizes the reciprocal nature of communication, where speakers not only produce language but also respond to others' inputs. Interaction is key to developing language skills because it encourages learners to practice real-world communication, where they must negotiate meaning, clarify misunderstandings, and adapt to different conversational contexts.

Effective interaction requires skills such as turn-taking, asking and answering questions, and maintaining the flow of conversation.

Brown also highlights that interactive speaking promotes the development of fluency, as learners are required to produce language spontaneously and react to dynamic conversational situations.

e. The evaluation of teaching speaking skills

Teaching evaluation in English speaking skills is an essential part of the teaching and learning process that helps measure the effectiveness of

instruction and the progress of students in acquiring speaking competence. Evaluation serves not only to assess students' speaking performance but also to provide valuable feedback for teachers to support their teaching methods.

1) Formative Assessment

Formative assessment plays an essential role in teaching and learning English speaking skills, especially when the goal is to help students enhance their communication abilities through ongoing practice and feedback. According to H. Douglas Brown in *Language Assessment: Principles and Classroom Practices*, formative assessment refers to the continuous evaluation process that takes place during learning, rather than at the end of a lesson or course³⁹. It is designed not just to judge students' performance, but to help them develop their skills gradually by receiving feedback, identifying weaknesses, and making improvements. In the context of speaking, this type of assessment allows teachers to observe students as they participate in interactive speaking tasks such as role plays, discussions, or games. Through these activities, teachers can assess important aspects like fluency, pronunciation,

³⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 6–9.

vocabulary usage, and confidence. Brown emphasizes that formative assessment is most effective when it happens in a low-anxiety environment where students feel comfortable expressing themselves. Instead of relying on formal written tests, teachers can use techniques like peer assessment, self-assessment, oral feedback, and rubrics during speaking activities to guide learners toward better performance. Furthermore, formative assessment encourages students to reflect on their learning and become more responsible for their progress. It is also aligned with student-centered learning approaches, which promote active participation and meaningful communication. Overall, as Brown suggests, formative assessment is not simply about measuring learning, but about supporting and enhancing it. When applied thoughtfully in the classroom, especially through game-based or interactive speaking activities, formative assessment becomes a powerful tool for helping students gain real-world English speaking skills.

2) Summative Assesment

According to H. Douglas Brown, summative assessment in teaching speaking skills is a formal evaluation conducted at the end of an instructional period to measure students' overall speaking proficiency. It focuses on the final outcome of learning and is often used for grading or certification purposes. This type

of assessment typically involves structured speaking tasks such as oral presentations, role-plays, or interviews. Brown emphasizes the importance of using clear and objective criteria, including fluency, pronunciation, vocabulary usage, grammatical accuracy, and interactive communication. Summative assessment allows teachers to evaluate how effectively students can use spoken English in meaningful contexts, providing a comprehensive picture of their speaking ability after instruction⁴⁰.

From the researcher's perspective, summative assessment in teaching speaking skills is not only a tool to measure students' achievement but also a way to reflect the effectiveness of the learning process. By implementing game-based learning, the speaking test can be designed in a more engaging and authentic way, such as using role-play or real-life scenarios. This method helps students feel more relaxed and confident, which allows them to demonstrate their actual speaking abilities more naturally. Therefore, summative assessment should not only focus on linguistic accuracy but also consider students' creativity, interaction, and ability to communicate meaningfully. When aligned with enjoyable learning strategies like games, summative

⁴⁰ Ibid 6-8

assessments can provide a more holistic view of student progress in speaking English.

3) Diagnostic Evaluation

Diagnostic evaluation is an assessment conducted before the teaching and learning process begins, aiming to identify students' existing knowledge, strengths, weaknesses, and specific learning needs. In the context of speaking skills, diagnostic evaluation helps teachers understand students' current level of fluency, vocabulary, pronunciation, and confidence in using spoken English. This type of evaluation provides a baseline that guides the teacher in designing appropriate materials, methods, and classroom activities tailored to student needs.⁴¹

From the researcher's perspective, diagnostic evaluation is essential in game-based learning because it allows teachers to select games and speaking tasks that match the students' actual proficiency levels. By identifying gaps early, the teacher can provide targeted support, which helps students enhance their speaking performance more effectively throughout the learning process. Furthermore, when used effectively, diagnostic evaluation ensures that no student is left behind and that classroom interaction remains inclusive and balanced.

⁴¹ Ibid 40–42.

CHAPTER III

RESEARCH METHOD

This chapter looks at the research method used in this study, which includes the research approach and design, the location where the research was conducted, the subjects involved in the study, the methods used to collect data, how data was cross-checked, the techniques used to analyze the data, how the data's accuracy was ensured, and the steps followed during the research process.

A. Approach and Design of Research

In this study, the researcher used a qualitative approach. This method is focused on understanding the experiences, opinions, and behaviors of people by analyzing non-numerical data such as interviews, observations, and written texts. It aims to explore deeper meanings and provide insights into the subject under study. Unlike quantitative research, which focuses on numbers and measurable data, qualitative research emphasizes understanding the context and the participants' perspectives. It is often used in social sciences to study complex issues like human behavior, social interactions, and cultural phenomena. According to Creswell⁴², qualitative research allows for a richer, more detailed understanding of the research topic and provides a more personal perspective on the subject.

⁴² Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publications.

The researcher used a case study approach, which means looking closely at specific things like a program, event, activity, or people. The focus of the case study is on understanding the situation at the research location, particularly how guessing game pictures was used to teach speaking skills. This method doesn't rely on numbers, but instead uses descriptive data, such as the words spoken or written by the participants. The goal is to give clear, detailed, and organized descriptions of the real-world situation and the people involved. Because of this, the researcher chose the case study method as the best option for this study. The researcher then conducted a thorough investigation to explain how the guessing pictures game was applied to teach speaking skills to the seventh-grade students of MTsN 2 Bondowoso.

B. Research Location

The research took place at MTsN 2 Bondowoso, a school located in Bondowoso, East Java. This school was chosen as the research location because it provides an ideal environment for studying the use of game-based learning (GBL) to enhance speaking skills. The reason for choosing this location is because students at this school are actively involved in learning English, and the school has been open to trying new teaching methods, such as games, to make the learning process more enjoyable and effective. By using game-based learning, the aim is to engage students in a fun and interactive way, helping them enhance their speaking abilities while making the learning process more

interesting. The school environment supports this method by encouraging creativity, collaboration, and active participation among students, which are essential elements of effective language learning.

C. Research Subject

The research subject in this study consisted of seventh-grade students at MTsN 2 Bondowoso. These students were chosen because they were at a stage in their English learning where developing speaking skills is crucial. The students are between 12 and 13 years old and have a basic understanding of English but may face challenges when it comes to speaking fluently and confidently. The research aimed to explore how guessing picture game implemented in their speaking abilities by engaging them in interactive and enjoyable activities. By focusing on this group of students, the study sought to determine how games could help them enhance their vocabulary, pronunciation, and overall fluency in speaking English, creating a more effective and enjoyable learning experience.

In this study, the researcher used purposive sampling to select participants who could provide valuable insights into the research topic. Purposeful sampling was chosen to ensure that the selected individuals could help the researcher understand the phenomenon of game-based learning in teaching speaking skills. The research focused on a detailed understanding of how game-based learning impacted students' speaking abilities. The subjects of this research were carefully selected as follows:

a) English Teacher of MTsN 2 Bondowoso

To gather data, the researcher selected Mr. Yanuar, an English teacher at MTsN 2 Bondowoso, as a key informant for interviews and observations. The goal was to understand how she implemented game-based learning in teaching speaking skills, focusing on the purpose, methods, and evaluations she used in her lessons.

b) Seventh Grade Students of MTsN 2 Bondowoso

The second group of participants consisted of seventh-grade students from MTsN 2 Bondowoso, specifically from class VII A. This class included 30 students, with all female students. Five students—Cinta, Aulia, Nada, Vita, and Lita were selected as interview participants based on their active involvement during the teaching and learning process. These students were highly recommended by the teacher due to their enthusiasm and consistent participation in English activities..

By selecting the teacher and these students, the researcher aimed to gather relevant and insightful data on the use of game-based learning for improving speaking skills at MTsN 2 Bondowoso.

D. Data Collection Technique

The methods used for data collection in this research included:

a) Observation

Observation is a key data collection method in qualitative research, where the researcher immerses themselves in the natural setting of the participants to gather detailed, firsthand data. It allows the researcher to observe behaviors, interactions, and contexts that may not be captured through other methods like interviews or surveys. According to Creswell, observation in qualitative research provides a comprehensive understanding of the phenomenon being studied by allowing researchers to witness events and interactions as they occur naturally⁴³. This method can be either structured or unstructured, depending on the focus of the study. In qualitative research, observations are typically complemented with other methods like interviews or document analysis to strengthen the findings.

In this research, the researcher adopted the role of a non-participant observer, focusing on monitoring and taking notes during the observation without actively participating in the students' or teacher's activities. The researcher began observing from the moment the teacher entered the classroom and initiated the lesson with greetings, checking the students' condition, and marking attendance. Several key elements were observed during the study: First, the researcher examined the overall environment and classroom conditions at MTsN 2 Bondowoso. Second, the researcher

⁴³ Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.

observed how the teacher introduced and explained the game-based learning activities and materials, especially how they were utilized to enhance speaking skills. Third, the researcher noted the steps the teacher followed during the implementation of game-based learning, including the planning, execution, and closing activities of each lesson. Lastly, the researcher focused on how the teacher assessed the students' speaking abilities, including the evaluation methods used in relation to the game-based learning activities.

