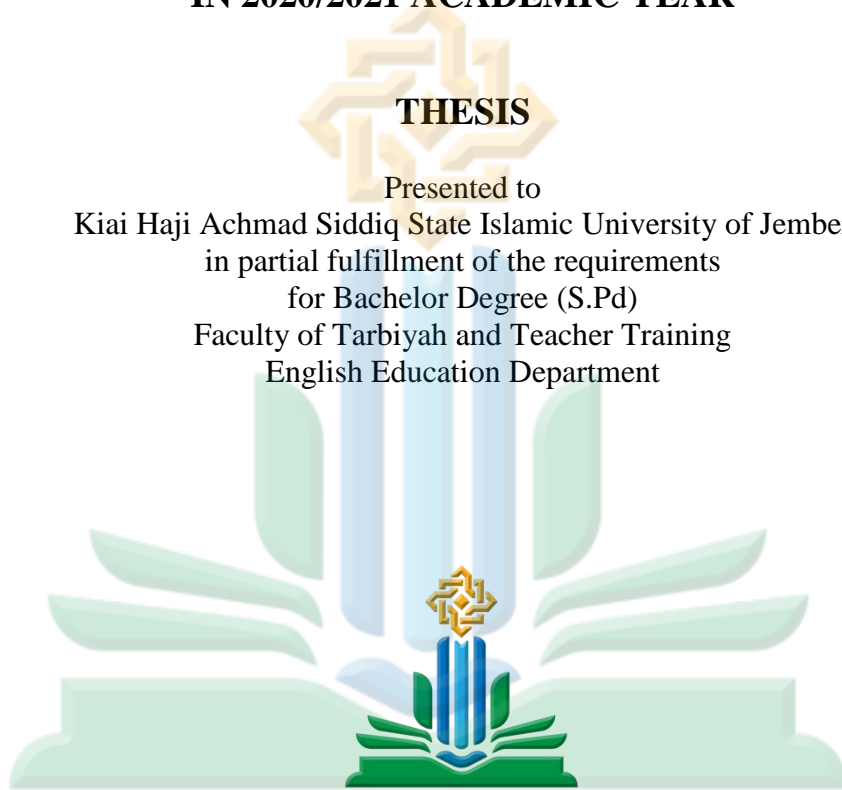


**THE USE OF GUESSING GAME STRATEGY
TO INCREASE STUDENTS' SPEAKING SKILL
AT THE EIGHTH GRADE OF MTS NURUL AMIN
SUMBEREJO BESUKI SITUBONDO
IN 2020/2021 ACADEMIC YEAR**

THESIS

Presented to

Kiai Haji Achmad Siddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



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MARCH 2022**

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Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Thursday
Date : 09th of June 2022

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MOTTOES

ذَلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَإِنَّ اللَّهَ
سَمِيعٌ عَلِيمٌ

That is so because Allah will never change a grace which he has bestowed on a people until they change what is in their own selves. And verily, Allah is All Hearer, All-Knower (Al-Anfal: 53).¹

“When the time gets hard, there’s no way to turn, as Allah promises He will always be there” (Writer)



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¹ Muhammad Taqi-ud Din Al-hilali and Muhammad Muhsin Khan, The Noble Quran, terj (Medina Dar-us Salam ublication, 1996), 239

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Lutfiah and Munipa who always pray for me, give support and spirit to me in gaining success.
2. My beloved young sisters, Ariska Fauziah and Sri Sumiati, and all my family who always give me support and motivation.
3. My beloved advisor, Nina Hayuningtyas, M.Pd thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
4. My beloved partner and friends of English Department 2 (Univers Class) who always help me and give support each other.

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

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The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher’s research.
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I hope Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember 31 May 2022

The writer

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ABSTRACT

Miftahul Arifin, 2022. The Use of Guessing Game Strategy to Increase Student's Speaking Skill at Eighth Grade of Mts Nurul Amin Sumberejo Besuki Situbondo in Academic Year 2020/2021

Key Words: Guessing Game Strategy, speaking skill

Speaking is one of English skill that should be mastered by the students. However, some problems of speaking were faced by students, one of them was they feel shy to speak English because they are afraid to make some mistakes while they speak by using English. Therefore, the English teacher used guessing game strategy in teaching and learning speaking at eighth grade of MTs Nurul Amin Sumberejo Besuki Situbondo as the effort to speak English.

The focused of this research was how can guessing game strategy increase the students' speaking skill at the eighth grade of MTs Nurul Amin Sumberejo Besuki Situbondo in 2020/2021 academic year?.

This research was conducted at class VIII A of MTs Nurul Amin Sumberejo Besuki Situbondo. This research was Classroom Action Research (CAR) using Kemmish and Mc Taggart model which consisted of four steps, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. Each consisted of three meetings, two meetings to implement the action and one meeting for students' speaking test or post test. In planning the action, the researcher and collaborator prepared lesson plan based on the data from preliminary study which refers to the problem found. Furthermore, in implementing the action, the researcher taught the students by using Guessing Game Strategy. Next, observing was the process of collecting the data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation of the action. The last was reflecting, in this process the researcher and collaborator analyzed the data from observing the action and compared with the criteria of succes which 75% of students have to reach the target score that was 75. The subject of this research was the class VIII A of MTs Nurul Amin Besuki Situbondo that consisted of twenty-two students.

The result of this research showed that there was improvement of the students' speaking skill. It could be seen from the result of the post-test I and II that been improved. From 7 of 22 (32%) students who achieved the minimum score in pre-test became 11 of 22 (50%) students in post-test I, then 17 of 22 (77,8%) in post-test II. It can be concluded that Guessing Game Strategy can make students' speaking skill better than before.

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CHAPTER I

INTRODUCTION

This chapter presented the background of research, the questions of research, the objective of research, significance of research, scope, the definition of key terms, and the organization of the study.

A. Research Background

As we know, English language has four skills. Those are; listening, reading, writing and speaking skill. Among these skills, Speaking is one of the English skills that students must be mastered. In speaking skills, the students need to communicate in English with teachers, friends and other members of the community and also express their ideas. This means that speaking is a skill that helps people understand what others have in mind, so speaking is a very necessary skill to learn.

Speaking means using words in a normal voice, to offer words, to know and can use a language to express oneself in words and give a speech.

Therefore, Nurdevi Bte Abduh argues that speaking uses words and making sounds to orally express ideas, feelings, thoughts and needs to us in a normal voice. Moreover, Successful communication often depends not only on the speaker but also on the listener.¹

Speaking skill signifies that the learner knows how to use that language. Harmer stated that speaking has six elements namely: content,

¹ Nurdevi Bte Abduh "The Implementation Of Information Gap Activities To Improve Students' Speaking And Reading Skills", *Exposure Journal*, 2 (Mei, 2013), 70.

grammar, vocabulary, comprehension, fluency, and pronunciation.² To speak fluently, they must have plenty of vocabularies and have to be able to arrange sentences. Moreover, they have to use correct pronunciation and before they speak they should know what they will say. If all the things have been done, the students can speak clearly and the listener will get the meaning easily.

Moreover, Allah states that we have to use a good sentence when we speak to avoid misunderstanding among others in Surah Al - Ahzab verse 70 - 71:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ۙ يُصْلِحْ لَكُمْ اَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوْبَكُمْ ۗ وَمَنْ يُطِيعِ اللّٰهَ وَرَسُوْلَهُ فَقَدْ فَازَ فَوْزًا عَظِيْمًا

O you who believe, fear Allah and speak words of righteousness.

Based on the verse above, the researcher could conclude that we must use a good sentence while speaking, so that the listener does not misunderstand. Someone is considered a good person based on the way they speak

Commonly, the students will speak up when the discussion is happening, but when they have chance to speak, arguing their opinion, or giving suggestion, they are still not confident because of afraid to make mistakes. Based on the article by Dewantara, it is known that speaking skill which still low is caused by two factors. Those are internal and external factor. The internal factors that influence students' low speaking skill are 1).

² Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007), 343

Learning and teaching approach is conventional, 2). Difficult to construct the experience and the knowledge which are owned, 3). Shyness and nervous, 4). The disturbances from others students. Also, the external factor is short of society and parents supports.³

In preliminary study on 25th Desember 2020 at MTs Nurul Amin, there were several kinds of problems that the researcher found in teaching English. First, when students spoke English they were afraid of making mistakes. Second, the vocabulary of students was still poor, so they were confused what was going to talk. Third, the students still faced many difficulties to pronounce each word well, this problem happened because they rarely practiced English words. The last, the students were shy and nervous to say English sentences; it was caused by the laziness and the less frequencies of practicing English speaking in the classroom. Therefore, the impact of that all problems were the students could not speak English fluently .

Besides, based on the results of interview with MTs Eighth grade English teacher of Nurul Amin often encountered difficulties in English lesson, especially in their way of speaking. First, students' speaking scores were consistently poor; the result showed that 68% of the students scored below the minimum criteria of success, which means that only 7 of 22 students met the minimum criteria of success, it was 75. Second, the students were less interested in English, as their perception believed that English was a difficult subject. Third, students felt bored (unpleasant) during the teaching

³ I Putu Mas Dewantara "identifikasi faktor penyebab kesulitan belajar keterampilan berbicara siswa kelas viie smpn 5 negara dan strategi guru untuk mengatasinya" *Research Article* (Mei, 2012), 12.

and learning. In addition, the teacher only used lesson method which provided few opportunities for students to practice their English.

Knowing the problems, the teacher tried to use another strategy, the teacher used discussion as the next strategy to fix the problems above, but the teacher realized it was still not sufficient to solve the problems, it was caused only a few of students take a part in the discussion, some students still kept silent when the discussion was running, and some students might not understand what they had discussed because they did not pay attention to the discussion. It seemed that, it was needed something interesting to attract the students' interest in attention in learning English.

In fact, there are certain methods of teaching speech. Such as using bingo game, role play, storytelling, guessing game, etc. According to Maksymec, bingo is a game typically played on bingo cards consisting of 25 tiles arranged in a 5 x 5 grid. Each of the five vertical lines is centered under the letter BINGO.⁴

The next method is role play. According to Burden and Byrd, "role-play is a student-directed activity in which the student acts out or dramatizes a particular situation, circumstance, or idea." Additionally, role-playing strategies can be used to clarify and express attitudes and beliefs, plan and test problem solving, and prepare students for real-life situations.⁵ Therefore, one method often used is storytelling. This activity uses the multi-sensory

⁴ Maksymec. 1993. Bingo Game. Retrieved May 12, 2019 from (https://patentimages.storage.googleapis.com/48/1f/41/705137f4c7_c6e7/US5265880.pdf), 1..

⁵ P. R .Burden & D. M. Byrd, *Methods for effective teaching: Meeting the needs of all students*, (New York: Pearson Education, Inc, 2010), 156.

emotions of the events in the story to draw the viewer's attention, includes improvisations to tell stories, facial expressions, and body movements.⁶ And the last one is guessing game strategy, it is a game of guessing things, places, or people. One student or group gives clues, and the other guesses the thing, place, or person. Guessing game help teachers predict student participation and courage when teaching English.

From those reasons and the facts above, one of the strategies that teacher could applied to teach speaking was game, a game is one of the potential activities that could be used as an alternative way in improving the classroom condition so that students interested and do not get bored in learning the materials. In line with Chandra's statement as cited in Zully Zulaikho Puspitasari stated the games would also have a good impact on students' interest and motivation to learn English language, as well as improve their speaking skill.⁷ Next, the researcher would use a guessing game as an alternative strategy to teach speaking, in which students must actively participate in the conversation class.

Guessing game is a type of game in which participants compete individually or in groups to determine something that is confusingly pointed out. According to Wright's assertion in guessing and speculating game, someone knows something and someone else has to figure out what it is.

Based on the above definition, one can conclude that a guessing game is a

⁶ N. Stanley & B. Dillingham, *Performance Literacy Through Storytelling*, (Gainesville, FL: Maupin House Publishing, 2009), 2.

⁷ Zully Zulaikho Puspitasari and Slamet Asari, "The Effect Of Using Interactive Guessing Game Technique On Fluency Student's Speaking Skill", *University of Muhammadiyah Gresik*, 25 (September, 2018), 105.

game in which one person or a group knows something and the others compete individually or in groups to determine or find out the right answer.⁸

Besides, Amato says guessing game can be used to develop or strengthen concepts in understanding material. However, the most important function is to provide practice communication. Guessing game is a popular classroom activity because they are often based on real-life activities. They provide the opportunity to practice using the actual language to communicate.⁹

Those theories were supported by a research done by Sri Wahyuni and Fitri Yulianti. It was stated that the implementation of guessing game was appropriate strategy to teach speaking, as it could improve the students' speaking skill. Moreover, by implementing guessing game the students had to working together with their friends in group, it made them had good preparation before they spoke in front of the class, then to practice their speaking.¹⁰ It means those previous researches were success.

From the explanations above, the researcher was interested in conducting a research entitled "the use of guessing game strategy to increase student's speaking skill at eighth grade of MTs Nurul Amin Besuki Situbondo in Academic Year of 2020/2021". The researcher hoped that Guessing Game could increase the student's ability in their speaking.

⁸ Wright, *Games for Language Learning*. (Cambridge University Press, 1984), 1.

⁹ R.P Amato, *Making it happen: Interaction in the second language classroom: From Theory To Practice*, (London: The Alpine Press, 1988), 155.