The observation provided the researcher with valuable insights into the implementation of game-based learning to teach speaking skills at MTsN 2 Bondowoso, including the various components of the lesson such as the objectives, materials, teaching steps, and evaluation process. The data collected through this observation contributed to the understanding of how game-based learning can be effectively integrated into language teaching practices.

b) Interview

In this research, the researcher conducted interviews as one of the primary data collection techniques. According to Kvale (1996), interviews are essential tools in qualitative research for obtaining detailed and in-depth insights into the experiences, perspectives, and

interpretations of participants⁴⁴. The interviews in this study were semi-structured, allowing the researcher to ask open-ended questions while also giving the participants the freedom to share their thoughts and opinions freely. The participants in the interviews were the English teacher and selected students from MTsN 2 Bondowoso who were involved in the game-based learning activities. The interviews aimed to gather information regarding their experiences, perceptions of the effectiveness of game-based learning in improving speaking skills, and their views on the overall teaching process using this method. The information collected from the interviews complemented the observation data, providing a deeper understanding of the implementation and impact of game-based learning at the school. By engaging with both the teacher and students, the researcher was able to gain a comprehensive view of how the game-based learning technique was applied and its perceived benefits and challenges.

c) Document Review

In this research, the researcher utilized document review as one of the data collection techniques. Document review is an important method in qualitative research, as it allows researchers to gather and analyze existing materials, such as reports, lesson plans, student assessments, and

⁴⁴ Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Sage Publications.

other relevant documents that can provide valuable insights into the research topic Bowen⁴⁵. In the context of this study, the researcher reviewed documents related to the implementation of game-based learning at MTsN 2 Bondowoso, including:

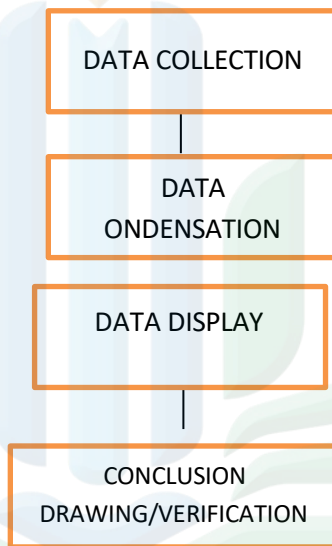
- a. The Profile of MTsN 2 Bondowoso
- b. Vision and Mission of MTsN 2 Bondowoso
- c. The data of students of seventh grade student MTsN 2 Bondowoso
- d. The data of teacher Of MTsN 2 Bondowoso.
- e. Lesson Module

that involved game-based activities. The review of these documents helped the researcher gain a better understanding of how the games were integrated into the teaching process, the materials used, and the learning outcomes achieved. By analyzing these documents, the researcher was able to triangulate the data collected from observations and interviews, ensuring a more comprehensive understanding of the impact of game-based learning on students' speaking skills.

⁴⁵ Bowen, G. A. (2009). *Document analysis as a qualitative research method*. Qualitative Research Journal, 9(2), 27-40.

E. Data Analysis Technique

In this research, the data analysis technique employed was based on the three key stages of qualitative data analysis: data condensation, data display, and conclusion drawing/verification, as outlined by Miles huberman and Saldana⁴⁶.



a) Data Collection

The activities carried out in data condensation are researchers selecting, focusing, simplifying, abstracting, and transforming data from the topic to be studied by writing field notes, interview transcripts, documents, and existing empirical materials. In this study, researchers wrote a summary of what had been obtained from data collection including objectives, materials, steps, and evaluations in the learning strategy of teaching

⁴⁶ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, third edition (London: Sage Publications, 2014), 12-13

speaking skills by using guessing picture game. Then, researchers simplified the results of the summary used in presenting the data.

b) Data Condensation

In this research at MTsN 2 Bondowoso, data condensation involved organizing and simplifying the collected information to focus on the most important points. The researcher looked at different types of data, such as observation notes, interviews, and documents, to find patterns about how Game-Based Learning (GBL) helped enhance students' speaking skills. The goal was to make the data easier to understand by highlighting key ideas, like how students reacted to games and how their speaking abilities enhanced. This process helped the researcher focus on the most important details, making it simpler to analyze the results.

c) Data Display

Data display refers to organizing the collected data in a clear and structured way to make it easier to understand and interpret. In this research at MTsN 2 Bondowoso, data display could involve creating charts, tables, or diagrams that show how students performed in Game-Based Learning activities, such as their progress in speaking skills. By presenting the data visually, it helps to identify trends, compare results, and highlight significant findings. This step helps the researcher to present the information in a way that makes it easier to draw conclusions about the effectiveness of GBL in improving students' speaking abilities.

d) Drawing and verifying conclusion

Drawing and verifying conclusions is the final step in data analysis, where the researcher interprets the displayed data to make informed conclusions based on the research objectives. In this phase, the researcher looks for patterns, relationships, or significant changes in the data and uses them to answer the research questions. For instance, if the data from guessing game picture activities at MTsN 2 Bondowoso shows enhance speaking skills among students, the researcher can conclude that GBL has positively impacted their abilities. Verification involves checking whether the conclusions are consistent with the data and ensuring that no important details are overlooked. This process helps ensure that the findings are reliable and accurate.

F. Data Validity

Data validity refers to the accuracy and truthfulness of the data collected in a research study. According to Creswell, validity is about the extent to which the results of a study accurately reflect the phenomenon being investigated⁴⁷. Validity ensures that the research findings represent the real situation, and that the tools and methods used to collect data measure what they are intended to measure. By analyzing the data gathered from different available sources.

⁴⁷ Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

a) Source Triangulation

In this research, source triangulation was used to enhance the validity of the findings by comparing data collected from multiple sources. This method involved gathering information from different participants, such as the English teacher and students, as well as various documents related to the implementation of game-based learning (GBL) for improving speaking skills at MTsN 2 Bondowoso. By cross-checking the data from these different sources, the researcher could ensure a more comprehensive and accurate understanding of how GBL was applied and its impact on students' speaking abilities. This approach strengthens the credibility of the research results and provides a more reliable interpretation of the data.

b) Technique Triangulation

The triangulation technique refers to ensuring the validity and reliability of the data by comparing information gathered from different methods, such as interviews, observations, and document reviews, which were integrated by the researcher. The first example involves interviews, where the researcher collected detailed information from the participants regarding their experiences and insights. Next, based on the observation, the researcher watched the English teacher's activities, starting from entering the classroom, greeting the students, checking attendance, and then explaining the objectives of teaching speaking skills through game-

based learning. The teacher provided a clear explanation of the lesson's goals, and allowed students to ask questions before proceeding with the material. Students were able to engage in conversations, applying the social functions, text structures, and linguistic features of transactional interactions.

Furthermore, the document review provided additional insights, as the researcher analyzed lesson plans that outlined the objectives for teaching speaking skills using game-based learning. The objectives in the documents included enhancing students understanding of social functions, text structures, and linguistic features of transactional texts such as making appointments and placing orders. The lesson plans also highlighted students' ability to both speak and write transactional texts, focusing on the appropriate use of language and context.

In conclusion, after comparing and cross-checking the data obtained from various sources, the researcher applied the triangulation technique to confirm the authenticity and consistency of the findings. By using different methods, the researcher was able to verify if the results pointed to the same conclusions, thus ensuring the validity and reliability of the data,

G. Research Procedure

The research procedure outlines the strategic steps taken by the researcher to conduct the study, which includes preliminary research, design development, actual research, and report writing. In accordance with the techniques described above, this study consists of three main stages that the researcher must carry out, which are detailed in the research procedure section.

1. Pre-Field Stage

Before entering the field, the researcher conducted a pre-field stage to ensure readiness for the upcoming research process

a. Develop a research design

The research design was created by the researcher after carefully considering several key factors, including the research title, research focus, objectives, benefits, target subjects, and the chosen methodology.

b. Selecting research field

The research was conducted at MTsN 2 Bondowoso, which was purposively chosen by the researcher.

c. Permit Processing

The researcher began the process by obtaining approval from the university website, proceeded to the research location for

institutional authorization, and finally initiated the research phase.

d. Assessing the state of the field

Once approval was granted, the research was initiated to enhance the researcher's comprehension of the study setting and to ease the data-gathering process.

e. Make a research instrument

Following the completion of the earlier phases, the researcher moved on to prepare the tools required for the research process

2. Field Work Stage

During this step, the researcher gathered the research data by employing three methods: document review, interview sessions, and direct observation.

3. Data Analysis Stage

After completing data collection through observations, interviews, and document analysis, the researcher applied Huberman and Saldana's model for data analysis. The findings were then organized according to the research report format and discussed with the academic advisor. Finally, the study underwent a final review and revision following the examination process.

CHAPTER IV

RESEARCH FINDING AND DISSCUSION

A. Research Finding

1. Description of the Research Object

Historically, the establishment of MTs Negeri 2 Bondowoso is closely tied to PGAP (First-Level Islamic Teacher Education), which was founded in 1964 under the leadership of Mr. Baini. The background of its establishment was to support the development of the Muslim community, as the Muslim population was still relatively small at that time. Over time, PGAP experienced rapid growth and was later renamed PGAN (State Islamic Teacher Education) in 1970.

The next phase of development occurred based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia No.

16 of 1978 concerning the Organizational Structure and Work Procedures of State Madrasah Tsanawiyah, dated March 16, 1978.

PGAN was subsequently renamed MTsN Bondowoso II (State Islamic Junior High School Bondowoso II), with the official status change taking effect on January 1, 1978.