¹⁰ Nuraen and Karyati "the implementation of guessing game in teaching speaking at tenth grade of senior high school", *IKIP Siliwangi*, 1 (September, 2018).

B. Research question

Based on the background of the research above, the research question was “How can guessing game increase the student’s speaking skill at the eighth grade of MTs Nurul Amin Besuki Situbondo?”

C. The Objective of Research

Based on the research question previously the objective of this research was to describe the using of guessing game in increasing student’s speaking skill at eighth grade of MTs Nurul Amin Besuki Situbondo.

D. The Significance of Research

There were some significances of the research some of them as follow:

1. Theoretically

This research could add the existing knowledge of speaking skill especially in guessing game strategy

2. Practically

a. For English teachers, this research activity would provide benefits in improving students' speaking skills.

b. For other researchers in the future, this research could be a source to conduct further research that was relevant to the problem

E. Definition of Key term

1. Speaking

Speaking is one of the most important skills in learning English, as speaking is the primary means of communication. We cannot express our feelings to others without speaking. Speaking is a productive skill.

Inseparable from listening. When we speak, we create a text and it needs to make sense. Due to the nature of communication, we find speakers and listeners, messages and feedback. Speaking encourages learners to learn English sounds and is inseparable from pronouncing words.

2. Guessing Game

A guessing game is a game where a group or individuals know something and another group or individual competes in identifying or finding out. This game can be modified by the teacher himself. one student have the information and the others have to guess who, what, where it could happen. The things that will be guessed can be words, sentences, phrases, or single sentences.



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CHAPTER II

LITERATURE REVIEW

This chapter presented the previous researches and some reviews of relevant theories and teaching speaking and studies that are about guessing game strategy.

A. Previous Research.

This chapter contained research results related to the research done by the researcher. Previous research had been carried out by some researchers, but there was a uniqueness of each research. That was due to differences in place of research, object of research, methods, data analysis techniques and literature used by researchers.

The first was a research by Fia Renny Syahara with the title "Improve students' speaking skills at 5th grade of SDN04 Kemiri Karanganyar by using a guessing game". Classroom action research was used, which was conducted in Kemiri Karanganyar, the number of students were 42, the result of this research was that guessing game is useful strategy for improving students' speaking ability. This strategy was important to be used in the school because it could increase students' speaking skills.¹¹

The second was a research by Nurmiati with the title "The use guessing game to improve students' speaking ability at 7th grade of SMP Negeri 3 Balusu". Classroom action research was used, which was conducted

¹¹ Fia Renny Syahara "Improving Students' Speaking Skill By Using Guessing Game To The Fifth Grade Of Sdn 04 Kemiri Karanganyar" (Thesis of English Diploma Program Faculty Of Letters And Fine Arts Sebelas Maret University Surakarta, 2010)

in Basulu, the number of students in this research were 41 students, 20 students for the experiment and 21 students for the control group, and the finding of research obtained that the guessing game could increase students' interest in learning English. because students can interact not only with their teacher but also with their friends smoothly.¹²

The third research was conducted by Dewi Fatmila titled “A guessing game strategy in improving the students’ vocabulary of fifth-graders at SDN "Guluk-guluk 1 Sumenep". Classroom action research was used, which was conducted in Sumenep Madura, a half of students as an experimental group in using guessing game and another half as a control group, the results showed that guessing games improved students' vocabulary skill.¹³

No.	Name	Title	Similarities	Differences
	1	2	3	4
1.	Fia Renny Syahara	Improve students' speaking skills at 5th grade of SDN04 Kemiri Karanganyar by using a guessing game	Both of the researchers used guessing game as the strategy in learning speaking skill.	The previous research was done in primary school. But in this research the subjects were junior high school students.
2.	Nurmiati	The use guessing game to improve students' speaking ability at 7th grade of SMP Negeri 3 Balusu	Both of the researchers use guessing game as the strategy in learning speaking skill.	The previous research was done using classroom action research at seventh grade while here used classroom action research at eighth

¹² Dr. Amang Latifa, Dr. Rafi'ah Nur and Nurmiati “Using Guessing Game to Improve Speaking Ability of the Seventh Grade Students of SMP Negeri 3 Balusu” *University of Muhammadiyah Parepare*, 2019).

¹³ Dewi Fatmila “*Guessing Game To Improve Fifth Graders Vocabulary Ability At Sdn Guluk-Guluk 1 Sumenep*”, (Thesis Of English Department Faculty Of Teacher Training And Education University Of Muhammadiyah Malang, 2013)

				grade
3.	Dewi Fatmila	A guessing game strategy in improving the students' vocabulary of fifth-graders at SDN "Guluk-guluk 1 Sumenep	Both of the researchers use guessing game as the strategy in learning English.	In previous research the researcher used guessing game in teaching vocabulary, and it was done in primary school. But in this research focused in speaking skill and was conducted in junior high school.

The specialty of this research compared to the researchers mentioned above was the researcher added the yes-or-no-question to apply the guessing game strategy. Furthermore, other researches only focused on one person who describe the word while this research all students participated actively during the class.

B. Theoretical Framework

1. Speaking Skill

a. The Definition of Speaking

Speaking is a productive skill besides writing. Nunan said speaking is a productive auditory/verbal skill. It involves producing systematic verbal expressions to express meaning.¹⁴ In addition, McDonough and Shaw defined that "Speaking is based on purpose and desire, we sincerely want to convey something in order to reach a certain goal". It may include expressing ideas or opinions; express a

¹⁴ David Nunan, Practical English Language Teaching (New York: McGraw Hill, 2003), 48.

wish or a desire of something; negotiation and/or resolution of specific issues; or establish and maintain social relationships and friendships.¹⁵ Similarly, Hornby stated that speaking means use words in a normal voice, provide words, know and be able to use the language in which you express yourself in words, and give a speech.¹⁶ From these, we can concluded that speaking is the skill of a person to express one's thoughts, feelings or something that is in his mind to others.

Based on Richard and Renandya, Students study English to improve their speaking ability. Speaking is used for a variety of purposes, likes expressing opinions, describing something, complaining something, persuading person, or making a polite request.¹⁷

The next, Cameron defined that speaking is to make people understand the feelings and thoughts of the speaker by carrying out the communicate using language. The people convey their meanings, feelings, and desires while they produce words.¹⁸

The aim of speaking course is often to allow students to express themselves in a language being studied; to master basic

¹⁵ Jo McDonough, Christopher Shaw and Hitomi Masuhara, *Materials and Methods in ELT* (Oxford: Blackwell, 2013), 157

¹⁶ Hornby, *Oxford Advanced Learner's Dictionary of Current Language*, (Oxford: Oxford University Press, 1995), 826.

¹⁷ Jack Richard, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 201.

¹⁸ L. Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), 40.

interaction skills such as greeting, gratitude, apologizing; and expressing their needs, requesting information, services, etc.¹⁹ That is, students should master the language component. When students mastered these components, they will have no problems in expressing their thoughts, feelings and emotions.

From some of the definitions above, the researcher concluded that speaking is the ability to use language, verbal skills in sharing thoughts, information, advice, and feelings with others.

b. Functions of Speaking

Richards believes that in teaching listening and speaking, humans use speaking to perform three main functions, namely speaking as interaction, speaking as transaction, and speaking as performance.²⁰

1) Speaking as Interaction

In our real social life, speaking is an interaction in the form of dialogue or interpersonal conversation. Since speaking has interactive effects, this type of speaking is also considered as interactional speaking. It is considered interactional for several reasons, namely: primary social interaction, focusing on meeting the social needs of participants, and interactive and requires mutual participation. Interactional speaking can clearly be

¹⁹ Gillian Brown and George Yule, *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*, (Cambridge: Cambridge University Press, 1983), 27.

²⁰ Jack Richard, "Teaching Listening And Speaking From Theory To Practice", *Research Gate*, 342 (January, 2009), 19.

described as a meeting of two or more people in one place, exchanging greetings, telling small stories, share recent experiences, and so on. Participants are involved in the exchange of discourse because they want to get along well and create a comfortable atmosphere of interaction. Interaction occurs when two people interact or actively participate in the process. For example, consider the last time you ate out. Are the waiters friendly, knowledgeable, and quick when you order? Does he or she show honest interest, assistance, and reactivity in helping with your order and payment of the check? This is an interaction

2) Speaking as Transaction

A transaction is an interaction aimed at achieving a goal, rather than sustaining social interactions. Regarding the type of speaking, apart from knowing interactional speaking as a medium to maintain social relations between participants, we must also know transactional speaking as a medium for processing verbal messages. The main focus is to get a clear and accurate understanding of the meaning of the message and yourself. In addition, transactional activity can be viewed as a series of individual movements or functions that together form a scenario. For instance, when people order drink at a cafeteria, they usually see the menu, ask the needed questions, and tell the waiter what they want. Waiters can ask additional questions and repeat their

order for verification. When person check in at the hotel, transactions usually begins through a greeting, staff member asks if the person has a reservation, then the customer confirms and gives his identity and so on.

3) Speaking as Performance

Speaking as performance is known as the public speaking, which is a type of speaking to convey information in public, for example class presentations, announcements, lectures and speeches. Speaking as performances is usually delivered in monologue rather than a dialogue. For examples; School trip class reports, class debates, welcome speeches, sales presentations and lectures.

The main characteristics of speaking as a performance are the importance of message and listener's orientation, predictable organization and sequence, format and accuracy, the language is similar to written language and is usually monologue. Skills related to using speaking as a performance include using the right form, presenting information in the right order, maintaining audience involvement, using grammar and pronunciation correctly, creating impact on the audience, and being appropriate, includes the use of good vocabulary and the use of proper opening and closing.

c. Teaching speaking

The teaching and learning process in junior high schools is based on a school curriculum. Recent approaches emphasize that language is attained through communication. Basic assumptions of the language are:

- 1) Language as a means of communication is used to express meanings grammatically.
- 2) Learning a foreign language means communicating both in writing and orally using the language itself as the target language. They are supported by target language elements.

Speaking is an interactive task and is performed under real-time processing constraints, so they can easily use words and phrases fluently without thinking

There are three main reasons why students should speaking English in the class. First, speaking gives you the opportunity to practice – the opportunity to practice real life speaking in a safe classroom. Second, The speaking task is that students try to give feedback to the teacher and students use one or all of the languages they know. The students know how well they do: how successful they are and what English problems they have. Finally, the more students have the opportunity to activate variety of language elements stored in their brains, the more automatic in the application of these elements. As the result, the students progressively become a language user

independently. It means they can use words and phrases fluently without thinking.²¹

Teaching speaking aims to teach our students the following:

- 1) Generates English speak sounds and sound patterns.
- 2) Use second or foreign language with correct word and sentence stress, intonation patterns and rhythm.
- 3) Choose the right words and sentence based on the social context, the situation, and the correct topic.
- 4) Arrange their ideas in a logical order and meaningful.
- 5) Using language as a means to express values and judgments.
- 6) Using language confidently and quickly without pauses is called fluency.

From the above explanation, teaching speaking is an activity to have students study a second or a foreign language to produce their speech. As a result, they can speak fluently and confidently without thinking too much consciously in front of other people or students.

d. The Elements of Speaking

There are several main elements that teachers must pay attention to. Students must reach these six elements; content, vocabulary, grammar, pronunciation, fluency, and comprehension. If students want to speak English smoothly, they must be able to pronounce words correctly, use the correct stress and intonation, and

²¹ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education, 2007), 123

speak the related language.²² In fact, all these elements are closely related and necessary.

1) Content

In terms of oral communication, the content of course requires the participants to respond, speak, and imitate it.²³ It means that content is about the ability of the students to speak and understand the material or how the students retell or whatever based on their abilities. The content is what determines whether the speaker understands the context they are talking about or not. When students talk to other people, they must understand the topic or meaning of the material they are talking about, if they can understand it, and then they can easily provide feedback, ideas, and opinions. It means that the content is correct.

2) Pronunciation

Pronunciation is the production and perception of meaningful sounds from a particular language in order to reach meaning in the context of language use. It consists of the formulation and perception of syllable segmental sounds and the melody or intonation of speech that is stressed or unstressed.²⁴

²² Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007), 343

²³ Azlina Kurniati, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Riau University, (Januari,2006), 5

²⁴ Ronald Carter & David Nunan, *Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge, 2004), 56.

When learning English, pronunciation is often seen as an important element of speaking. It caused speaking is related to produced the sounds and how the words are pronounced correctly that affects the speaking style. In addition, pronunciation includes many aspects such as articulation, rhythm, intonation, expression, as well as peripheral movements, body language, and eye contact. Because speaking is related to listening, so you need good pronunciation to convey meaning and avoid misinterpretation when speaking

3) Grammar

Grammar has an important role in the rules when we speak to someone. Penny Ur defines the grammar as grouping words to make a correct sentence.²⁵ Nevertheless, it determines the conversation of time. In fact, grammar is usually ignored when speaking, especially when non-native speakers are speaking. Often the grammar used in everyday conversation tends to use the same grammar. In the practice of teaching in the classroom, in terms of speaking, it seems that not always a teacher has to teach grammar with formulas, as people in general do. It is more appropriate to teach grammar based on context, organize communication, to avoid confusion, while sometimes it is very difficult for a student to understand certain grammatical rules.

²⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 75.

Grammar is very important in speaking because it can avoid misunderstandings and can help people to understand conversations easily. When grammar is full of errors, communication will be poor and it will be difficult to express the meaning clearly.

4) Vocabulary

Vocabulary is an important element in the teaching and learning process.²⁶ Vocabulary is our basis for making words. The more vocabulary we have, the better we can speak. When learning a target language, the students have to know the meaning of the words and how to use them correctly. However, simply knowing the meaning of words is not enough. The students cannot compose sentences without vocabulary, and the words that are produced when we speak are called vocabulary, which ultimately makes it difficult to speak. Students also need to know the meaning and context of the vocabulary. By speaking, this can be a first step for the learner before placing a word in a sentence. Lado said that there are several steps to learn vocabulary, namely: listening to words, pronouncing words, understanding meanings, making illustrations in sentence form, practice to express meanings, saying aloud and writing words.²⁷

²⁶ Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), 40

²⁷ Robert Lado, *language Teaching. A Scientific Approach*, (Bombay-New Dehli: Tata McGrawHill Publishing Co.LTD,1979), 121

5) Fluency

In doing speaking, the process of listening or speaking will be perfect if the speaker speaks fluently. In addition, Brown defined that fluency is ability to speak naturally and flow well, without stopping and pausing.²⁸ Somehow, fluency also comes with speaking quickly. Fluency in English requires the confidence of the speaker. This is a student problem; somehow we can show that it arises from a lack of understanding because it is also about understanding. It is no wonder that as foreign language learners we fear making mistakes in grammar or pronunciation, and for whatever reason.

From the explanation of speaking elements above, this research used three of the speaking elements; those were pronunciation, vocabulary, and fluency. Based on an interview with an English teacher, the students of MTs Nurul Amin especially the eighth class got difficulty in speaking in those elements. Therefore, because the material was also about simple present tense and they also needed to practice their grammar when they were speaking, so we need to use all elements to improve the students' speaking ability.

²⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268

e. Problems in Speaking

In the process of learning speaking, some students have problems or mistakes when trying to pronounce words, phrases or sentences. Problems or mistakes in spoken language cannot be corrected on their own and therefore needed an explanation. Base on Ur, the students face several problems in speaking, there are inhibition, nothing to say, low participation, and mother tongue use;²⁹

1) Inhibition

The students are often inhibited when trying to say a few words during conversational activities because they are worried to make mistakes and are just embarrassed to speak English

2) Nothing to say

The students cannot think about what they want to say because they don't have any motivation to communicate themselves in conversation. In fact, students lack confidence in their speaking skills and less of vocabulary. They lack the language skills to accurately communicate what they want to say.

3) Low participation

The students have few participants when speaking, which means they have little chance to speak. This problem is aggravated by some of students tendency to speak, while others tend to speak little or no

²⁹ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press 1991), 121.

4) Mother tongue use

The students tend to use their mother tongue and their native language in speaking activities. It is easier and they feel less exposed to speak their mother tongue. If they speak in small groups, it may be difficult to attend some classes, especially those that are not very disciplined or not motivated enough to support the language they are learning.

2. Game

a. The Nature of Game

Games are an interesting activity. Most students like to play games. Not only can they enjoy the game, but they can also get many other benefits. Games encourage many students to maintain their interests and work. Games are goal-directed activities, and games are part of play. Games are an excellent teaching method in the class.³⁰

Lewis writes that the game is fun and the students enjoy playing it. Games are an important and natural part of growth and learning. Throughout the game, students experiment, discover and interact with the environment. The game motivates you by adding variations to your lessons and providing plausible incentives to use your language target. The game can be inspiring. The game can be inspiring. The context of the game makes foreign languages useful for

³⁰ Kiki Marsha Nugraha “*The Improving Of Guessing Game “Who Am I” Technique In Teaching Students’ Speaking Skill At Mts Islamiyah Ypi Batang Kuis*”, (Thesis of Department of English Education Faculty of Tarbiyah Science And Teacher Training State Islamic University Of North Sumatera Medan, 2017), 12.

children immediately, it brings linguistic life.³¹ Lewis also describes the game as providing a threat-free environment to learn new things. When students enjoy themselves, they take risks, make mistakes without feeling like failures, finish their main feelings, and try to use them in their daily lives.

The above explanation suggests that games can help inspire students in teaching and learning English. Students are fun and confident, so learning English is more relaxing. It gives students the best opportunity to use English and they don't look so embarrassed. The game makes English beneficial and meaningful for students as it is inspiring.

b. Types of Game

To plan lessons with a balanced rhythm, it's important to know what types of games are available. Brewster and Ellis mention four main types of games; those are games that focus on accuracy, games that focus on fluency, competitive games, and collaborative games.³²

Games that focus on accuracy tend to focus on individual practice of new language elements and the development of accuracy often uses memorized parts of the language through constant repetition, thus providing useful pronunciation, vocabulary, and grammar exercises. The purpose of the game is to collect points more than other player, and usually there is a clear "winner".

³¹ G Lewis, *Games for Children* (New York: Oxford University Press, 1999) 28.

³² J Brewster and G Ellis, *The Primary English Teacher's Guidance*, (New Edition London: Pinguin English, 2002), 177.

Games that focus on fluency tend to focus on developing fluency and collaborating with others. This game is an important part of the "communication" method. Collaboration is achieved by trying to create an environment where students focus on completing assignments together, while using the main language course, and not just practice language subjects.

There are 2 main types of games:

1) Competitive games

Competitive games can be played in groups, teams, duos, or individuals. Whoever finishes the game first or gets the most points, they are the winners. Hadfield supports the statement that "competitive games are games in which teams or a player compete to achieve their goals, such as matching and bingo games".

2) Cooperative games

Cooperative games are conducted by creating an environment where students focus on completing assignments together. Cooperative games are games in which players or groups work together to complete games, such as puzzle games and guessing games, working together towards a common goal.³³

This research, the researcher would apply the guessing game as a part of cooperative games to improve three elements of speaking skill; those were pronunciation, vocabulary, and fluency.

³³ Jill Haldfield, *Communication Game Series*, (OUP Oxford, 1999), 55.

c. The Definition of Guessing Game

Guessing games are games that use certain information to guess an object, such as words, phrases, titles, and object locations. Guessing games can be adopted from TV and radio games and creates educational and learning situations based on students' enthusiasm in playing the games. In this way, students are very courageous to think about what they want to say. Based on Klippel, the main rules of guessing game are very simple; one person knows what the other person wants to know.³⁴

Meanwhile, Amato said guessing games can be used to advance or strengthen concepts, in understanding the material. On the other hand, the most significant function is to provide practice in communicating. Guessing games are a common language classroom activity because games are often based on real action. They provide an opportunity to practice the realistic use of language for communication.³⁵ From the statement above the guessing game is involved in the participant compete on term in identification someone or something.

³⁴ F Klippel, *Communicative Fluency Activities for Language Teaching*, (Cambridge: Cambridge University Press, 1984), 13.

³⁵ R.P Amato, *Making it happen: Interaction in the second language classroom: From Theory To Practice*, (London: The Alpine Press, 1988), 155

d. Concepts of Guessing Games

Guessing games have many concepts and can be used teaching speaking. Based on Lee in Betteridge and Buckby, there are several guessing games to play.³⁶ Those are:

1) What is it? Is it...?

The students' items whose classmate knows the name but does not know the object, then the others ask while raising their hands waiting to be to be pointed out:

- a) Is it Dina's desk.
- b) Is it the cupboard?
- c) Is it school equipment?
- d) It is your tie, etc.

The first guess correctly replaces the thinker. After the game is successfully played throughout the class, it can be played

in pairs or groups. Students who thinking about something can be asked by other members, to keep the class active.

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

Everyone imagines himself to be someone else - a famous or historical figure living on a local, national or international level.

Each one made a sentence about it.

- a) I have a good voice.

³⁶ Kiki Marsha Nugraha "The Improving Of Guessing Game "Who Am I" Technique In Teaching Students' Speaking Skill At Mts Islamiyah Ypi Batang Kuis", (Thesis of Department of English Education Faculty of Tarbiyah Science And Teacher Training State Islamic University Of North Sumatera Medan, 2017), 18.

- b) I am an actor/vocalist/singer, etc.
- c) He was king/ general/ poet/ scientist, Etc.

It's not that hard to guess, but it shouldn't be too easy (for example, in the case of Shakespeare, I shouldn't say it. I live in New York and wrote Hamlet)

- 3) What is there?
 - a) What is in pencil case?
 - b) What do I have in my bag?

It can be anyone's bag or it can be specially prepared. The players guess, for example there is a pen, book, handkerchief, ruler, etc. Then the owner of the bag simply answer "yes, there is ..., or No, there is no" and takes it out, and the guesser can also ask about the color, size, size and shape. In the next level, the plural appears here, eg; there are some... in pencil case.

- 4) Where is it?

Students turned around while closing their eyes and the others started to hide things like coins, rings, candy, dolls, are hidden.

- a) Is it in dewi desk?
- b) Is it in Dinda's pencil case?
- c) Is it in your bag? Etc.

e. Guessing Game "Who am I"

Richard-Amato stated that "Guessing games can develop or enhance a concept, add diversions to normal activities, or simply breakdown a deadlock. Nevertheless, an important function should be to provide training in communication".³⁷ It can be interpreted that guessing games can prevent students from getting bored while teaching and learning process. However, the main point is to motivate students in their English practice. They also added that guessing games are not difficult to develop or strengthen concept, for example; "Guess what is it and who is he/she" can be applied to teach animals, professions, or people in different age groups (infants, children, teens, adults, and the elderly). Based on the explanations above, it could be concluded that by providing some guessing game concepts such as guessing game "what is it" and "who am I", the teachers could teach various topics likes professions, animals, transportation etc. However, in this research only focused on animals and people.

f. The Advantages of Guessing Game

Hidayat believes that the advantages of guessing game strategies in teaching speaking are as follows:³⁸

- 1) This game can be applied as a new strategy in the teaching and learning process.
- 2) This game can help students speak English.

³⁷ Richard Amato, *The Multicultural Classroom*, (Longman: Universitas Michigan, 2008), 57.

³⁸ Hidayat, 2015. (<http://repository.upi.edu/id/eprint/12547>), 7.

- 3) This game creating a good and fun atmosphere in the classroom.
- 4) This game can motivate the students in speaking English easily.
- 5) This game adds the students interested in speaking English by trying to guess words.
- 6) This game can explore the good talent of every student in the learning process.
- 7) This game can increase knowledge, vocabulary, send and receive messages, and solve problems.

Besides having advantages, guessing game also had disadvantage. The disadvantage of this guessing game occurs when the teacher has not been able to manage the time effectively. Therefore, the researcher needed to manage the time as much as possible.

g. The Steps of Guessing Game Who Am I

According to Walidi, Guessing game “Who am I” has five steps, those are:³⁹

- 1) Two groups are formed, namely group A and group B, the number of members must be equal and balanced.
- 2) One player of one group got a card, for example group A.
- 3) Then the player observes the card, he tries to give a characteristic or description of the mysterious object/animal on the card in front of his group for 90 seconds.

³⁹ Walidi, *Games for Improving English*, (Jogjakarta: PT Citra Aji Parama, 2006), 30.

- 4) By looking at the characteristics described by their friends, the other members try to guess the mysterious object/animal, and this is conveyed verbally after the time is over (90 seconds) by the translator's interlocutor.
- 5) After the time is over, continue to the next group with the same time and opportunity. And so on until all groups have performed

Soon Meekis (2013) said as quoted in M Fatkhur Rohman a list of procedures for playing the "Who am I" guessing game such as; Choose one name of person. Don't let the players know the name until the game has started. Names can use person you know, historical figures, celebrities, animated characters, story books, or animals etc. Put the name on each back, but don't let him know the name. Tell the rules of the games of everyone. Everyone gets a "yes or no" question to find out the name. For example, he might ask,

Am I public figures? Am I student here? etc.⁴⁰

This research used Meekis' theory of guessing game procedure which combined guessing game strategy with yes-or-no question during the implementation and also modified with the teacher's and the researchers' idea.

⁴⁰ M. Fatkhur Rohman "the use of who am i game to improve students' speaking skills", (Thesis of English Education Department of Teacher Training And Education Faculty State Institute For Islamic Studies (IAIN) Salatiga 2016), 15.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the methodology used to conduct this research. Those were research design, location of research, the research subject, data collection method, data analysis and validation of data.

A. Research Design

This research was designed by Classroom Action Research, because it focused on the problem of a student or a group of students in the class. Burns stated that action research is a reflexive process aimed at solving a specific teaching/learning solution that has been identified.⁴¹ According to Kemmis and McTaggart stated action research is an action undertaken to ask for self-reflection and improve its teaching by evaluating its own practice.⁴²

Classroom Action Research Design is usually carried out collaboratively between teachers and researchers. The teacher was the English teacher of MTs Nurul Amin Besuki Situbondo. As collaborator, the teachers involved in the research process. Meanwhile, the collaborator should complete the observation sheet that has been given by the researcher.