The name Madrasah Tsanawiyah Negeri Bondowoso II (MTsN Bondowoso II) remained in use until 2016. Later, a name change was

implemented, and the institution became known as Madrasah Tsanawiyah Negeri 2 Bondowoso (MTsN 2 Bondowoso) in accordance with the Decree of the Minister of Religious Affairs (KMA) No. 211 of 2015 regarding the Renaming of State Madrasah Tsanawiyah. This transformation reflects the institution's historical evolution from a teacher training program to a formal Islamic junior high school, adapting to educational reforms while maintaining its commitment to Islamic education.

2. Profile School

This research was conducted at MTsN 2 Bondowoso, located at MT Haryono Street No. 44, Bondowoso regency. More detailed information is provided in the school profile below..

Name: MTsN 2 Bondowoso

NSM 121135110002

NPSN 20581711

Accreditation: :A

Status :Public (State)

Phone Number :+62 331-421948

Address: Jl. MT Haryono No. 44

District: Bondowoso

Regency Bondowoso

Province: East Java

Postal Code:	68214
Email:	mtsnbondowoso2@kemenag.go.id
Land Area:	6,562 m ²
Distance to District Center:	4 km
Distance to City Center:	2 km
Year Established:	1970

3. Vision, Mission and goal of School

a) Vision of school

Possessing Islamic values, high-achieving, compassionate, and environmentally conscious.

b) Mission of school

- Fostering faith and devotion to Allah SWT and character imbued with the nation's cultural values
- Improve student achievement, discipline and skills
- Prepare human resources with an Islamic spirit, and noble character
- Increase awareness and efforts in preserving a healthy natural environment
- Increase awareness in environmental damage prevention activities

- Strive for real steps in anticipation of preventing environmental pollution

c) Goal of school

- Increase students' knowledge to continue their education to a higher level.
- Increase students' knowledge to develop themselves in line with the development of science, technology and arts that are imbued with Islamic teachings
- To improve the ability of students as members of society in establishing reciprocal relationships with the social, cultural and natural environment that is imbued with Islamic teachings.
- To achieve nationally accountable education quality standards, learning activities at school refer to the

Graduate Competency Standards set by BSNP.

4. Data Of Teacher and staff

The researcher outlines the structure of the teaching and administrative staff at MTsN 2 Bondowoso

Table 4.1 Data of teacher and staff MTsN 2 Bondowoso

N0	Teacher and Staff	Total
1	Head Master	1
2	Administration Staff	1
3	Teachers	55
4	Kasubag TU	7
5	Cleaning Service and Securuty	8
6	Total	72

5. Data of Students

The following part, the researcher recorded the seventh grade student's name of class A that consisted of 31 students.

Table 4.2 Data of Students

NO	NAME	GENDER
1	AIDA TRI SUCI AGUSTIN	Fenale
2	AINUN ZALFA GHAINA YASMIN	Fenale
3	AISYAH KHOTIFAH NURMADINAH	Fenale
4	AISYAH NAYLA PUTRI	Fenale
5	AMIRAH ALYA SYARIFAH	Fenale
6	ANGGUN NURAINI HUSNA	Fenale
7	ANINDYA PUTRI ERLASITA	Fenale
8	AQIRA SILVIA NADA	Fenale

9	ARINIY IZZATUL MAULIDAH	Fenale
10	AULIA NOVITA	Fenale
11	AULIA NURFADILLAH	Fenale
12	AULIA SYARIFAH	Fenale
13	AZZAHRA ARDABILA	Fenale
14	CINTA PUTRI ELVIANA	Fenale
15	DESTI OKTAVIONA ZAHRA	Fenale
16	DWI KHEISYA ALYA NABILA	Fenale
17	ELSY QIANA SYAHPUTRI	Fenale
18	GHEYVA WAHYU GUSTIANA	Fenale
19	HANIFAH PUTRI NURAINI	Fenale
20	HIKMAH	Fenale
21	KIRANA YUNITA ANINDITA FIRDAUS	Fenale
22	LITA SEPTI RAMDHANI	Fenale
23	NAAZIRA DAMAILA AGUSTONO	Fenale
24	NUR AISYAH	Fenale
25	RAISSA SHARIFAH HOSEN	Fenale
26	RATIH VALERINA YASMINE	Fenale
27	TRI FATIMATUZ ZAHRA	Fenale
28	WAZILATUR RAHMAH ZAINI	Fenale
29	WELIYATUL ADAWIYAH	Fenale
30	YULIA NUR SYAKBANIA	Fenale
31	ZAHIRA ULYATUN NISA	Fenale

B. Data presentation and analysis

The objectives, materials, procedures, and evaluation of the implementation of guessing pictures game in English speaking general, the methods and procedures outlined in Chapter 3 were applied to obtain the data, which were later used for drawing conclusions and presented in the section on data analysis. The information gathered during the study was categorized based on the subjects that aligned with the research questions. Presenting data is essential in every research project, as it serves as concrete evidence that the researcher has directly conducted the study observing, experiencing, and exploring the actual conditions of the research subject. Data collection involved interviews with several informants as well as gathering relevant supporting documents. This aligns with the data collection methods employed in this study, namely interviews, observations, and document analysis. Once

the data had been gathered, it was then analyzed. The results of the interviews were validated through information provided by multiple informants, corroborated by direct observations, and supported with relevant documents. From this process, several aspects related to the study were described in detail, including the skills as follows:

1. What is the purpose of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?

Researcher conducted interviews, observations, and document reviews to obtain complete and valid data. According to the statement interview of Mr. Yanuar as a English teacher at MTsN 2 Bondowoso, he said:

—The purpose of implementing guessing picture game in English speaking skills, especially for Grade 7 students, is actually quite broad and deep. The main goal is not just to make learning fun, but also to really help students dare to speak, understand the context, and use English correctly, as well as to help increase students' confidence level in speaking and to make it easier for student before starting the lesson I convey today's learning objectives or purpose of study as stated in the lesson module⁴⁸

From this statement it can be concluded the guessing picture game in teaching English speaking skills for Grade 7 students serves multiple essential purposes. It goes beyond simply making the learning process enjoyable; it plays a crucial role in encouraging students to speak up, comprehend the context of communication, and use English accurately. Additionally, the game helps foster a higher level of confidence among students, making them more willing to participate actively in speaking activities. Furthermore, to ensure that the learning process

⁴⁸ Mr. Yanuar, interviewed by Irma Hatyana, April 10 2025

remains focused and aligned with educational goals, the teacher begins each lesson by clearly conveying the learning objectives as outlined in the lesson plan. This approach helps students understand the purpose of the activities they are engaging in and allows them to connect the game-based exercises with the intended language outcomes.

The statement above was supported by student statement of seventh grade at MTsN 2 Bondowoso, Vita as seventh grade student said:

—Learning by playing games is very cool and I really like it especially in English class. The purpose learning speaking using games for me is makes me excited, not bored, and not sleepy⁴⁹l.

It was added by the other student statement from Cinta, she stated:

—I was once appointed to speak English in front of the class because I lost the game and it was a challenge for me because my English was not good enough. However, by being appointed to come forward it makes my confidence level must be high and I must be able, so that it makes me even more excited to learn English⁵⁰.l

Based on the findings obtained through interviews, observations⁵¹, and document reviews, it can be concluded that the implementation of guessing

⁴⁹ Aulia Novita, , interviewed by Irma Hatyana , April 7,2025

⁵⁰ Cinta Putri Elviana, interviewed by Irma Hatyana , April 7,2025

⁵¹ Observation at Seventh grade students of MtsN 2 Bondowoso, April 8 2025

picture game in teaching English speaking skills at MTsN 2 Bondowoso brings positive impacts, particularly for seventh-grade students. According to Mr. Yanuar, the English teacher, the purpose of used game strategy is not limited to making the learning process enjoyable, but also to encourage students to speak more confidently, understand the context of communication, and use English appropriately.

This statement is strongly supported by the students' perspectives. Vita, a seventh-grade student, expressed that learning English through games makes the class more exciting and keeps her engaged. The integration of games helps prevent boredom and allows students to enjoy learning, especially in a subject that can often be intimidating like speaking in a foreign language. The use of games, therefore, serves as a motivating tool that sparks student interest and enthusiasm. Cinta, another student, highlighted how GBL challenges students to step out of their comfort zones. Her experience of being chosen to speak in front of the class after losing a game provided her with an opportunity to build confidence and push herself to try speaking in English. From these student responses, it is evident that Game-Based Learning does not only enhance student engagement but also plays a significant role in developing speaking confidence and reducing anxiety in using English actively.

2. What are the stage examine of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?

Researcher conducted interviews, observations, and document reviews to obtain complete and valid data. According to the statement interview of Mr. Yanuar as a English teacher at MTsN 2 Bondowoso, he said

—The learning steps that I implemented are divided into three main stages, namely Pre-Activity, While-Activity, and Post-Activity. In the Pre-Activity stage, which lasts about 10 minutes, I start by greeting the students and motivating them by asking questions like, —What is your hobby? to build their interest. After that, I brainstormed by writing some keywords related to hobbies on the board, such as reading, swimming, dancing, and cooking, and asked students to repeat them to make them more familiar. Then I divided the students into 4-5 small groups.