In this Classroom Action Research, the researcher applied guessing game strategy. The researcher acted as English teacher that implemented guessing game strategy while observing the progress of students in the educational process in the classroom. The school's English teacher assisted the

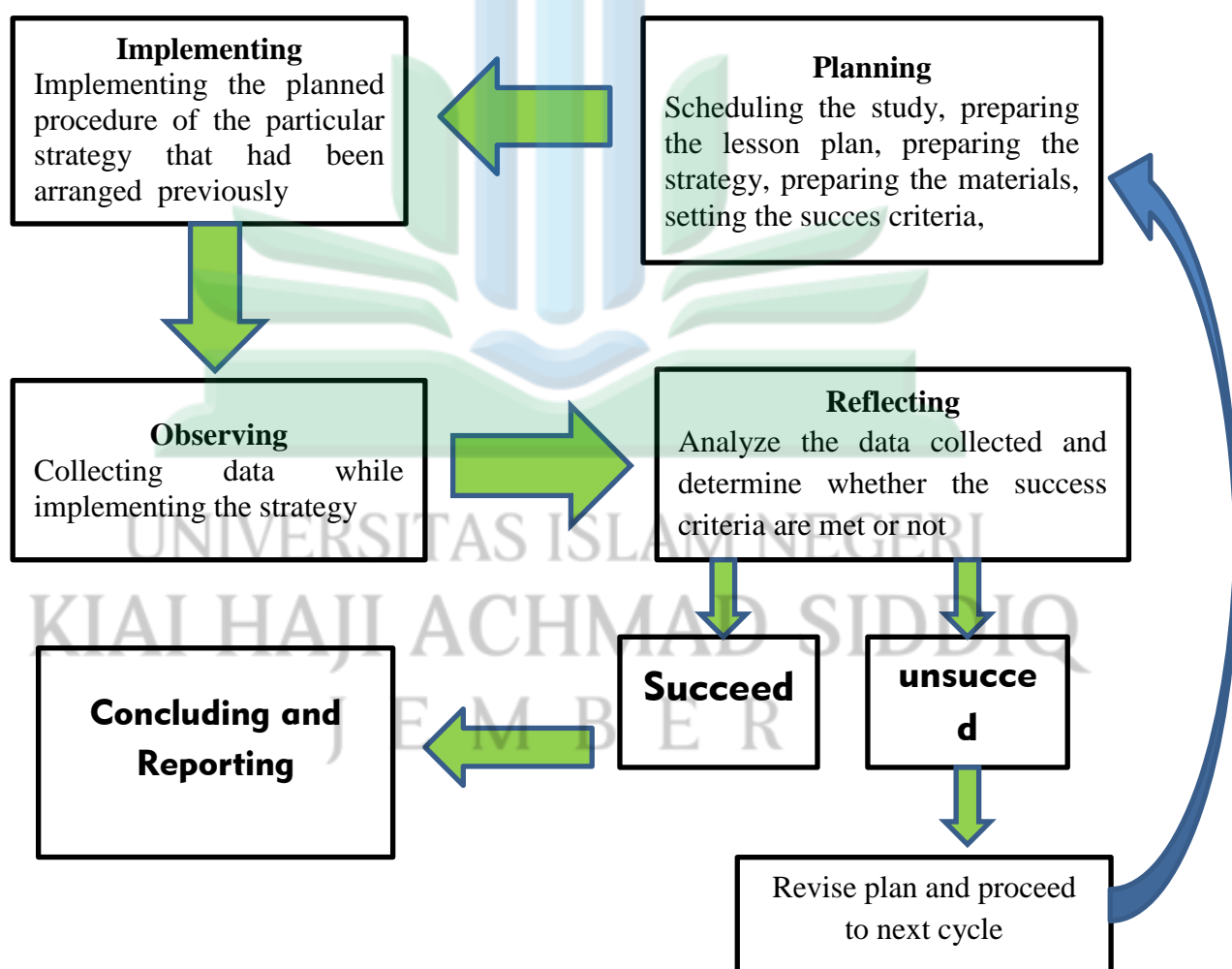
⁴¹ Anne Burns, *Collaboative Action Research For English Language Teachers* (Cabridge University Press, 2000), 30.

⁴² Kemmis dan Mctaggart, *The Action Research Planner*, (Victoria Deakin University Press, 1998), 15.

researcher in observing the students' activities. This research aimed to improve students' conversational skills through a guessing game strategy.

The researcher used the statement by Kemmis and McTaggart that Classroom Action Research (CAR) has four steps: planning, action, observation, and reflection. The CAR design is shown in Figure A.

Classroom Action and Research Procedure used theory from Kemmis and McTaggart, quoted in Koshy 2005.⁴³



⁴³ Valsa Koshy, *Action Research for Improving Practice*, (London : Paul Chapman Publishing, 2005), 4.

1. Planning

Planning means arranging the particular strategy or technique to be used before conducting the research. According to Kemmis and McTaggart “Planning means creating a detailed and clear plan of actions to be taken to improve learning practices”.⁴⁴ The teacher and the researcher arrange the research schedule. In planning, the researcher and the English teacher discussed what, why, where, who, and how of the action. Also the action that was planned should be suitable with the condition of the students. The schedule of research activities that had been planned by the researchers were:

- a. Establishing research schedule
- b. The researcher decided the materials
- c. The researcher decided the media
- d. Observation sheet
- e. The researcher made a lesson plan and the criteria of success
- f. The steps of Guessing Game and the assessment sheet

Planning was arranged based on preliminary study; the teacher and the researcher had the early observation of the students and the class condition. From this activity, they got the general description about the problems in the class. Then, they discussed the best strategy to use in teaching speaking skill that was; guessing game strategy followed by arranging materials, the media used, and the observation sheet.

⁴⁴ Kemmis and McTaggart, *The Action Research Planner*, (Victoria: Deakin University. 1998), 15.

2. Acting/implementing

Acting is when a teacher implements a plan to collect information and data in the teaching and learning process. The researcher acted as a teacher while the English teacher acted as an observer. The implementation of guessing game was used in the scenario:

- a. The researcher explained the material
- b. The researcher showed the example of using guessing game
- c. The researcher divided the students into several groups
- d. The researcher told the rule of guessing game
- e. The students should described/guessed the picture of animal/people, and one student who got the picture should answered it by Yes or No.

3. Observing

Here, the researcher collaborated with the English teacher as the collaborator to observe the classroom while implementing the action in each cycle (it was done 3 times in each). They observed the class situation, the student's speaking activities (Including fluency, pronunciation and vocabulary), the student's responses to the materials in the teaching learning process, the student's interaction, enthusiastic participation in discussion, doing exercise and other activities. They made some notes during observation by using checklist given.

4. Reflecting

Reflection means the analysis and interpretation of the results of classroom action research which can also lead to further lesson planning to

correct deficiencies.⁴⁵ In this phase, the researcher analyzed the speaking test result of the students based on the formula of mean score and the percentage of students who passed the Minimum Criteria (KKM) in terms of the data analysis and based on the success criteria and also the observation results. If the result was successful, the researcher could finish it. If the result had not achieve the criteria of success yet, the researcher need to revise the plan and proceed to next cycle

B. The Research Setting

The research was conducted at MTs Nurul Amin. The location is in Besuki Situbondo. The researcher chose this school because the guessing game strategy had never been applied in this school and the teacher agreed if the researcher conducted this research with the aim to improve students' speaking skill. Furthermore, students got problem in speaking. Thus, the researcher decided to do this research in MTs Nurul Amin Besuki Situbondo

C. The Research Subject

The research subjects were the eighth grade students of MTs Nurul Amin. The class consisted of 22 students; those are 15 males and 7 females. This grade was chosen because the students' speaking skill was low. They had some problems in speaking such as lack of vocabulary, could not pronounce words well, and felt shy when had to speak in front of the class and it all needed to be improved. The new strategy was needed to help them in improving their speaking skill. The researcher and also the teacher decided

⁴⁵ Kemmis and McTaggart, *The Action Research Planner*, (Victoria: Deakin University. 2000), 10

guessing game strategy because it was considered as the appropriate strategy to solve their problem.

D. Data Collection Method

The techniques of collecting data which were used by researcher to get the data were:

1. Primary Data

Speaking test

The researcher gave speaking test to obtain the research results and the students' activity in teaching and learning process. The test used was oral test. The test that was used was individual test; the material was describing animal and people. The students mentioned some animals and people, and then they had to explain about the characteristic of the animal and people that was mentioned by the students, in a sentence. From this test, the researcher and the collaborator could take the students' scores and

this could check the students' improvement in their speaking

In this test, the researcher and the teacher gave different success criteria. During the activity of speaking test, the score tolerance between the teacher and the researcher was 3. It had been the agreement between the researchers with the collaborator. That is, if the teacher gave 75, the researcher should increase the score for 3 points, means the researcher should give 78.

To evaluate the speaking aspect, the researcher has prepared the rubric of the score for speaking test. The rubric was adapted from David P.

Harris (2007) in the book *Testing English as A Second Language* cited from Asrifal Mirza thesis. The rubric of the score was below:

Scoring Rubrics for Speaking Skill

Level	Score	Indicator
Fluency	25	No meaningful pause, Speak fluently
	20	Pause right here and there, Speak nicely enough
	15	Pause often, Speak diffluent
	10	Speak unclearly
Vocabulary	25	Using a variety of vocabulary
	20	Using a little variety of vocabulary
	15	Using vocabulary which is not appropriate
	10	Using wrong vocabulary
Grammar	25	Using right grammar during speaking test
	20	A little mistake of grammar
	15	A little of using right grammar
	10	Complicated grammar
Pronunciation	25	Easy to understand well, correct pronunciation
	20	Easy to understand , a little mispronunciations
	15	Many mispronunciations but still understandable
	10	Difficult to understand, need to repeat

Adopted from Asrifal Mirza Thesis

This rubric of the score was used to measure the student's speaking performance in pre-test and post-test in order to know the student's speaking ability. If the students spoke clearly, fluently and pronounced perfectly, the highest score was 100 points. And if I couldn't use English well, the minimum score was 40 points.⁴⁶

⁴⁶ Asrifal Mirza "The Use Of Mind Mapping Strategy To Improve Students' Speaking Ability" Thesis of English Education Department Faculty of Tarbiyah and Teacher Training of Islamic State University of Ar-Raniry Darussalam – Banda Aceh, 2016), 31.

2. Secondary Data

a. Observation

In this section, the researcher observed the process of teaching and learning to know the condition in class of 8th grade, also the students' response about speaking skill.

b. Interview

The interview was used to obtain the data of the problems that happened in the class, by asking the teacher about students' problem, especially in speaking class. Then the researcher found the cause of why students' English score was low. So, from interview with teacher and students, the researcher obtained data on students' speaking skills.

c. Document review

The researcher used a document review to collect the data, such as the student attendance list, school profile data that included school background, school vision and mission, and data needed for research.

E. Data Analysis

The analysis of data that used in this research was the observation students' activities during the process and interview before and after implementation of the Classroom action Research (CAR). To identify if the student's speaking was improved, the researcher used these steps to analyze the students' speaking results. To determine the students' mean scores, the researcher used the formula below:⁴⁷

⁴⁷ Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alfabeta, 2017), 49.

$$M_x = \frac{\sum X}{N}$$

Note:

M_x = The mean score of students

X = The sum of all students' score

N = Total number of students

The percentage of students who successfully passed post-test 1 was:⁴⁸

$$E = \frac{n}{N} \times 100\%$$

Note:

E = Percentage of students achieving minimum standard score

n = Number of students achieving minimum standard score

N = Total number of students.

F. Validity of Data

The validity of test is how well it measures what it should measure, not anything else. According to Heaton's book, every test, be it short, informal class test or a public exam, must be as reliable as the designer can make it.⁴⁹

Validity should be determined by the purpose was reached by using test. Therefore, validity refers to the result of an evaluation procedure that uses for they are attended. Simply, in Indonesia "valid" means "shahih". The validity has several types. They are content validity, dace validity, construct validity, empirical validity, and consequential validity.

⁴⁸ Ali, Muhammad, *Strategi Penelitian Pendidikan*, (Bandung : Angkasa, 2003), 186.

⁴⁹ J.B. Heaton, *Writing English Language Tests*, (London and New York, 2000), 159

Content validity is used in this research. Content validity is a type of validity that depends on a careful analysis of the language being tested and the objectives of a particular course.⁵⁰ Content validity simply refers to the content of the test. The test given was performed by the expert or people who understand the test. Then the test should fit the curriculum. The content of the test should match the material and should also reflect the purpose of the test. Beside it knew the test was suitable withal aspects or not.

G. Criteria Of Success

The research was considered success if the objective of the research was achieved. In this research, the achievement of the indicator was the achievement of the minimum score by students; 75 are equal to higher 75% of total number of students in the class.



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⁵⁰ J.B. Heaton, *Writing English Language Tests*, (London and New York, 2000), 160

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the research findings and the discussion. The purpose is to present research findings that provide evidence to answer the problem statement in chapter one. The descriptions are based on students' speaking tests and observation checklist.