In the While-Activity stage, which lasts about 60 minutes, I start with the main activity of the Vocabulary Guessing Game for 20 minutes. Each group chooses a card that contains a word about a hobby. One student from each group will describe the hobby without saying the original word, for example: —I do it in the water for the word swimming. His friends in the group will guess the word. This activity

aims to improve speaking fluency and strengthen students' vocabulary recall⁵²||

Based on observation the implementation of the lesson divided into three main stages—Pre-Activity, While-Activity, and Post-Activity demonstrates a systematic and effective approach to teaching English speaking skills to seventh-grade students. In the Pre-Activity stage, which lasts about 10 minutes, the teacher creates a positive and engaging classroom atmosphere by greeting the students and asking light, interest-prompting questions such as —What is your hobby?|| to stimulate participation⁵³. Brainstorming vocabulary related to hobbies also helps activate students' prior knowledge and introduces key words that will be used in the main activity. This stage is beneficial in helping students recognize and recall vocabulary in a relevant context. The core learning phase, or While-Activity, which takes approximately 60 minutes, focuses on enhancing students' speaking skills through the Vocabulary Guessing Game. In this activity, students are divided into small groups and take turns describing a hobby word on a card without saying the word itself, while their teammates guess what it is. For example, for the word "swimming," a student might say, —I do it in the water.|| This game not only practices fluency in speaking but also boosts students confidence and strengthens their memory of English vocabulary.

⁵² Mr. Yanuar, interviewed by Irma Hatyana, April 10 2025

⁵³ Observation at Seventh grade students of MtsN 2 Bondowoso, April 8 2025

By applying a structured learning sequence and incorporating Game-Based Learning use guessing picture game, the teacher successfully creates a fun, interactive, and meaningful learning environment. This method encourages active participation, group collaboration, and contextual use of English. Therefore, this learning model proves to be highly effective in improving students' speaking skills, especially in terms of encouraging them to speak, enriching their vocabulary mastery, and increasing their confidence in using English for communication..

The statement above was supported by student statement of seventh grade at MTsN 2 Bondowoso, Vita as seventh grade student said:

—At that time, the lesson started with the teacher greeting us and asking,
 —What is your hobby?! It made us excited because the theme was close to our daily lives. After that, the teacher wrote some hobby words on the board, such as reading, swimming, dancing, and cooking, then we were asked to repeat them together. That helped us get to know more vocabulary about hobbies. Then, we were divided into small groups of 4 to 5 people. The most exciting part was playing the Vocabulary Guessing Game. We got a card with the name of a hobby, then one of the group members explained the hobby without saying the word directly. For example, if he said swimming, his friend would say, —I do it in the water. We had to guess the answer. The game was fun and

challenging, and we became more confident in speaking English and remembering new vocabulary⁵⁴¶.

Another student, Lita, also shared her thoughts and said:

—During the lesson, the teacher started by greeting us and asking about our hobbies. Then, the teacher wrote words like reading and swimming on the board, and we repeated them together. After that, we were divided into small groups and played a vocabulary guessing game. One person explained a hobby without saying the word, and the others guessed. It was fun and helped us speak English more fluently⁵⁵¶.

Based on the interview from the teacher and the students, it can be concluded that the implementation of Game-Based Learning through a structured three-phase lesson—Pre-Activity, While-Activity, and Post-Activity has proven to be an effective and engaging approach in teaching English speaking skills to seventh-grade students at MTsN 2 Bondowoso and this is was supported by the losson plan with the topic of hobby⁵⁶.

The teacher, Mr. Yanuar, explained how he strategically designed each stage to build student interest, introduce relevant vocabulary, and create opportunities for active communication. The Guessing picture game, as the main learning activity,

⁵⁴ Aulia Novita, interviewed by Irma Hatyana, April 7 2025

⁵⁵ Lita Septi Ramadhani, interviewed by Irma Hatyana, April 7 2025

⁵⁶ Dociment review of lesson module, appendix 4, April 14 2025

enabled students to practice describing words contextually, improve their speaking fluency, and develop vocabulary retention in a collaborative group setting.

This approach was further validated by student responses. Vita and Cinta both shared that the use of games not only made the lessons more enjoyable but also helped them become more confident in speaking English. The use of familiar themes, group interaction, and active vocabulary practice made the learning process feel relevant, dynamic, and fun. Overall, the combination of structured instruction and interactive games created a supportive learning environment that successfully enhanced students' English speaking abilities.

3. How is the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?

Researcher conducted interviews, observations, and document reviews to obtain complete and valid data. According to the statement interview of Mr. Yanuar as a English teacher at MTsN 2 Bondowoso, he said

—In evaluating students speaking skills through guessing pictures game, I focus on several key aspects such as fluency, pronunciation, vocabulary usage, and confidence. During the activities, I observe how actively students participate in guessing picture games. I also pay attention to how well they use the target vocabulary and how naturally they can express their thoughts. I conduct the oral test using role-play

activities. I give the students real-life situations, like ordering food at a restaurant or asking for directions. Then, they work in pairs or small groups to perform short dialogues. This helps me see their fluency, pronunciation, and how well they use vocabulary in context. It also builds their confidence in speaking English. These methods allow me to see their real-time progress. Game-based learning creates a relaxed environment where students feel less anxious, which helps them speak more freely. That makes the evaluation process more authentic and meaningful because I can assess their speaking abilities as they are naturally used in communication⁵⁷||

Based on the interview, it can be concluded that the teacher evaluates students' speaking by focusing on key aspects such as fluency, pronunciation, vocabulary usage, and confidence. The use of interactive activities such as guessing games allows the teacher to assess students' real-time performance in a natural and engaging setting. Role-play tasks based on real-life situations help students express themselves more freely, reducing anxiety and encouraging active participation. This method creates an authentic and meaningful evaluation process, as it reflects students' actual communication abilities in context.

The statement above was supported by student statement of seventh grade at MTsN 2 Bondowoso, Nada as seventh grade student said:

⁵⁷ Mr. Yanuar, interviewed by Irma Hatyana, April 10 2025

—The teacher observes us while we are playing, and sometimes we give feedback to our friends too, and sometimes mr yanuar ask the students to playing role play. I like that we are not only tested with written exams but also with how we speak during the activities. It feels more natural and I can show what I really can do in English⁵⁸||.

Another student, Aulia, also shared her thoughts and said:

—The teacher watches us while we're playing and sometimes asks random questions, which makes the activity more fun and keeps us alert. We also get to give feedback to our friends, so I learn not only from the teacher but also from my classmates. I really like that we're not only graded based on written tests, but also on how we speak during the games for the example we play using role play. It feels more natural and gives me a chance to show how well I can actually speak English in real situations⁵⁹.||

Based on the interviews conducted with Mr. Yanuar, the English teacher at MTsN 2 Bondowoso, and the students, it can be concluded that the evaluation of speaking skills through game-based learning is implemented effectively and meaningfully in the classroom. The teacher adopts a performance-based evaluation model that focuses not only on traditional academic measures but also on students 'real-time speaking abilities demonstrated during interactive learning activities. The

⁵⁸ Nada Salsabila Ibaneza, interviewed by Irma Hatyana, April 7 2025

⁵⁹ Aulia Nur Fadila, interviewed by Irma Hatyana, April 7 2025

key components observed in this evaluation include fluency, pronunciation, vocabulary mastery, and student confidence elements that are crucial for successful spoken communication⁶⁰.

Instead of relying solely on written examinations, Mr. Yanuar incorporates alternative assessment strategies such as peer evaluation, speaking rubrics, and direct observation during game-based activities guessing picture games. These methods allow him to assess students more authentically and holistically, as they reflect the students' natural use of language in spontaneous communication. The relaxed and engaging atmosphere created by games also helps reduce students speaking anxiety, enabling them to perform more confidently and willingly in class.

From the students perspective, these evaluation techniques are well-received and appreciated. Nada expressed that being evaluated through interactive activities rather than just written tests made her feel more motivated and allowed her to better demonstrate her speaking ability. She also found peer feedback valuable for her learning process. Similarly, Aulia noted that the teacher's random questions and active observation during gameplay helped maintain her focus and interest. She emphasized that speaking through games felt more authentic and that the learning environment allowed her to express her thoughts more freely and confidently.

⁶⁰ Observation at Seventh grade students of MtsN 2 Bondowoso, April 8 2025

Overall, both the teacher and students recognize the value of game-based learning not only as a teaching tool but also as an effective and authentic means of evaluating speaking proficiency. The integration of such approaches aligns with modern pedagogical practices that advocate for communicative competence, student-centered learning, and formative assessment. These findings indicate that when thoughtfully implemented, game-based learning can serve as a powerful strategy for both teaching and evaluating English speaking skills in a way that is dynamic, inclusive, and reflective of real-world communication.

Table 4.3 Data presentation and analysis

No	Research Focus	Findings
1	How are the purposes of the the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?	<p>The purposes of the implementation of guessing pictures game in teaching English speaking skills at the seventh grade students MTsN 2 Bondowoso were:</p> <ol style="list-style-type: none"> 1) The students were able to speak more confidently Guessing picture game created a supportive and relaxed environment, which helped students reduce their speaking anxiety and increased their willingness to express their ideas in English. 2) The students were more engaged and motivated during learning The fun and competitive nature of games encouraged students to participate actively in class, making the speaking activities more enjoyable and avoiding boredom.