A. The Description of The Object

1. School Name : MTs. Nurul Amin
2. No. School Statistics : 121235120029
3. School Accreditation : B. National Accreditation Board
(BAN)
4. Complete Address of School : Simpang III Krajan
Sumberejo Besuki Village/Sub-
district
Situbondo Kabupaten
East Java Province
5. Madrasa NPWP : 02.162.533.0-656.505
No. Tel. 0338 894036
6. Name of Head Master : ABDUR RASYID, S.Pd
7. No. Tel/HP : 081332289797
8. Foundation Name : Nurul Amin Islamic Boarding
School Foundation

9. Foundation Address : Simpang III Krajan, Sumberejo
Village, Besuki Situbondo
10. No. Foundation Tel : 0338 894036
11. No. Deed of Establishment of Foundation : 03, dated October 29th, 2003
12. Land Ownership : Foundation
- a. Land Status : Waqf
 - b. Land Area : 3439 m²
13. Building Status : Own
14. Building Area : 3000 m²

B. Research Findings

The findings of research were obtained from the beginning to the end of the implementation of teaching and learning. This research was conducted at MTs Nurul Amin in academic year 2020/2021. The implementation of this classroom action research was carried out in two cycles, there were two meetings for treatment in each cycle and one last meeting of each cycle was a post-test. The purpose is to find out the improvement of students' speaking ability. The following explanation can be seen below:

1. The Cycle 1

a. Planning in cycle 1

Considering the problems identified in students' speaking skill, the researcher and the English teacher planned to implement guessing game. By implementing this game, it was expected that the students' problems would be solved. In this planning stage, the researcher

prepared lesson plan, material, media, scoring rubric, steps of guessing game, observation sheet and criteria of succes. The researcher together with the teacher arranged the lesson plan containing the appropriate material and also the procedure how to implement guessing game. The lesson plan was focused on guessing game strategy, and the material was describing animals such as lion, giraffe, elephant etc. especially in physical appearance and additional information about animals, such as; animal habitats, and animal foods. The researcher and teacher designed two meetings to teach describing animals and one meeting to do the post-test.

b. Acting in cycle 1

In acting stage, the researcher implemented the teaching and learning through Guessing Game Strategy. The researcher acted as the English teacher who took action in teaching Eighth Grade students of MTs Nurul Amin Besuki Situbondo using Guessing Game Strategy.

The class activities consisted of three activities. These were pre-activity, main activity and post activity. The pre activity included opening, such as praying, greeting, checking attendance list, motivating students, and reviewing the latest material. The main activity, the researcher explained the material and implemented the guessing game strategy related to the material in improving the students' speaking ability. The post-activity was reviewing the

material on that day. You will find below the descriptions of the actions implemented

1) The first meeting in cycle 1

The first meeting was conducted on Wednesday, April 7th 2021 at 07.00 a.m. – 08.30 a.m. The time allocation was 2x45 minutes at eighth grade of MTs Nurul Amin Besuki Situbondo. Guessing Game and media was applied in the actions of the first meeting. The theme was about describing animals. These were the descriptions of the action. In this meeting, the researcher focuses were a) Students ability in describing physical appearance of animals, b) Students ability in using adjectives and simple present. c) Students ability in vocabulary and pronunciation. The researcher started the meeting by greeting, praying, asking students' condition, checking the student's attendances list. The researcher used simple English sentences to make questions in provoking students to answer and practice their English. Like : "Good morning guys? How are you today? Are you happy now?" When the researcher asked "who is absent today?" some students answered "no body sir" and several other students looked at each other and said "gak ada".

Before explaining the material, the researcher gave simple questions to the students, like (1) Do you ever see a Tigers? (2) How does it look like? (3) Do they have a scary face? (4) Do they

have sharp fangs? Almost all students were silent because the questions were not understood by students and another reason maybe they were nervous and afraid to make mistakes in their speaking. Then, the researcher translated the questions in Indonesian. After knowing the intent of the researcher's question, the students answered enthusiastically.

In the main activity, the researcher explained the descriptive text including the generic structure, namely identification and description. And also gave the examples. After that the researcher explained the physical appearance of the animals by using appropriate adjectives, for instance “trunk” is one of elephant’s characteristic and it’s fit with the adjective “long” that make a short sentence “elephant has a long trunk” or the adjective “beautiful” is fit to many animals include “butterfly, peacock, or variety of birds or any other animals”. At first, the researcher gave list of certain adjectives and the specific characteristic animal to support the students in expressing the physical appearance of animal, such as “giraffe has a long neck, tigers have sharp fangs, and elephants have long trunk”. Almost all students paid attention. The next material is simple present tense in the descriptive text, here the researcher explained about simple present clearly, such as the correct use of subject, es/s, has/have and also how the verbal and nominal forms in the simple present

tense. And the last materials were about vocabulary and pronunciation, here the researcher wrote all vocabularies that the students need when they were describing animals in the whiteboard and asked them to read together loudly. Their pronunciation was corrected by the researcher since there were some mistakes in pronouncing and without being asked the students repeated after him, and it was done over and over again, so the students were able to pronounce the words smoothly and also they can memorize a little words slowly.

Then the researcher gave explanation of guessing for the animals. The questions were in the form of yes/no questions, the examples were “ does it have a black color?, is it a big animal?, does it have four legs?” Besides that, the researcher also explained that those questions must be answered by yes or no. Most students paid attention. After giving the examples, the researcher took a picture, then asked the students to deliver the questions to collect the data what the animals were. Some students at the first felt shy and affraid, but the researcher motivated them by saying “don’t be afraid, we all are still learning here, so it doesn’t matter if we are wrong”. After mentioned some clues the students could guess the animal.

Next, the researcher gave the students directions concerning the game. the students saw the researcher’s command suitably and

played the game with fun. They created several inquiries to the researcher related to the game. It means the game might encourage the students' attention to the explanations and directions of the researcher. Next, the researcher began giving the rules of the guessing game to the students. In implementing the guessing game:

- 1) The researcher divided the students into four groups, which groups consisted of five students, the students were allowed to choose their own friends.
- 2) The researcher gave an envelope to each group. There was one picture of animal in the envelope that they know well. In this meeting the group one had giraffe, the group two had elephant, the group three had crocodile, the group four had butterfly.
- 3) The group which had the picture should prepare the description of the animal.
- 4) Each group should come forward to answer with yes or no, and the other groups should guess what the picture was by asking with yes or no question related to physical appearance of the animals. If the first group came forward, group 2, 3, and 4 should compete in delivering yes or no questions until they could guess what animal was, they did in turn.

- 5) If the students got the answer, the game was over.
- 6) The picture that has been guessed must be described by the group which got the picture.
- 7) The group guessed the animals more than the others will be the champion. Then the researcher finished the game and announced the winner, the winner of this guessing game was the second group.

Before the meeting ended, the researcher together with the students reviewed and concluded the materials on the day, the researcher corrected some mistakes when they were playing guessing game, such as: mispronunciation, wrong vocabularies etc. Then the researcher suggested the students to study hard and he ended the meeting by reciting *hamdalah* together and *salam*.

2) The second meeting in cycle 1

The second meeting had already been conducted on Thursday, April 8th 2021 at 07.00 – 08.30 a.m. Guessing Game and media was applied in the actions of this meeting. In this meeting, the materials were about describing animals related to physical characteristic, habitats and foods of animals, the aim of this material were: a) Students ability in describing physical appearance, habitats and foods of animals, b) Students ability in using simple present. c) Students ability in vocabulary and pronunciation. The researcher started the meeting by greeting,

praying, asking students' condition, checking the student's attendances list, giving motivation the students, and reviewing the previous material that was related to the material on that day.

In main activity, the researcher explained the physical appearance once again, such as "eagle has a sharp beak", "bird of paradise has beautiful wings". Next material, the researcher explained about the animal habitats and animal foods. Before started the material the researcher gave the simple question related to animal habitats and animal foods, such as "Where does this animal live?", "what is their foods?". The students were enthusiastic to answer, some of students answered the questions in Indonesian but the researcher asked them to answer it in English. Then the reasearcher explained the material. When the researcher said the name of one animal, the students answered enthusiastically. They

began to mention the habitat of animals that the researcher said, such as "water, land, ocean, rivers, forest, etc". Then, the researcher gave another explanation of describing the animal habitats to the students like "Komodo can be found in komodo island NTT, Lions live in jungle, Camels are originally from North America" also the researcher explained about the meaning and how to put the expressions in correct use. Later, the researcher also gave explanation about their foods like "a lion eats meat, a giraffe eats plants, a bear eats meat and fish". In addition, the researcher also

explained about kinds of animals based on their foods, such as “omnivorous, herbivorous and carnivorous”. Most of the students paid attention. Next material is simple present tense in the descriptive text especially in describing animal’s habitats and animal’s foods. And the last materials were about vocabulary and pronunciation, here the researcher wrote all vocabularies that students need when they were describing animals in the whiteboard, especially animal habitats, animal foods and asked them to read together loudly. Their pronunciation was corrected by the researcher since there were some mistakes in pronouncing and without being asked the students repeated after him, and it was done over and over again, so the students were able to pronoun the words smoothly and also they can memorize a little words slowly.

Next, the researcher gave explanation of guessing for the animals. The questions were in the form of yes/no questions, the examples were “Does it have a black color? Do they live in land? Does it eat meat? Is it omnivorous animal?” Besides that, researcher also explained that those questions must be answered by yes or no. After giving the examples, the researcher choosed a picture, then asked to all students to deliver the questions to collect the data what the animal was. Some students at the first felt confused, they asked some different sentences to make the questions of yes/no answer, such as “*are* the animal originally from

Australia?.” the researcher answered the students’ questions clearly, after mentioned some clues the students could guess the animal.

Next, the researcher gave the students directions concerning the guessing game. The game was same as like the game before. The goal of this game was the students could guess the animals based on questions asked about the physical appearance, habits, and foods. Next, the researcher began giving the rules of the guessing game to the students.

- 1) The students made four groups, which groups consisted of five students, the students were allowed to choose their own friends.
- 2) Each group got an envelope. There was one picture of animal in the envelope that they know well. In this guessing game the group one had a crab, the group two had an Eagle, the group three had a parrot, and the group four had a monkey.
- 3) The group which had the picture should prepare the description of the animal.
- 4) Each group should come forward to answer with yes or no, and the other groups should guess what the picture was by asking with yes or no question related to physical

appearance, habits, and foods of the animals, they did in turn.

- 5) If the students got the answer, the game was over.
- 6) The picture that had been guessed must be described by the group which got the picture.
- 7) The group guessed the animals more than the others will be the champion.

Guessing Game “what is it” was same with the first guessing game. The students looked very happy to play the game. They were not shy and affraid to speak English, they could express what they had on their mind well. Although, they were not fluent enough. However, as it was played in group, they felt more confident in delivering their thought, because they could support each other. So, the activities were lively.

After the game was over, the researcher announced the winner. In this guessing game the winner was the first group. Before the researcher ended the meeting, the researcher together with the students reviewed and concluded the materials at the day, as like the sudents pronunciation, grammar, vocabularies etc. when they were playing guessing game. Then, the researcher suggested the students to study in their boarding house. Finally the bell rang and the researcher ended the meeting by reciting hamdalah together and saying salam.

c. Observing the Action

Observations were made to determine student activities during the teaching and learning process by using guessing game strategy such as students' participation, students' enthusiastic and students' response. The English teacher observed the class situation from the beginning up to the end of teaching process including how the researcher implemented the guessing game in teaching speaking. The data were described below:

Table observation checklist

No	Students' Activities and Behavior	Grade					Score
		1	2	3	4	5	
1.	The students' interest in teaching and learning by using guessing game				√		4
2.	The students' involvement in the process of teaching English			√			3
3.	The students felt enjoy to speak English (do not shy/nervous)			√			3
4.	The students used correct pronunciation and vocabulary in their speaking		√				2
5.	The Students could describe the animal well		√				2
Total							14

Note:

1 = So Bad (No response or attention)

2 = Bad (Only few of students gave response and attention)

3 = Fair (Half of students gave response and attention)

4 = Good (More than half of students gave response and attention)

5 = So Good (Almost all students gave response and attention)

The observation scores were below:

$$\begin{aligned} P &= \frac{S}{N} \times 100\% \\ &= \frac{14}{25} \times 100\% \\ &= 56\% \end{aligned}$$

Based on the checklist observations, it was concluded that guessing game could motivate students in learning to speak. Most of the students liked to play the game and they were also enthusiastic to play it. Though at the first time they still felt unfamiliar with this kind of game, but after explaining and having practice with the researcher they understood the rules and later they enjoyed the game. Since it was the game, the students didn't feel ashamed when speaking in English even though sometime they mixed it with Indonesian and body language as they did not know the appropriate vocabulary. It means that they were not fluent enough, so more practices were needed here.

Moreover, as it was played in group, they felt more confident in delivering their thought, even though not fluent enough, because they could support each other.

Then, the used of guessing game gave an effect of students grammar, it caused the guessing game gave opportunity to students to prepare their grammar with their group before they asked the yes/no questions. So, almost all students felt enjoyed and have prepared their grammar, it could be seen how they used the simple present tense when they delivered the questions, there were some students could use

grammar correctly, although the rest were still had some mistakes, as they asked “do it has a big body?”.

And for students’ vocabulary, most of students were still had difficulties in vocabulary, some of them forgot and had to remember again when they delivered the questions, sometime they had to mix the language when they floored the questions, as the example; does it have smooth bulu?. There were some vocabularies that should be known and memorized by the students. The vocabularies that given by the researcher were not few and it’s hard for students to remember all. They only needed to memorize and more practice, so they could be mastered the vocabulary.

But, there was a problem when the students were playing guessing game, some of them were ignore about their pronunciation that they have studied before, and the researcher asked them to pronounce it word correctly, but the students answered that they forgot how to pronounce it, for example when they said “fang as fang not /fæŋ?”. So, only few students who could said the words with correct pronunciation. Overall the use of guessing game had given positive impact on students’ speaking comprehension. As some students were interest and enjoyed this game. They became less nervous as they felt like playing a game not learning a material.

For the conditions in the classroom, the teacher as the observer concluded that the class can be conditioned well, although in the first

meeting some of students were still difficult to be conditioned, such as some students talked each other, joked in the backside and slept in class, but the class condition were changed to be better after the students were asked to guess the animal by the researcher, although the students were little noisy in class, but it caused they were too enthusiastic to joined the game.