		<p>3) The students were able to improve their vocabulary and fluency</p> <p>4) By using target vocabulary during games, students enhanced their word. The students were trained to give and receive feedback usage and practiced speaking fluently in a natural manner. Students were also involved in peer assessments, which allowed them to reflect on their own performance and learn from others through constructive feedback.</p>
2.	<p>What are the stage implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?</p>	<p>The stage of teaching English speaking skills through Guessing game pictures at the Seventh Grade of MTsN 2 Bondowoso were:</p> <ol style="list-style-type: none"> 1) The teacher began the lesson with a Pre-Activity by greeting the students and asking simple, engaging questions like —What is your hobby?— to build motivation and interest. 2) The teacher introduced the topic by brainstorming keywords related to hobbies (e.g., reading, swimming, dancing, cooking) and asked the students to repeat them to reinforce vocabulary recognition. 3) The teacher then divided the students into small groups consisting of 4–5 members to prepare for the game-based speaking activity. 4) In the While-Activity, the teacher conducted a Vocabulary Guessing Game where one student from each group picked a card and gave clues about the hobby without saying the word, while

		<p>the rest of the group guessed it.</p> <p>5) This activity aimed to develop the students' speaking fluency, confidence, and vocabulary mastery in a fun and interactive way.</p> <p>6) In the Post-Activity, the teacher provided feedback and reinforcement by asking reflective questions, reviewing vocabulary used during the game, and summarizing the lesson content to ensure students understood the learning objectives.</p>
3.	How is the the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?	<p>The evaluation of the implementation of guessing pictures game in teaching English speaking skills at the seventh grade students MTsN 2 Bondowoso used formative assesment</p> <ol style="list-style-type: none"> 1. The oral test was conducted through a role-play activity. Students were asked to perform short dialogues based on specific situations, such as, talking about hobbies. 2. The teacher observed how actively students were involved in the speaking games such as role-playing and guessing games. Their willingness to participate and engage in communication tasks was considered an important indicator of their speaking development.

C. Discussion

This part presents an analysis of the research findings obtained through interviews, observations, and document analysis. The researcher then compares the results with previously discussed theories and related prior studies to identify similarities, differences, and relevant interpretations.

1. The purposes of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso

The findings of this study reveal that the implementation of guessing picture game in teaching English speaking skills at MTsN 2 Bondowoso serves not only to enhance student engagement but also plays a significant role in improving their speaking competence, particularly in terms of confidence, vocabulary usage, and contextual understanding. This is in line with the statement from Mr. Yanuar, the English teacher, who emphasized that the main goal of GBL is to help students dare to speak, understand the context of language use, and build their self-confidence in speaking English.

According to Paivio's Dual Coding Theory, people learn better when they use both images and words together. In the guessing picture game, students see a picture and then describe it out loud, which helps them link the

image with the correct vocabulary. This combination of seeing and speaking makes it easier for them to remember words and speak more smoothly⁶¹.

In line with this, a recent study In line with this, Pertiwi reported that implementing the guessing game method in a junior high classroom led to greater student participation, enthusiasm, and confidence in speaking, while also reducing anxiety and encouraging more spontaneous use of English⁶². Similarly, Rucita and Fitriani conducted a quasi-experimental study with 64 seventh graders and found that those who learned through the guessing game scored an average of 90.31 on a post-test⁶³. Further, Layli, Rofi'ah, and Atul Makrifah used a Borg and Gall R&D model to develop a guessing game product for ninth graders; expert validation rated it —very valid (91.07%), and student feedback was —good (75%), confirming that the game boosted both confidence and speaking competence⁶⁴. This supports Mr. Yanuar's observation that by using game in teaching english helps students speak more naturally and confidently, particularly when traditional pressure from formal assessments is minimized.

⁶¹ Allan Paivio, *Mental Representations: A Dual Coding Approach* (Oxford: Oxford University Press, 1986), 45.

⁶² Pertiwi, Anggun. 2023. —Guessing Game Method in Speaking Instruction. | Qualitative case study, Universitas Buana Perjuangan Karawang.

⁶³ Rucita, Dea Faliha, and Aries Fitriani. 2024. —The Effectiveness of Guessing Game on Students' Speaking Skill at SMPN 3 Ngronggot Nganjuk. | Quasi-experimental study.

⁶⁴ Layli, Rizqi Yatul, Siti Rofi'ah, and Istina Atul Makrifah. 2025. —Developing a Guessing Game to Improve Speaking Skills for Grade 9th in MTs Al-Hidayah Sukonolo Bululawang. | R&D study based on Borg and Gall.

From a pedagogical standpoint, the teacher's strategy of introducing the learning objectives at the beginning of each lesson as mentioned in the lesson module aligns with the principles of effective lesson planning. According to Harmer, clearly defined objectives guide learners toward expected outcomes and help them see the relevance of each activity⁶⁵. This step also strengthens the purposeful use of games rather than treating them as mere entertainment.

In summary, the purpose of implementing guessing picture game in speaking instruction, as found in this study, is well-aligned with both theoretical and empirical foundations. It confirms that games, when used with clear objectives and pedagogical intent, are effective tools for enhancing students' speaking skills, increasing motivation, and reducing speaking anxiety in the EFL classroom.

2. The steps of the implementation of guessing pictures game in teaching

English speaking skills at the seventh grade students MTsN 2 Bondowoso

The results of this research suggest that implementing through guessing pictures game organized phases—Pre-Activity, While-Activity, and Post-Activity—can significantly improve students' English speaking abilities, especially in fluency, vocabulary expansion, and confidence. This supports the constructivist learning theory, which posits that students learn more

⁶⁵ Susanti, E., Putri, R. A., & Mulyani, T. (2021). Game-Based Learning to Improve Speaking Performance of EFL Students. *International Journal of Language Education*, 5(2), 78–89.

effectively when actively participating in meaningful and interactive experiences. Vygotsky's theory of Social Constructivism further reinforces this idea, claiming that language development is most effective through social interaction and collaborative efforts that facilitate genuine communication⁶⁶.

Games like the Vocabulary Guessing Game promote student-centered learning, encouraging learners to engage actively rather than passively receiving information. This aligns with Harmer's perspective that games enhance communicative competence by inspiring learners to use language in purposeful and creative ways. In the study, students had the chance to describe and guess vocabulary related to hobbies, allowing them to use language in relevant contexts⁶⁷. This real-time application of vocabulary reflects everyday communication, enhancing retention and confidence.

Moreover, the three-step approach corresponds with Brown's speaking instruction model, which categorizes speaking activities into pre-speaking, while-speaking, and post-speaking phases. The Pre-Activity phase in this study activated prior knowledge and set the stage for the target vocabulary⁶⁸. The While-Activity focused on the main game task that prioritized vocabulary use and spontaneous speech, while the Post-Activity provided time for

⁶⁶ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

⁶⁷ Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education.

⁶⁸ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

reinforcement and reflection. This model is widely recommended for promoting structured yet adaptable learning sequences in speaking instruction.

Recent studies also back these findings. For instance, research by Sari & Putri showed that using game notably enhanced speaking fluency and decreased anxiety in junior high students⁶⁹. Similarly, Nugroho found that game-based activities improved vocabulary retention and increased students willingness to communicate in English⁷⁰. In both instances, games created a low-anxiety environment that encouraged active speaking practice, as reported by participants in this study, who felt more confident and engaged when learning through games.

Additionally, testimonies from students Vita and Cinta indicated that the GBL approach made English lessons more enjoyable and relevant to their daily lives. Their feedback affirmed that games not only made learning fun but also provided a safe space to speak without the fear of making mistakes.

This aligns with Krashen's Affective Filter Hypothesis, which asserts that a stress-free environment enhances language acquisition by lowering emotional

⁶⁹ Sari, L., & Putri, R. (2021). —The Effect of Game-Based Learning on Students' Speaking Fluency and Anxiety. *Journal of English Language Teaching Innovations*, 3(2), 45-53

⁷⁰ Nugroho, A., Nurkamto, J., & Marmanto, S. (2021). —The Effectiveness of Game-Based Learning in Enhancing Vocabulary and Speaking Skills. *International Journal of Language and Literature*, 8(1), 24-31.

barriers⁷¹. The supportive atmosphere created by game-based activities in this research effectively reduced anxiety and boosted speaking output.

In summary, this study's findings are in line with established language learning theories and recent empirical research. The incorporation of Game-Based Learning in structured phases positively influences students' speaking development, offering a practical, enjoyable, and pedagogically sound method that language teachers can adopt to enhance students' speaking skills in an interactive and meaningful manner.

3. The evaluation of the implementation of guessing pictures game in teaching English speaking skills at the seventh grade students MTsN 2 Bondowoso

The evaluation of students speaking skills was practiced by Mr. Yanuar at MTsN 2 Bondowoso using formative assessment. Instead of using written exams, the teacher uses oral task assessment and teacher observation during games. This approach aligns well with the concept of formative assessment, which focuses on observing and improving students learning through ongoing feedback rather than just scoring them at the end of a lesson⁷²

This method is supported by Brown, who states that speaking assessment should involve real-time performance, focusing on fluency,

⁷¹ Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

⁷² Paul Black and Dylan Wiliam, —Assessment and Classroom Learning, *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (1998): 7–74.

pronunciation, vocabulary, and how well students can communicate ideas naturally⁷³. Similarly, O'Malley and Pierce believe that authentic assessments like role plays, interviews, and oral presentations give a clearer picture of students' language abilities than traditional tests⁷⁴.

The use of guessing pictures games helps lower students anxiety, making them feel more relaxed and confident while speaking English. This finding is supported by Vygotsky's theory of the Zone of Proximal Development (ZPD), which highlights the importance of creating a supportive learning environment where students feel safe to take risks and practice language with help from peers and teachers⁷⁵.

In addition, studies by Yolageldili & Arikan and Nguyen also found that game-based learning is effective in enhance speaking skills. They showed that students who learned through games were more active, engaged, and willing to speak English in class⁷⁶. Like the students in this research (Nada and Aulia), students in previous studies appreciated how games helped them speak more confidently and enjoy the learning process.