In the second meeting, the class was easier to conditioned than the first meeting, it caused the students interest in learning English by using guessing game, even though some of students made some jokes, but they were still paid attention and joined the researcher when the researcher read the vocabulary in front of the class.

The teacher commented that the use of guessing game in cycle one also reduced students' speaking tension. Some of them participated and enjoyed the learning process actively. Actually, this game provided an opportunity for students to learn speaking without being shy and afraid, this could maximize students' performance in speaking and minimize students' dominance with better results. However, the rest still looked shy and tended to be passive, seemed that they felt unconfident in delivering "yes or no" questions. And it was still clearly showed the domination of smart students.

d. Evaluating and Reflecting

Reflection was the final stage of the cycle. Reflection was the form of the evaluation or feedback process of the action. The data was

taken from observations during teaching and learning process regarding with the results of the students' speaking test. In this stage, the researcher together with the English teacher evaluated and reflected on the actions in cycle 1. The researcher conducted post-test 1 at the last meeting of cycle 1. It was held on Friday, April 9th 2021 at 07:00 a.m - 08:30 a.m. The type of test was the students had to describe an animal in at least five sentences using simple present tense. The test was to determine the improvement of students' speaking skill. The values taken from the test was students' speaking skill, including grammar, vocabulary, fluency and pronunciation. The data on the post-test 1 scores of students speaking could be seen below:

Students Speaking Score in Post-Test 1

No	Students' Initial Name	Students' Speaking Score				Total Scores
		Fluency	Vocabulary	Grammar	Pronunciation	
1.	ACA	15	15	15	10	55
2.	BW	15	20	20	15	70
3.	DS	20	25	20	20	85
4.	DFM	15	15	20	15	65
5.	DAS	20	20	20	15	75
6.	IR	20	15	20	15	70
7.	IW	20	20	20	20	80
8.	LH	15	15	20	10	60
9.	MS	20	20	20	15	75
10.	MKA	20	20	20	20	85
11.	MDH	15	15	20	10	60
12.	MFA	20	15	20	15	70
13.	MM	20	20	20	20	80
14.	NSN	15	15	20	15	65
15.	RAS	20	20	20	20	80
16.	SM	20	20	20	15	75
17.	SV	10	15	20	10	60
18.	SA	20	20	20	20	80

19.	SHT	15	20	20	15	70
20.	UKN	20	20	20	15	75
21.	YL	15	15	15	15	60
22.	YLS	20	20	20	20	80
Total		390	400	430	345	1.575
Mean		17,7	18,2	19,5	15,7	71,6
Percentage						50

Note:

- Fluency = 25 (No meaningful pause, Speak fluently)
= 20 (Pause right here and there, Speak nicely enough)
= 15 (Pause often, Speak diffluent)
= 10 (Speak unclearly)
- Vocabulary = 25 (Using a variety of vocabulary)
= 20 (Using a little variety of vocabulary)
= 15 (Using vocabulary which is not appropriate)
= 10 (Using wrong vocabulary)
- Grammar = 25 (Using right grammar during speaking test)
= 20 (A little mistake of grammar)
= 15 (A little of using right grammar)
= 10 (Complicated grammar)
- Pronunciation = 25 (Easy to understand well, correct pronunciation)
= 20 (Easy to understand, a little mispronunciations)
= 15 (Many mispronunciations but still understandable)
= 10 (difficult to understand, need to repeat)

From the table above, Post-test 1 results showed that the total score of students was 1.575, and the total number of students who did the test was 22. So, the average score of students was:

$$M_x = \frac{\sum X}{N}$$

Note:

M_x = The mean score of students

X = The sum of all students' score

N = Total number of students

$$= \frac{1575}{22}$$

$$= 71,6$$

The percentage of students who successfully passed post-test 1 was:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = Percentage of students achieving minimum standard score

n = Number of students achieving minimum standard score

N = Total number of students.

$$= \frac{11}{22} \times 100\%$$

$$= 50\%$$

According to the table above, the mean score of students were 71,6, it means that the student's speaking score is still low. Only twelve

of twenty two students passed the 75 target score. It means that more effort was needed to reach the 75% success criterion. And the percentage of students who successfully passed the Standard Minimum Score (KKM) was just 50% under 75% of the criteria of success.

Based on the observations and test scores in cycle 1, it could be concluded that process of teaching and learning using guessing game could improve the students' speaking skill. however, the criteria for the success of this research have not been met. This failure could be seen from the meetings in cycle 1 which only 50% of the students who got standard minimum score of speaking class. Cycle 1 was done but the result had not reached the criterion of success yet. There were still few students felt nervous and shy when they had to speak in front of the class that made they lost some vocabularies and spoke incorrect pronunciation. Seemed that lack of vocabularies and incorrect

pronunciation were still being the students' biggest problems. In fact, the researcher gave more focus on guessing game and students' speaking fluency, than pronunciation and vocabulary. In cycle 1 the researcher only gave a little time to learn pronunciation and vocabulary, it was only once in one cycle. And for students' grammar, the researcher concluded that it was enough, because the grammar they used in the guessing game was simple present tense and most of students could play guessing game with correct grammar. So, the next cycle, the researcher would ask the students to memorize the

vocabulary and give more examples in pronouncing the words then followed by the students.

Hence, in cycle two, the researcher needed to do stabilization. English teacher (as an observer) suggested the researcher to manage the time and the class well, because in cycle 1 the researcher spent a lot of time just for learning materials. The researcher and the English teacher (as an observer) still needed more effort to improve the students speaking skill better than before. The researcher should prepare better material and give explanation and examples more about the material, especially in vocabulary and pronunciation by giving drilling after he explained material. The teacher as the observer also suggested the researcher to give more attention to the students who looked nervous or shy when they had to speak and also asked the students to be more cooperative, he asked them to give their friends chance to deliver the questions.

Since the results of the observation and post-test showed that the actions in cycle I had not reached the success criteria, the researcher decided to do cycle 2 to achieve a better progress in students' speaking.

2. The Second Cycle

a. Planning in cycle 2

The results of the reflections required better treatment from the researcher to improve students' speaking skills especially in vocabulary

and pronunciation. In the second cycle here the researcher tried to take additional actions to overcome the problems found in cycle 1, such as the students had to memorize the vocabulary and deposit to their seatmate with correct pronunciation. In this cycle, the materials were about describing people, the people that would be described was student's classmate. Here the people that would be described were based on personality and additional information about people, such as the physical appearance, and hobby. The activity was the same in this cycle, just as the researcher did in the cycle one. The guessing game was applied to improve the students in speaking English. The purpose of using guessing game in the second cycle was the students could describe people by guessing their personality, physical appearance, and hobby and also memorize and pronounce the words well.

b. Acting in cycle 2

The cycle 2 actions were conducted on Monday, April 12th and Tuesday, April 13th 2021. Here the researcher taught students using the same strategy, namely Guessing Game strategy. In this stage, the teaching and learning process was still the same with the first cycle which included pre-activity, main activity and post-activity. The pre-activity was opening, such as praying, greeting, checking attendance list, reviewing the latest material and motivating the students to learn English better than before. The main activity, the explanation of the materials and the implementation of Guessing Game Strategy related

to the material to improve students speaking ability, but there was a different here in explaining the vocabulary and pronunciation, beside the researcher helped the students to pronounce and memorize the words repeatedly, he also asked them to memorize the words with correct pronunciation and deposit to the seatmate, that was aimed the students could memorize the vocabulary and how to pronounce it at once. The post-activity was reviewing the material on that day. The description of the action that was implemented was explained below:

1) The first meeting in cycle 2

The first meeting in cycle two was conducted on Monday, April 12th 2021 at 07.00 a.m. – 08.30 a.m. The time allocation was 2x45 minutes. In this meeting, the researcher focuses were (1) students ability in describing people included the personality and physical appearance, and (2) students ability in vocabulary and pronunciation correctly. The researcher began the meeting by praying, greeting, asking students' condition, checking the student's attendances list, giving motivation to the students, reviewing the previous material that was related to the material on that day.

Before explaining the material, the researcher gave simple questions to the students related with the person, such as "Do you have brother/sister?, How is his/her personality? How does he/she look like? Does he/she like swimming? "The students

enthusiastically answered the questions. But some of them still confused, it caused they didn't know what personality means, then the researcher started to explain the materials.

In the main activity, the researcher explained the descriptive text related to describing people and gave the examples of describing people including the generic structure. Then, the researcher explained about people personality and gave students the examples of personality, such as: patient, deligent, lazy etc. and also he asked the students to mention another personality. Next, the researcher explained the physical appearance of people by using appropriate adjectives, for instance "hair" it's fit with the adjective "curly and long" that made a short sentence "bayu has curly hair" or the adjective "beautiful" is fit to woman " she is beautiful, she has beautiful eyes". The researcher gave list of certain adjectives and the specific characteristic of people, such as "Lukman has tall body, Rifky has white skin, Ita is a beautiful girl". Almost all students paid attention

The next material is simple present tense in the descriptive text, here the researcher explained simple present in a more practical way, such as the correct use of subject, es/s, has/have and also how the verbal and nominal forms in the simple present related to describing person. And the last materials were about vocabulary and pronunciation, here the researcher asked the students to

mention the vocabularies related to people's personality and physical appearance, then the researcher added and wrote all vocabularies that students need when they were describing people in the whiteboard and asked them to read together loudly. Their pronunciation was corrected by the researcher since there were some mistakes in pronouncing, without being asked the students repeated after him, and it was done over and over again. Considered the problems in cycle 1, the researcher tried another way to memorize and pronounce the vocabularies. Here the researcher asked them to memorize the vocabularies with correct pronunciation and deposit it to their seatmate. After that, to make sure that students had memorized the vocabulary in correct pronunciation, the researcher asked them some vocabularies randomly.

Then the researcher gave explanations of guessing for the people to the students. The questions were in the form of yes/no questions, the examples were "does he have brown skin?, is she/he a woman/man?, is he thin?" Besides that, researcher also explained that those questions must be answered by yes or no. Almost all students paid attention. After giving the examples, the researcher wrote one a student's name in a paper and asked to all students to deliver the questions to collect the data that the people were.

Having enough with the materials, the researcher gave instructions to the students about the game. In this meeting the researcher determined the members of each group. Then, the researcher began by giving the students the rules for the guessing game. In implementing the guessing game:

- 1) The first the researcher divided the students into four groups, which each group consisted of five students.
- 2) Each group got an envelope. There was one name of students in the envelope that they know well.
- 3) The group which had the name of student should prepare the description of the person.
- 4) Each group should come forward to answer with yes or no, and the other groups should guess who is the name of person was by asking with yes or no question related to personality and physical appearance of person. The researcher asked every students in each group to prepare at least one question.
- 5) The game was over after the students got the answer.
- 6) The name of person that had been guessed must be described by the group which got the name of person.
- 7) The group guessed the name of person more than the others will be the champion.

The class got a little noisy during the game. Most students seemed interested in playing the game with their friends. They prepared well what they would guess to other group who had the envelope in front of class. So, they could practice their English more fluent after they prepared the questions well. But there were some students still confused to make questions, for examples “does it have flat nose? Is person *hard worker*?. Finally, after all the people's names had been guessed, the researcher led the class discussion. Almost all students actively participated in this learning activity. The fourth group as the winner was very happy.

Before the meeting ended, the researcher together with the students reviewed and concluded the materials. Then the researcher suggested the students to study hard, especially on pronunciation and vocabulary and he ended the meeting by reciting hamdalah together and salam.

2) The second meeting in cycle 2

This second meeting in cycle two was conducted on Tuesday, April 13th 2021 at 07.00 a.m. – 08.30 a.m. The time allocation was 2x45 minutes. The researcher began the meeting by greeting, praying, asking students' condition, checking the student's attendances list, motivating the students, reviewing all materials that have been learned in all meeting. In this meeting, the researcher focuses were (1) students ability in describing people

included the personality and physical appearance and other information in describing people, and (2) students ability vocabulary and pronunciation correctly. In preparing the students to perform guessing game, the researcher needed to increase the students' knowledge about describing people, it was people's hobbies and of course with vocabularies and how to pronounce it correctly.

In main activity, the researcher explained the personality and physical appearance once again, such as "she is a patient person, budi is handsome, he has round eyes". Continue to the next materials, the researcher explained the students about people's hobbies. Before explained the material the researcher gave the simple question related to people's hobbies, such as "what is your hobby? Do you like swimming? What is your father's hobby? Does he like singing a song? The students were enthusiastic to answer, some students mocked each others, such as "sigit likes dancing sir", yulias's hobby is sleeping sir etc. Then the reasearcher explained the material. The researcher said one name of student and asked all students in the class to mention what his hobbies were they known, the students were still excited. They started mentioning people's hobbies based of name that the researcher said "she likes reading sir, lukman likes fishing sir, listening music is dewi's hobby sir, etc". Almost all students paid attention. Next material is simple

present in the descriptive text especially in describing the people's hobbies. But, here the researcher only reminded the use of simple present since the students had already understood about it, not deep explanation. And the last materials were about vocabulary and pronunciation, the researcher asked the students to mention the vocabularies, then the researcher added and wrote all vocabularies that students need when they were describing people in the whiteboard, especially people's hobbies and asked them to read together loudly. The students repeated after him without being asked, and it was done over and over again, so the students were able to pronounce the words smoothly and also they can memorize a little words slowly. After that, as like the first meeting in cycle two, the researcher asked them to memorize the vocabularies with correct pronunciation and deposit it to their seatmate.