In conclusion, the evaluation model used in this research supports current educational practices that promote student-centered learning and

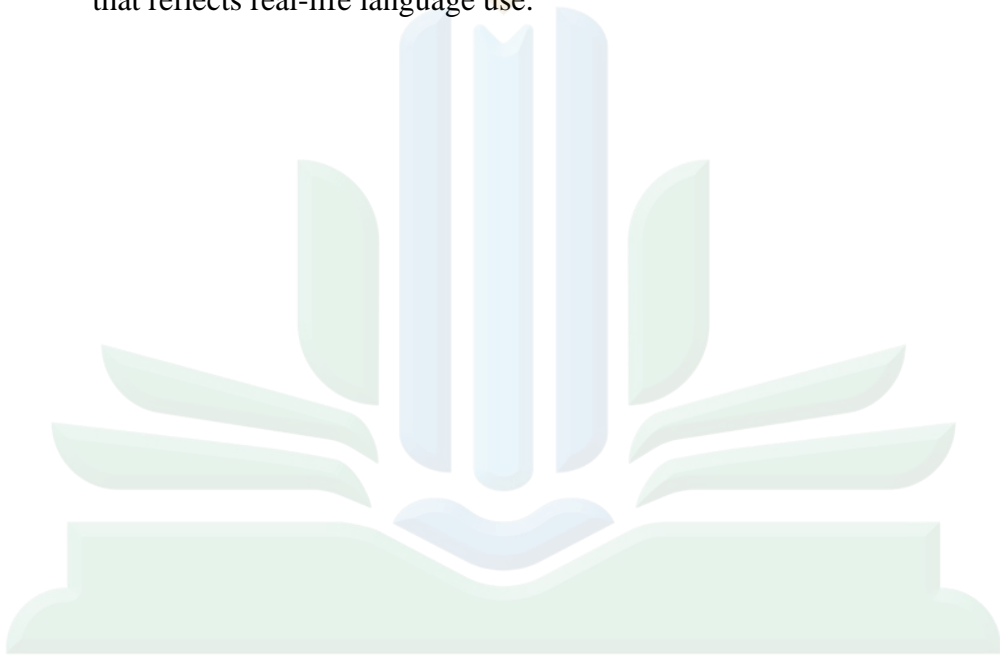
⁷³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 140.

⁷⁴ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (New York: Addison-Wesley, 1996), 5–6..

⁷⁵ Lev Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, ed. Michael Cole et al. (Cambridge, MA: Harvard University Press, 1978), 86–87.

⁷⁶ Serpil Yolageldili and Arda Arikan, —Effectiveness of Using Games in Teaching Grammar to Young Learners,‖ *Elementary Education Online* 10, no. 1 (2011): 219–229.

communicative competence. By combining game activities with formative assessment, teachers can assess students more naturally and help them grow in both confidence and speaking ability. This shows that guessing picture game learning is not only fun, but also a powerful tool to evaluate students in a way that reflects real-life language use.



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CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter presents the current research conclusion and suggestion, as follow:

A. Conclusion

The conclusion of the above, which is written in Chapter IV under the discussions and findings, is as follows:

1. The goals the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso are as follows:
 - a) The students were able to speak more confidently in English.
 - b) The students were able to understand and use English appropriately in various contexts.
 - c) The students were more engaged and motivated during the learning process.
 - d) The students improved their vocabulary and speaking fluency naturally.
2. The stage examine of implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso are:
 - a) The teacher began the lesson with a Pre-Activity by greeting students and asking simple questions to build motivation.

- b) b) The teacher introduced the topic and brainstormed vocabulary related to the topic with the students.
 - c) The students were divided into small groups to prepare for the game-based activities.
 - d) The teacher conducted interactive speaking games such as Vocabulary Guessing Games to encourage fluency and confidence.
 - e) The teacher provided feedback and summarized the lesson in the Post-Activity to reinforce learning.
3. The evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso including:
- a) The oral test was conducted through a role-play activity.
 - b) The teacher observed how actively students were involved in the speaking games.

B. Suggestion

In this section, based on the discussion and conclusion that have been written above, the researcher would like to provide some suggestions as follows:

1. The English Teacher

According to the researcher, in the teaching and learning process through guessing picture games, English teachers are encouraged to continuously implement creative and interactive games to enhance students' speaking

skills. Teachers should also be attentive to students who may be less confident or passive during the activities, and provide support or guidance to ensure all students are engaged and benefit from the learning experience.

2. The Future Researcher

For future researchers, it is suggested to explore the implementation of guessing picture games in other English skills such as listening, reading, or writing. Moreover, future studies could involve a larger sample size or compare the effectiveness of different types of games to find more varied and significant results related to students' language development.

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Appendix 1

AUTHENTICITY STATEMENT OF WRITING

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Here by declares that the content of the thesis entitled **“The Implementation of Guessing Pictures Game In Teaching Speaking Skills at the Seventh Grade Students MTsN 2 Bondowoso”**. Is the result of my research/work, except in part referred by the source.

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 JEMBER

Jember, 26th June 2025

Stated by



Irma Hatyana
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Appendix 2: Research Matrix

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
The Implementation of Guessing Pictures Game In Teaching Speaking Skills at the Seventh Grade Students MTsN 2 Bondowoso	1. Guessing picture Game	1. The Definition of game based learning 2. Type of game based learning 3.	1. Interview a. English Teacher. b. Students. 2. Observation a. Objective Condition of MTsN 2 Bondowoso b. The Implementation of guessing picture game in the class 3. Document Reviews a. The history of MTsN 2 Bondowoso b. The profile of MTsN 2 Bondowoso c. Vision, Mission, and Educational Goal of MTsN 2 Bondowoso d. Status of Teacher and Staff e. State of the Learners	1. Approach and Type of the Research: a. Qualitative b. Case Study 2. Data Collection a. Interview b. Observation c. Document Reviews 3. Data Analysis a. Data Condensation b. Data Display c. Drawing and Verifying conclusions 4. Validation of the data : a. Triangulation Source b. Triangulation Technique	4. What is the purpose of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso? 5. How are the stages examine of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso? 6. How is the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?
	2. Speaking Skills	1. The Definition of Speaking 2. The Principle of Speaking 3. The Component of Speaking			
	3. Teaching Spaking Skills	1. Teaching English through guessing game picture 2. The evaluation of teaching speaking skills			

Appendix 3: Research Instrument

A. Observation Instrument

1. Geographic condition of MTsN 2 Bondowoso
2. The implementation of guessing picture game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso

B. Interview Instrument

1. Based on the implementation used, what are the purpose of guessing picture game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?
2. What are the stages examine of guessing picture game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?
3. The last question, how is the evaluation of oguessing picture game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?

C. Document Review Instrument

1. The Profile of MTsN 2 Bondowoso
2. Vision and Mission of MTsN 2 Bondowoso
3. The data of students of seventh grade student MTsN 2 Bondowoso
4. The data of teacher Of MTsN 2 Bondowoso.
5. Lesson Module

Appendix 4: Teaching Module



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. BONDOWOSO
MADRASAH TSANAWIYAH NEGERI 2 BONDOWOSO
 Jalan. Haryono MT Nomor 44 Telepon (0332) 421948 Bondowoso

E-mail: mtsnbondowoso2@kemenag.go.id

,MODUL AJAR BAHASA INGGRIS KELAS Vii

No	Komponen	Deskripsi/keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Yanuar Chandra S.Pd
	Nama Institusi	Madrasah Negeri Tsanawiah 2 Bondowoso
	Tahun Penyusunan Modul Ajar	2025
	Jenjang Sekolah	SMP/MTS
	Kelas	VII
	Alokasi Waktu	2x45 Menit
2.	Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik mampu mengungkapkan ide dan informasi sederhana secara lisan melalui aktivitas interaktif seperti Guessing Picture Game. Peserta didik dapat menggunakan kosakata yang relevan, struktur kalimat yang tepat, serta personal pronouns dalam konteks mendeskripsikan hobi secara lisan. Dalam kegiatan ini, peserta didik menunjukkan kemampuan berbicara yang komunikatif, percaya diri, dan sesuai dengan tujuan komunikasi.
	Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Mengidentifikasi kosakata terkait hobi dalam bahasa Inggris. 2. Menggunakan personal pronoun (I, you, he, she, we, they) dengan tepat. 3. Menggunakan struktur kalimat sederhana untuk menyatakan hobi (e.g., "She likes swimming"). 4. Berpartisipasi aktif dalam permainan Guessing

		Game Picture untuk melatih kemampuan berbicara.
	<i>Essential Question(s)</i> / Pertanyaan Pemantik	-Do you have a hobby? What is it? - What do you like to do in your free time? - Can you describe someone's hobby without saying the word?
	Lingkungan Belajar	<i>indoor</i>
3.	Alur Tujuan Pembelajaran	
	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	Beriman, Bertakwa kepada Tuhan YME, dan Berakhlak Mulia
4.	Materi Ajar, Alat, dan Bahan	
	Materi atau Sumber Pembelajaran Utama	LKS Bahasa Inggris kelas VII
	Fasilitas	Gambar tentang hobby, buku LKS bahasa inggris kelas VII
5.	Model Pembelajaran	
	Model Pembelajaran	<i>Game Based Learning</i>
6.	Urutan Kegiatan Pembelajaran	
	Pendahuluan: <ul style="list-style-type: none"> ☞ Guru menyapa siswa dan memberikan motivasi awal dengan pertanyaan seperti —What is your hobby? untuk membangun ketertarikan siswa. ☞ Guru melakukan brainstorming dengan menuliskan beberapa kata kunci terkait hobi di papan tulis (misalnya: reading, swimming, dancing, cooking). ☞ Siswa diminta mengulangi kosakata tersebut secara bersama-sama agar lebih familiar. ☞ Guru menjelaskan tujuan pembelajaran hari itu. ☞ Siswa dibagi menjadi 4–5 kelompok kecil sebagai persiapan aktivitas utama. Inti: <ul style="list-style-type: none"> ☞ Aktivitas utama berupa Vocabulary Guessing Game selama 20 menit. ☞ Setiap kelompok memilih satu kartu berisi kata yang berhubungan dengan hobi. ☞ Satu siswa dari setiap kelompok memberikan deskripsi hobi tanpa menyebutkan kata aslinya (contoh: —I do it in the water untuk swimming). 	

	<ul style="list-style-type: none"> ☞ Teman-teman dalam kelompok mencoba menebak kata tersebut. ☞ Aktivitas ini bertujuan untuk melatih kefasihan berbicara (speaking fluency) dan memperkuat ingatan siswa terhadap kosakata (vocabulary recall). ☞ Guru mengamati dan mencatat partisipasi serta penggunaan bahasa Inggris siswa selama permainan. <p>Penutup:</p> <ul style="list-style-type: none"> ☞ Guru mengulas kembali kosakata dan struktur kalimat yang telah digunakan selama permainan. ☞ Melakukan refleksi singkat bersama siswa: apa yang mereka pelajari dan rasakan selama permainan. ☞ Menyimpulkan materi pelajaran dan memberikan arahan untuk kegiatan lanjutan jika diperlukan. 	
7.	Asesmen	
	Jenis asesmen	<i>Formative assesment</i>
	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen Formatif	
	Penilaian kompetensi dan pengetahuan	<ul style="list-style-type: none"> ☞ Sikap: Antusiasme, kerjasama dalam kelompok, tanggung jawab ☞ Pengetahuan (Kognitif): Kuis lisan/tulis sederhana ☞ Keterampilan (Psikomotorik): Kemampuan berbicara dan menyusun kalimat dalam Guessing Game
	Cara melakukan asesmen	<ul style="list-style-type: none"> ☞ Asesmen dilakukan melalui pengamatan langsung saat kegiatan Guessing Picture Game dan tes lisan menggunakan role-play. ☞ Guru mengamati partisipasi siswa selama permainan, terutama dalam hal penggunaan kosakata dan kelancaran berbicara. ☞ Role-play digunakan dengan memberikan situasi nyata (seperti memesan makanan atau meminta petunjuk arah), dan siswa diminta melakukan percakapan berpasangan atau dalam kelompok kecil. ☞ Asesmen dilakukan secara kontekstual dan real-time agar dapat melihat

		kemampuan berbicara siswa secara alami.
	Kriteria Penilaian	<ul style="list-style-type: none"> ☞ Fluency, Kelancaran siswa dalam berbicara tanpa banyak jeda. ☞ Pronunciation, Kejelasan dan ketepatan pengucapan. ☞ Vocabulary Usage, Ketepatan dan variasi kosakata yang digunakan. ☞ Confidence, Tingkat kepercayaan diri siswa saat berbicara dalam bahasa Inggris.
8.	Refleksi Guru dan siswa	
	Refleksi Guru	Melalui penerapan Guessing Picture Game, saya melihat siswa lebih aktif dan percaya diri dalam berbicara bahasa Inggris. Permainan ini menciptakan suasana belajar yang menyenangkan dan mengurangi kecemasan siswa saat berbicara. Namun, saya juga menyadari pentingnya pengelolaan waktu agar semua siswa mendapatkan kesempatan yang sama untuk berbicara.
	Refleksi Siswa	Siswa merasa lebih nyaman berbicara dalam bahasa Inggris karena kegiatannya menyenangkan. Menebak dan memberi petunjuk membuat saya belajar kosakata baru dan lebih percaya diri.
9.	Daftar Pustaka	
	Daftar Pustaka	<ul style="list-style-type: none"> ☞ Tim Penyusun. (2023). Lembar Kerja Siswa (LKS) Bahasa Inggris Kelas VII SMP/MTs Semester 1 dan 2. Surabaya: Penerbit Erlangga. ☞ Kementerian Pendidikan dan Kebudayaan. (2017). Bahasa Inggris: When English Rings a Bell – Buku Siswa Kelas VII SMP/MTs. Jakarta: Kemdikbud.

Scoring rubric:

Total Skor Maksimum: 16

Nilai Akhir = $(\text{Total Skor} \div 16) \times 100$

Aspek	Skor 1 (Tidak Memadai)	Skor 2 (Cukup)	Skor 3 (Baik)	Skor 4 (Sangat Baik)
Pronunciation & Fluency	Pengucapan tidak jelas, banyak jeda dan keraguan	Pengucapan cukup jelas, masih ada jeda atau salah ucap	Pengucapan jelas dan lancar sebagian	Pengucapan sangat jelas dan lancar
Grammar & Pronoun Use	Banyak kesalahan penggunaan grammar dan pronoun	Beberapa kesalahan, masih bisa dipahami	Hampir semua penggunaan grammar dan pronoun tepat	Semua penggunaan grammar dan pronoun benar
Vocabulary Usage	Kosakata sangat terbatas, kurang tepat	Kosakata cukup tepat, terbatas	Kosakata variatif dan cukup tepat	Kosakata kaya dan digunakan dengan tepat
Performance	Kurang percaya diri dan tidak ekspresif	Cukup percaya diri, masih terlihat ragu	Antusias, cukup ekspresif	Sangat percaya diri, ekspresif dan natural

Mengetahui,

Kepala Sekolah,

Guru Mata Pelajaran,

Siti Mutmainnah, S.Pd.

NIP, 196905211996032002

Yanuar Chandra S.Pd

-

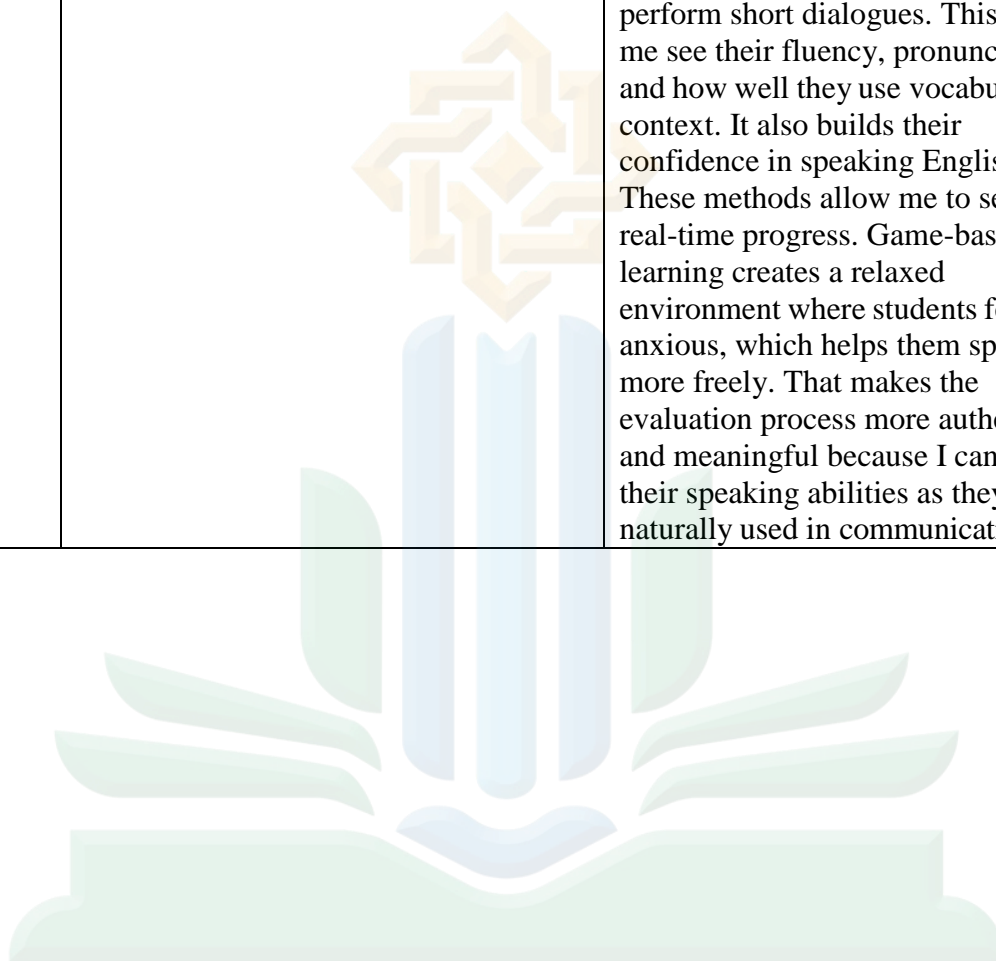
Appendix 5: Data Collection Form

TEACHER INTERVIEW QUESTION

NO	Question	Answer
1.	What do you think is a fun way to teach English?	In my opinion, a fun way to teach English is by using the Game-Based Learning approach. Through games, students can learn while playing, which makes the classroom atmosphere more lively and interactive. For example, I often use games such as guessing games, role play, or vocabulary matching games to practice speaking skills and enrich students' vocabulary. Games help students become more active, less easily bored, and more confident in using English directly. In this way, they don't just learn the theory, but also apply it in real situations in a fun learning environment.
2.	As what we been planned how is the purpose of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?	The purpose of implementing guessing picture game in English speaking skills, especially for Grade 7 students, is actually quite broad and deep. The main goal is not just to make learning fun, but also to really help students dare to speak, understand the context, and use English correctly, as well as to help increase students' confidence level in speaking and to make it easier for student before starting the lesson I convey today's learning objectives or purpose of study as stated in the lesson module
3.	What are the stages examine of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2	The learning stages that I implemented are divided into three main stages, namely Pre-Activity, While-Activity, and Post-Activity. In