Then the researcher gave explanation of guessing for the person related to personality, physical appearance, and hobbies to the students. The examples were "does he have short hair?, is she/he a woman/man?, is she slim?, does she like watching korean movie?" Besides that, researcher also explained that those questions must be answered by yes or no. Almost all students paid attention. After giving the examples, the researcher wrote one a student's name in a paper and asked to all students to deliver the questions to collect the data that the people were.

Next, the researcher gave the instructions to the students about the game. As the first guessing game in cycle 2 the researcher determined the members of each group. Next, In implementing the guessing game:

- 1) The researcher divided the students into four groups, which each group consisted of five students.
- 2) Each group got an envelope. There was one name of students in the envelope that they know well.
- 3) The group which had the name of student should prepare the description of the person.
- 4) Each group should come forward to answer with yes or no, and the other groups should guess who is the name of person was by asking with yes or no question related to personality, physical appearance and added with hobbies of person. The researcher asked every students in each group to prepare at least one question.
- 5) The game was over after the students got the answer.
- 6) The name of person that had been guessed must be described by the group which got the name of person.
- 7) The group guessed the name of person more than the others will be the champion.

The students were very happy and better in speaking English when they were playing guessing game. It was caused the

students have played the guessing game many times. Almost all students didn't shy and nervous to speak English anymore, they felt free in guessing people, they could express what they had on their mind well. The students pronunciation and vocabulary showed better progress than before. They learnt much while doing guessing game. Next, the researcher finished that game and announced the winner, the winner of last guessing game was the third group.

Before the meeting ended, the researcher together with the students reviewed and concluded the materials and the game they had done. Then the bell rang, the researcher suggested the students to study hard and prepared for tomorrow test and he ended the meeting by reciting *hamdalah* together and *salam*.

c. Observing the Action in cycle 2

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students' activities, and observation on the result of students speaking ability, including how the researcher implemented the guessing game in teaching speaking. At this stage, the students look active and very enthusiastic in following the teaching and learning process. The data were explained below:

Table observation checklist

No	Students Activity and Behavior	Grade					Score
		1	2	3	4	5	
1.	The students' interest in teaching and learning by using guessing game					√	5
2.	The students' involvement in the process of teaching English				√		4
3.	The students felt enjoy to speak English (do not shy/nervous)				√		4
4.	The students used correct pronunciation and vocabulary in their speaking				√		4
5.	The Students could describe the person well					√	5
Total							22

Note:

1 = So Bad (No response or attention)

2 = Bad (Only few of students gave response and attention)

3 = Fair (Half of students gave response and attention)

4 = Good (More than half of students gave response and attention)

5 = So Good (Almost all students gave response and attention)

The observation scores were below:

$$P = \frac{S}{N} \times 100\%$$

$$= \frac{22}{25} \times 100\%$$

= 88%

According to the result of the checklist of observations above, it was concluded that students were interested in implementing guessing game strategy in learning English such as they were look happy, enthusiastic, and relax. The table showed the grade of it was 5 that means almost all students gave response. The students could guess the people in guessing game with correct pronunciation and correct vocabulary, for example at the first cycle they said a word "Fur" with inappropriate pronunciation, they pronounce it with fur not /fɜ:(r)/. While the next guessing game they could pronounce the words correctly, for example; Eyes with /aɪ/. The researcher practiced the pronunciation of the students' vocabulary repeatedly and asked them to memorize it, so they could memorize the words with correct pronunciation. It showed in table that the grade of the students' pronunciation and vocabulary was 4, that means good. Thus, the learning process of teaching ran well and the students enjoyed the learning activities. The situation of class could be handled well. They felt as if they were playing game while learning speaking, not learning something. They did the activity happily. The procedure of implementing the guessing game in teaching speaking was clearly enough. The students understood the researcher instruction as the researcher explained it clearly and patiently. He answered all students' questions dealing with the procedure of guessing game and guided

them applied the game patiently. The students were also courageous and confident to speak English in front of their friends. They were happy because it was a game. They smiled and laughed freely and did not feel shy or nervous anymore when they had to speak English. They were motivated to deliver the questions as much as possible, so they can guess correctly and be the winner. Then, the students' grammar were better than before, they only used simple present tense and they had prepared before they performed the guessing game, so they could use it perfectly. And also the students could use the correct vocabulary and pronunciation, after the students memorized the vocabulary along with how to pronounce it and deposit it to their seatmate. The students were more confident to practice both of them in guessing game. Here, the researcher concluded that all indicators had been better than before, caused guessing game allowed the students to express what they had been learned happily, so the students could speak English fluently without afraid and nervous. From the table above it can be seen that the students were able to change their speaking behavior up to 88% in Cycle 2.

d. Evaluating and Reflecting

In this stage, the researcher together with the teacher evaluated and reflected the cycle 2 actions. At the last meeting of cycle 2, the researcher conducted a post-test 2. it's on wednesday, April 14th 2021 at 07.00 a.m. – 08.30 a.m. The type of test was the students had to

describe one person in at least five sentences using simple present tense. The test was to find out the improvement of students' speaking skill. The values taken from the test was students' speaking ability, including grammar, vocabulary, fluency and pronunciation. The score of students could be viewed as below:

Students Speaking Score in Post-Test 2

No	Students' Initial Name	Students' Speaking Score				Total Scores
		Fluency	Vocabulary	Grammar	Pronunciation	
1.	ACA	15	20	20	15	70
2.	BW	20	20	20	20	80
3.	DS	25	25	25	20	95
4.	DFM	15	20	20	20	75
5.	DAS	20	25	20	20	90
6.	IR	20	25	20	20	85
7.	IW	20	25	20	25	90
8.	LH	15	20	20	15	70
9.	MS	20	20	20	20	80
10.	MKA	20	20	25	20	85
11.	MDH	15	20	20	15	70
12.	MFA	20	25	20	20	85
13.	MM	20	25	25	20	90
14.	NSN	15	20	20	20	75
15.	RAS	20	25	20	25	90
16.	SM	20	25	20	20	85
17.	SV	15	20	20	15	70
18.	SA	20	25	20	20	85
19.	SHT	20	20	20	20	80
20.	UKN	20	25	20	20	85
21.	YL	15	20	20	15	70
22.	YLS	20	20	20	20	80
Total		420	495	450	435	1.785
Mean		19	22,5	20,4	19,8	81
Percentage						77,8

Note:

Fluency = 25 (No meaningful pause, Speak fluently)

	= 20	(Pause right here and there, Speak nicely enough)
	= 15	(Pause often, Speak diffluent)
	= 10	(Speak unclearly)
Vocabulary	= 25	(Using a variety of vocabulary)
	= 20	(Using a little variety of vocabulary)
	= 15	(Using vocabulary which is not appropriate)
	= 10	(Using wrong vocabulary)
Grammar	= 25	(Using right grammar during speaking test)
	= 20	(A little mistake of grammar)
	= 15	(A little of using right grammar)
	= 10	(Complicated grammar)
Pronunciation	= 25	(Easy to understand well, correct pronunciation)
	= 20	(Easy to understand, a little mispronunciations)
	= 15	(Many mispronunciations but still understandable)
	= 10	(difficult to understand, need to repeat)

From the table above, Post-test 2 results showed that the total score of students was 1.785, and the total number of students who did the test was 22. So, the average score of students was:

$$= \frac{\sum X}{N}$$

Note:

Mx = The mean score of students

X = The sum of all students' score

N = Total number of students

$$= \frac{1785}{22}$$

$$= 81$$

The percentage of students who successfully passed post-test 1 was:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = Percentage of students achieving minimum standard score

n = Number of students achieving minimum standard score

N = Total number of students.

$$= \frac{17}{22} \times 100\%$$

$$= 77,8\%$$

the main value of the post-test cycle 2 is better than the post-test cycle 1

The cycle 2 results showed that 77,8 % of the students who got standard minimum score of speaking class (KKM). In post-test of second cycle, the mean score was 81. It was better than the first cycle. On second cycle, the mean score of post test showed the significant improvement from 71,6 to 81. It indicated an improvement in students' speaking scores. The researcher concluded that implementing the guessing game could lead to positive changes in students' behavior when learning to speak, as well as students' ability in speaking.

The Improvement of Students' Speaking Score

No.	Students' Initial Name	Pre-test Score	Post-test 1 Score	Post-test 2 Score
1.	ACA	55	55	70
2.	BW	70	70	80
3.	DS	80	85	95
4.	DFM	60	65	75
5.	DAS	70	75	90
6.	IR	65	70	85
7.	IW	75	80	90
8.	LH	50	60	70
9.	MS	65	75	80
10.	MKA	70	85	85
11.	MDH	55	60	70
12.	MFA	65	70	85
13.	MM	75	80	90
14.	NSN	65	65	75
15.	RAS	75	80	90
16.	SM	70	75	85
17.	SV	50	60	70
18.	SA	75	80	85
19.	SHT	65	70	80
20.	UKN	75	75	85
21.	YL	55	60	70
22.	YLS	75	80	80
Total		1.460	1.575	1.785
Mean		66,4	71,6	81
Percentage		32	50	77,8

From the table above, In the pre-test, the mean score of students was 66,4 and the percentage of students who passed the pre-test was 32%. It means that there were 7 students passed the success criteria and 15 students did not pass the success criteria. In post-test 1, the mean score of students was 71,6 and percentage of students' who passed the post-test 1 was 50%. It means that there were 11 students' passed the success criteria and 11 students did not pass the success criteria. Besides, in post-test 2, the mean score of students was 81 and the percentage of students who passed

the post-test 2 was 77,8%. It showed that, there were 17 students' passed success criteria and 5 students who did not pass the success criteria.

Besides, when the students implementing guessing game strategy they had to practice their speaking with their friends. They could guess the people while playing games, so they could speak fluently without any embarrassment. If there were some mispronounce or incorrect vocabulary, the researcher gave the correct vocabulary directly. In a relaxed situation, the students enjoyed the learning process, they did not feel nervous anymore, then it made them easier in guessing people. This situation of course giving good impact in their speaking skill especially in pronunciation and vocabulary, because they said the words in a good situation. The competition made the students gave their best effort to be the winner. It pushed them to speak and express their mind. It can be said that by implementing guessing game strategy the atmosphere of the class changing better that made students easy in learning the materials especially speaking. That means, there was significant result in implementing guessing game strategy in cycle 2 which could increase the students' speaking skill. Especially in pronunciation and vocabulary.

Furthermore, in post-test 2, the students achieved significant improvement and it reached the score target, the post-test 2 score was satisfying and most of the students reached the target score with high score because when applying guessing game strategy, they felt relax and enjoyed while they were speaking and they felt more confident in describing and

guessing the clues of person from another group in front of their friends. It concluded that practicing guessing game strategy made the students' speaking skill better than before. Having speaking by practicing guessing game strategy made the students' practiced pronunciation more and produced vocabularies more by their own ability that they prepared before. The proper instruction and describing activities made them accustomed to speak English. Moreover, they also had more chance and time to practice their speaking. It made their English become fluent and grammatically.

C. Discussion of the Research

This subsection presented the key points from the general summary of the first and second cycles of this action research. It has been said previously that this research was aimed to increase the students' speaking skills through guessing game. This research attempted to answer the questions of the use of guessing game strategy to increase students' speaking skill at the eighth grade of Mts Nurul Amin Sumberejo Besuki Situbondo in academic year 2020/2021

The application of guessing game strategy could help the students to improve their speaking skill in describing animals and people. This can be seen in the students' scores, which gradually improved. Based on preliminary study data, the mean score of students was 66,4 and the percentage of students who reached the target was 32%. It proved that the students' speaking ability was still low.

Furthermore, the result of student's speaking test score showed that the mean score was 71,6 in post-test 1 where there were 11 students scored up

to the minimum mastery criterion (KKM 75) or 50% of the students. Meanwhile, 11 students were under the criterion. The results of the student's speaking score in post-test 1 could be said unsuccessful because the students' speaking test scores have not reached the success criteria.

Whereas, based on the student's speaking test score in post-test 2, the result showed that the mean score was 81 in which there were 17 students scored up to the minimum mastery criterion (KKM 75) or 77,8% of the students. Meanwhile, 5 students were under the criterion. The results of the student's speaking score in post-test 2 could be said successful because the students' speaking test scores reached the success criteria.

The use of guessing game strategy was surely beneficial to improve the students' speaking skill. In this research, the students looked more active in describing or guessing the animals and people. All students worked in group to win the game, and they were able to speak in front of their friends fluently. It was seen on how students enjoyed and relaxed during learning process when they learned speaking by using guessing game strategy. Lewis argues that games provide a safe environment for dealing with new learning. When students are having fun, they are more likely to take risks, make mistakes without experiencing a sense of failure, and try to work out their initial feelings and use them in everyday life.⁵¹

The students' speaking skill got improvement in some aspects. They were grammar, pronunciation, vocabulary and fluency. Concerning the

⁵¹ G Lewis, *Games for Children* (New York: Oxford University Press, 1999) 28.

students' ability about vocabulary was better than before applying guessing game strategy. They began to understand the meaning of vocabulary because the researcher gave more vocabularies after presented the material, and then the researcher pronounced the vocabularies together with the students. the researcher repeated the vocabularies until the students remembered. Related to the theory, Lado said that learning vocabulary involves several steps: listening to words, saying words, understanding meanings, drawing illustrations in sentence form, practicing expressing meanings, saying words loudly and writing words.⁵² In applying guessing game strategy, the researcher asked the students to describe and guess the animals orally in order to practice their pronunciation and also vocabularies.