	Bondowoso?	<p>the Pre-Activity stage, which lasts about 10 minutes, I start by greeting the students and motivating them by asking questions like, —What is your hobby?‖ to build their interest. After that, I brainstormed by writing some keywords related to hobbies on the board, such as reading, swimming, dancing, and cooking, and asked students to repeat them to make them more familiar. Then I divided the students into 4-5 small groups. In the While-Activity stage, which lasts about 60 minutes, I start with the main activity of the Vocabulary Guessing Game for 20 minutes. Each group chooses a card that contains a word about a hobby. One student from each group will describe the hobby without saying the original word, for example: —I do it in the water‖ for the word swimming. His friends in the group will guess the word. This activity aims to improve speaking fluency and strengthen students' vocabulary recall</p>
4.	<p>How is the evaluation of the implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso?</p>	<p>In evaluating students speaking skills through guessing pictures game, I focus on several key aspects such as fluency, pronunciation, vocabulary usage, and confidence. During the activities, I observe how actively students participate in guessing picture games. I also pay attention to how well they use the target vocabulary and how naturally they can express their thoughts. I conduct the oral test using role-play activities. I give the students real-life situations, like ordering food at a restaurant or asking for directions. Then, they work in pairs or small groups to</p>

		<p>perform short dialogues. This helps me see their fluency, pronunciation, and how well they use vocabulary in context. It also builds their confidence in speaking English. These methods allow me to see their real-time progress. Game-based learning creates a relaxed environment where students feel less anxious, which helps them speak more freely. That makes the evaluation process more authentic and meaningful because I can assess their speaking abilities as they are naturally used in communication</p>
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J E M B E R

STUDENTS INTERVIEW

RS1: Aulia Novita

RS2: Cinta Putri Elviana

RS3: Lita Septi Ramadhani

RS4: Nada Salsabila Ibaneza

RS5: Aulia Nuri Adillah

Vita, Cinta, Lita, Nada, and Aulia are the chosen students from the seventh grade of MTsN 2 Bondowoso.

I : Assalamualaikum warahmatullahi wabarakatuh.

RS : Waalaikumsalam warahmatullahi wabarakatuh.

I : How are you today?

RS : We're good, thank you, miss.

I : Great to hear! Before we begin, would you please introduce yourselves one by one?

RS1 : My name is Vita, miss.

RS2 : My name is Cinta, miss.

RS3 : My name is Lita, miss.

RS4 : I'm Nada, miss.

RS5 : And I'm Aulia, miss.

I : Alright. Let's start with the first question. What do you think is the purpose of playing the *Guessing Pictures Game* in your English class?

RS1 : In my opinion, the game makes English learning fun and not boring. I feel more excited and active when we play it.

RS2 : For me, it helps me to speak more bravely. I once had to come forward because I lost, and it made me more confident to speak in English.

RS3 : I think the purpose is to help us speak in English without being nervous. The game makes it easier to try.

RS4 : Yes, and it also helps us remember new words. Because we have to describe them to our friends.

RS5 : I agree. The game helps me practice speaking and use the words we just learned in class.

I : Very good. Now, can you describe the steps your teacher used in the classroom to do the *Guessing Pictures Game*?

RS3, RS5: First, the teacher greeted us and asked about our hobbies. Then he wrote some example words on the board like swimming, reading, dancing. We repeated them together.

RS2 : After that, we were divided into small groups. Each group got a card with a hobby word on it.

RS1 : Then, one of us would explain the word without saying it directly. The others guessed it.

RS4 : The game was so fun. We laughed and learned at the same time. It made us talk more in English.

I : Great explanation! Now, how does your teacher evaluate your speaking skills during this activity?

RS1 : He watches us while we're playing and checks how well we speak and use vocabulary.

RS5 : Sometimes, he asks us to do role-play too, like acting out real situations.

RS3 : He also asks random questions during the game. We must be ready to answer.

RS4 : Yes I agree with that the teacher usually ask random question and I think that's fun and helpful.

RS2 : I like that we're not only tested by writing, but also by how we speak in real activities. It feels more natural.

I : Very nice! What do you like most about learning speaking through games like this?

RS1 : It's not boring, and I enjoy speaking in class.

RS2 : I become more confident because I'm used to speaking in front of my friends.

RS3 : I learn more vocabulary in a fun way.

RS4 : I feel happy when I guess the word correctly.

RS5 : It helps me speak better and remember the words faster.

I : Excellent answers! Thank you so much for your time, everyone. I hope this learning experience will help you all grow more confident in English.

RS : Thank you, sir.




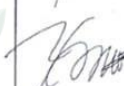

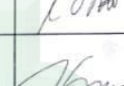
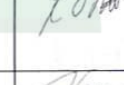

I : Wassalamu'alaikum warahmatullahi wabarakatuh.

RS : Waalaalaikum salam warahmatullahi wabarakatuh.

Appendix 6: Research journal

RESEARCH JOURNAL

THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH GUESSING GAME STRATEGY AT THE SEVENTH GRADE STUDENTS MTsN 2 BONDOWOSO

No	Day/Date	Activity	Signature
1.	March, 28 2025	The observation permission latter	
2.	March, 31 2025	The researcher did the pleminary study by conducting observation and interview with English teacher	
3.	April, 3 2025	Observe the implementation of guessing game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso	
4.	April, 7 2025	Interview the students about the implementation of guessing game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso	
5.	April, 8 2025	Observe the implementation of guessing game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso	
6.	April, 10 2025	Interview English teacher about the implementation of guessing game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso	
7.	April, 14 2025	Complete the research data and document review	
8.	April, 15 2025	Finishing observation and ask letter of research finishing	

Bondowoso. 15 April 2125

Peneliti



Irma Hatyana
NIM. 212101060014

Mengetahui
Kepala Sekolah



Nurhidinnah, S.Pd
NIP. 196905211996032002

Appendix 7: Letter of research permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10702/In.20/3.a/PP.027/03/2025

Sifat : Biasa

Perihal : **Pemohonan Ijin Penelitian**

Yth. Kepala Sekolah MTsN 2 Bondowoso

Jalan MT. Haryono No. 44, Badean, Kecamatan Bondowoso, Kabupaten
Bondowoso, Jawa Timur

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

NIM	: 212101060014
Nama	: Irma Hatyana
Semester	: 8 (Delapan)
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; The implementation
of guessing pictures game in teaching speaking skills at the seventh grade
students mtsn 2 bondowoso; selama 30 (tiga puluh) hari di lingkungan
lembaga wewenang ibu Siti Mutmainnah, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.



Jember, 28
Maret 2025 an.
Dekan
Wakil Dekan Bidang
Akademik,
KHOTIBUL UMA

Appendix 8: Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. BONDOWOSO
MADRASAH TSANAWIYAH NEGERI 2 BONDOWOSO
 Jalan. Haryono MT Nomor 44 Telepon (0332) 421948 Bondowoso
 E-mail: mtsnbondowoso2@kemenag.go.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: B-636/MTs.13.06.02/PP.00.5/04/2025

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Bondowoso menerangkan dengan sebenarnya:

Nama : IRMA HATYANA
 NIM : 212101060014
 Prodi/Jurusan : Tadris Bahasa Inggris
 Judul : The implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso

Bahwa nama tersebut di atas benar-benar telah melaksanakan penelitian pada tanggal 15 Mei – 05 Juni 2023 di Madrasah Tsanawiyah Negeri 2 Bondowoso dengan judul: “The implementation of guessing pictures game in teaching speaking skills at the seventh grade students MTsN 2 Bondowoso”.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 15 April 2025

Mengetahui
 Kepala Sekolah

 Nurul Huda, S.Pd
 NIP. 196905211996032002

pendix 9: Documentation


Documentation

No.	Picture	
1.		
2.		<p>This photo shows the research location at MTsN 2 Bondowoso, where the implementation of the Guessing Picture Game strategy in teaching speaking skills to seventh-grade students was conducted.</p>
3.		

4.		
5.		

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J E M B E R

Appendix 10: Letter of Drillbit Check



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail info@uin-khas.ac.id
 Website www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Irma Hatyana

NIM : 212101060014

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The implementation of teaching speaking skill through guessing game strategy at the seventh grade students MTsN 2 bondowoso telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (18,2%)

1. BAB I : 15 %

2. BAB II : 22 %


3. BAB III : 18 %

4. BAB IV : 11 %

5. BAB V : 8 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2025
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember


(ULFA DINA NOVIENDA S. Sos., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

Appendix 11: Researcher Biography

Curriculum Vitae



1. Personal Information

a. Name	: Irma Hatyana
b. SRN	: 212101060014
c. Place, date of birth	: Bondowoso 26 Juni 2003
d. Gender	: Female
e. Address	: Desa Kejayan, RT12/RW003 Kecamatan Pujer, Kabupaten Bondowoso
f. Faculty	: Education and Teacher Training
g. Major	: English Education Program
h. Email	: Irmahatyana1@gmsil.com

2. Education Research

a. Kindergarten	: TK Tunas Harapan
b. Elementary School	: SDN Kejayan 1
c. Junior High School	: SMP Plus Darussholah
d. Senior High School	: SMA Unggulan BPPT Darussholah

3. Organization Experience

a. IKMPB
b. KALIMASADA UIN JEMBER