Furthermore, from the aspects pronunciation, the students got improvement after implementing guessing game strategy. It was seen when the students guessed the animal and people in front of their friends, and also when pronounced the vocabularies in describing animals and people, they could pronounce it correctly. When they made mistakes in pronouncing the word, the researcher had already corrected them. So the students were able to learn from their mistakes. The students felt confident in speaking after knowing the correct pronunciation. So, it made their speaking fluent. In line with it, Amato stated guessing game is common language classroom activities because games usually based on actual activity. They provide the opportunity

⁵² Robert Lado, *language Teaching. A Scientific Approach*, (Bombay-New Dehli: Tata McGrawHill Publishing Co.LTD,1979), 121

to practice the realistic use of language for communication.⁵³ Vocabulary and pronunciation are not only to know, but also available to use. If the students knew the vocabulary and pronunciation, they were able to speak fluently and they would feel confident to speak in front of their friends. Brown adds fluency is the ability to speak spontaneously, flow well, do not need to make many pauses.⁵⁴ For some reason, fluency is followed by reasonably quick speaking. To speak English fluently, you need confidence to speak.

The students also got improvement on Grammar. Before applying guessing game, the students spoke in incorrect grammar, having practicing and learning the materials. After implementing guessing game, the students could speak the correct sentences. In fact, grammar is an important one in forming and constructing sentences. As Penny Ur defines grammar as combining words into a correct sentence.⁵⁵

The researcher obtained the data from the primary research, the first and second cycle. The research conducted by the researcher showed that the guessing game was effective in teaching and learning to speak. This was evident from the progression of the students' speaking ability percentage in pre-test to post-test 2. The improvement of students' speaking ability was shown on the table below:

⁵³ R.P Amato, *Making it happen: Interaction in the second language classroom: From Theory To Practice*, (London: The Alpine Press, 1988), 155

⁵⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268

⁵⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 75.

The percentage of students' speaking skill

Test	Number of students with a score of 75	Percentage
Pre-test	7	32%
Post-test 1	11	50%
Post-test 2	17	77,8%

According to the table above, the students' speaking scores have improved by using Guessing Game Strategy. The results showed that students' scores improved from pre-test to post-test 2. In pre-test, there were 7 of 22 students scored 75 (32%). In post-test 1, there were 11 of 22 students scored 75(50%). And in post-test 2, there were 17 of 22 students scored 75 (77,8%).

From the data gained, it can be concluded that students were more active and confident when speaking in front of their friends; they were more active in describing or guessing the animals and people. It was concluded that implementing guessing game in learning speaking English was a good alternative strategy as it made students' speaking skill better than before.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents the conclusions and suggestions obtained from post-test and the improvement of students' speaking skill by using guessing game strategy. The descriptions are based on research finding and discussion

A. Conclusion

The research used guessing game strategy to teach speaking in eighth grade of MTs Nurul Amin Besuki Situbondo in academic year 2020/2021. This game gave students the opportunity to speak in class, which required each student to guess the name of animal or person based of physical characteristics, habits, etc. to get yes or no answer. Based on the result of the study, the researcher concluded that implementing guessing game strategy could make the students' speaking skill was better than before.

There was improvement on students' speaking test score from pre-test up to the post-test 2. In pre-test, there were 7 of 22 students who passed the Minimum Mastery Criterion (KKM). It means 32% of students who passed the pre-test. In the first cycle got improvement that was 50%, there were 11 of 22 students' who passed the test, and then in the second cycle got improvement that was 77,8%. There were 17 of 22 students who passed the Minimum Mastery Criterion (KKM).

In conclusion, the students' speaking skill by implementing guessing game strategy gradually increased. The students' speaking skill got improvement in some aspects. They were vocabulary, pronunciation, grammar

and fluently. The students' ability in speaking were better , they felt more confident to speak English in front of their friends, and they were also more active in the implementation of teaching and learning especially in guessing animals and people

B. Suggestion

After drawing the conclusion of the research, some suggestions for English teachers and future researchers in this paper can be proposed and hopefully can be useful for the readers. The following are some suggestion offered:

1. For the English Teacher

The researcher suggests guessing game strategy as one of alternative teaching strategies in teaching and learning English especially speaking, because guessing game strategy used in this research effectively made the students' speaking skill better than before.

2. For the Future Researcher

The researcher hoped that this research could be useful to the next researcher in conducting other research related in a large scope and then we hoped that this research could be used as a reference in doing similar research in the same field in the future.

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J E M B E R

Appendix 1

Title	Variable	Indicator	Source of data	Research Method	General Question
<p>The Use of Guessing Game Strategy to Increase Students' Speaking Skill at the Eighth Grade of Mts Nurul Amin</p>	<p>Guessing game</p> <p>Speaking skill</p>	<p>1. Interesting 2. Useful 3. advantages</p> <p>1. Pronunciation 2. Fluency 3. Grammar 4. Vocabulary</p>	<p>Primary data</p> <p>a. Speaking score b. Interview c. Observation d. Document review</p>	<p>1. Research design : Classroom Action and Research</p> <p>2. Data collection method</p> <p>a. Test b. Interview</p> <p>3. Data analysis technique the mean of the student's score :</p> $Mx = \frac{\sum x}{N}$ <p>Mx : the student's mean score X : the sum of the score all students N : the number of students</p> <p>The result of students pronunciation :</p> $E = \frac{n}{N} \times 100\%$ <p>E : the percentage of students who achieve the minimum standard score n : the of students who achieved the minimum score N : the total number of students</p> <p>4. Criteria of succes</p> <ul style="list-style-type: none"> - Students reach the minimum score (70) are equal to or higher than 75% of total students in the research <p>5. Validity of data : Content Validity</p>	<p>How can guessing game strategy increase the student's speaking skill at eighth grade of Mts Nurul Amin Besuki Situbondo?</p>

Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place of interview

Day : Thursday

Date : 08th April 2021

Time : 10.00- finish

Respondent :

1. English Teacher
2. Students of class

Note :

R : Researcher

ET: English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : permisi bu, saya mau tanyak2 tentang pendapat ibu .. kalo menurut ibu bagaimana belajar menggunakan guessing game kayak tadi bu?

ET : Bagus juga nak mif .. anak anak kan jadi gak bosan di kelas dan mereka kelihatan antusias sekali ya kan.. soalnya mereka biasa cuma belajar pakek lks sama buku gitu kan.. terus ibu coba pakek strategy diskusi kayak yang ibu ceritakan ke nak mif itu.. tapi gak mempan, pada pemalu semua haha., dan untungnya sekarang pakek game kayak tadi, kepancing juga mereka untuk speaking

R : iya bu.. memang kalo anak anak sekarang harus pakek game baru mau atusias di dalam pelajaran hehe.. apalagi di pelajaran speaking bu, pasti malu semua yang mau ngomong.. kalo pakek game gini kan mereka gak mikir malu lagi bu, yang penting bisa nebak dan menang haha..

ET : iya nak mif, betul sekali itu .. kalo kayak tadi itu kan anak2 juga sekalian belajar vocab sama cara mengucapkan juga kan, kemudian melatih di speakingnya.. jadi bagus lah hasilnya ketika mereka speaking ..

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : eh dek, sini dulu kakak mau tanyak2

S : iya ka, nanyak apa ka?

R : gimana tadi pas kakak ngajar?

S : seru kak heehe

R : kenapa kok bisa seru dek?

S : iya soalnya ada gamenya itu kak, jadi seru belajarnya, nggak ngebosenin haha

R : menurut kamu apa yang bikin seru dari game itu dek? Heran kok bisa bikin heboh begitu

S : ya itu kak bisa nebak2 gitu, jadi penasaran kan sama jawabannya. aku juga sering nonton game nebak2 di tv tv yang biasanya gambarnya di taruk di jidad hahah

R : iya tapi kan yang ini pakek bahasa inggris, kakak kaget kalian bisa ngomong bahasa inggris sespontan gitu

S : hahah karena seru mungkin ka, jadi ya asal keluar aja

R : haha jadi bagus dong game tadi itu bisa bikin kalian ngomong bahasa inggris, padahal pas kakak ajak ngomong bahasa inggris kalian banyak yang diem, hanya satu dua orang yang jawab haha

S : ya malu kak kalo langsung sama kakak, takut salah hehe

R : oiya tadi kenapa kamu kok kayak pantonim gitu? Kakak jadi mau ketawa tadi

S : iya kak, aku lupa bahasa inggrisnya haha, padahal sudah di inget2 sebelum maju ke depan haha tapi untung masih sempet inget kak

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Appendix 3

LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Amin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A
Materi Pokok : deskriptif text
Alokasi Waktu : 2 pertemuan (4 x 40 menit)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris 1.1.2 Berdoa sebelum dan sesudah pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Mengerjakan tugas dengan rasa tanggung jawab 2.2.2 Melakukan tugas dengan rasa percaya diri
3.10 Menerapkan struktur teks dan unsur	3.10.1 Menjelaskan fungsi sosial dari

kebahasaan untuk melaksanakan fungsi social teks descriptive dengan menyatakan dan menyatakan tentang deskripsi orang, binatang, dan benda pendek dan sederhana sesuai dengan konteks penggunaannya	<p>descriptive text</p> <p>3.10.2 Menjelaskan struktur teks dari deskriptive text</p> <p>3.10.2 Mengidentifikasi unsur kebahasaan yang diperlukan dari deskriptive text</p> <p>3.10.3 Menerapkan dan mendeskripsikan sesuatu dalam kehidupan sehari-hari</p>
4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang binatang, benda, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.10.1 Menyusun teks deskripsi tentang animal berdasarkan struktur teks yang benar.</p> <p>4.10.2 Mendeskripsikan tentang animal dengan struktur teks yang benar.</p>

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang animal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang animal.
3. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang animal.
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang animal.
5. Menyusun teks descriptive lisan dan tulis sederhana tentang animal.

D. MATERI PEMBELAJARAN

• Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

Topik

A. Descriptive Text

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Tiger

Identification : Tigers is one of wild animals, but there are many of people treat them as pet animals, the tigers have medium size of body and their face is so scary.

Description : The tigers have sharp fangs and four strong legs, they have soft fur, small ears and a long tail.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan binatang
- (2) Kata sifat yang terkait dengan binatang
- (3) Kata kerja bentuk pertama (present tense)

B. Simple present tense

Simple present tense adalah tenses yang digunakan ketika suatu kejadian sedang berlangsung **saat ini** atau kejadian yang berlangsung berulang kali (kebiasaan). Tenses ini merupakan tenses yang paling sering digunakan dalam bahasa Inggris.

Untuk membentuk kalimat *simple present tense*, biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + *s/es*, serta penggunaan *has/have* dalam kalimat simple present. Seperti ditunjukkan pada table dibawah ini.

Macam – macam Kalimat Simple Present Tense

Simple Present Tense Affirmative

Untuk membentuk kalimat simple present tense affirmative, rumusnya adalah

S + Verb (1) / Verb dasar / to be (is, am, are) + O

contoh simple present tense affirmative :

- Monkey has fur.
- Butterflies have beautiful wings
- Cats have cute face

Simple Present Tense Negative

Untuk membentuk kalimat simple present tense negative, biasanya menggunakan tambahan **don't** atau **doesn't** sebelum kata kerja, KECUALI **To Be** dan **Modal**, rumusnya adalah

S + Don't / Doesn't + Verb (1) + O

Jika kata kerja / verb nya berupa **To Be**, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh simple present tense negative :

- The monkey doesn't have fur
- Crocodiles don't have gill
- Tiger doesn't have cute face

Simple Present Tense interrogative

Untuk membentuk kalimat simple present tense interrogative, biasanya menggunakan tambahan **do** atau **does** sebelum subject, KECUALI **To Be** dan **Modal**, rumusnya adalah

Do + S + Verb (1) + O

Jika kata kerja / verb nya berupa **To Be**, maka rumusnya menjadi

(is, am, are) + subject + O

- Do tigers have sharp fangs?
- Does it have long tail?
- Is the tiger big animal?

Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata doesn't, bentuk verb **TIDAK DITAMBAHKAN S / ES**

C. Vocabulary in Describing animals

Describing animals artinya menggambarkan binatang. Perlu disebutkan physical appearances, untuk menggambarkan seekor binatang. Physical appearances bisa dilihat dari fisik seperti mata, telinga, mulut, bentuk tubuh, bulu, kaki dll. Untuk menambah kosakata dalam mendeskripsikan binatang berikut adalah contohnya ..

Animals :

1. Tiger : harimau
2. Monkey : monyet
3. Elephant : gajah
4. Deer : rusa
5. Goat : kambing
6. Zebra : kuda zebra
7. Giraffe : jerapah
8. Lion : singa
9. Chicken : ayam
10. Bird : burung
11. Bird of paradise : cendrawasih
12. Parrot : burung kakak tua
13. Cat : kucing
14. Crocodile : buaya
15. Fish : ikan
16. Crab : kepiting
17. Catfish : ikan lele
18. Goldfish : ikan emas
19. Shark : hiu
20. Eagle : elang
21. Butterfly : kupu-kupu

Physical appearance :

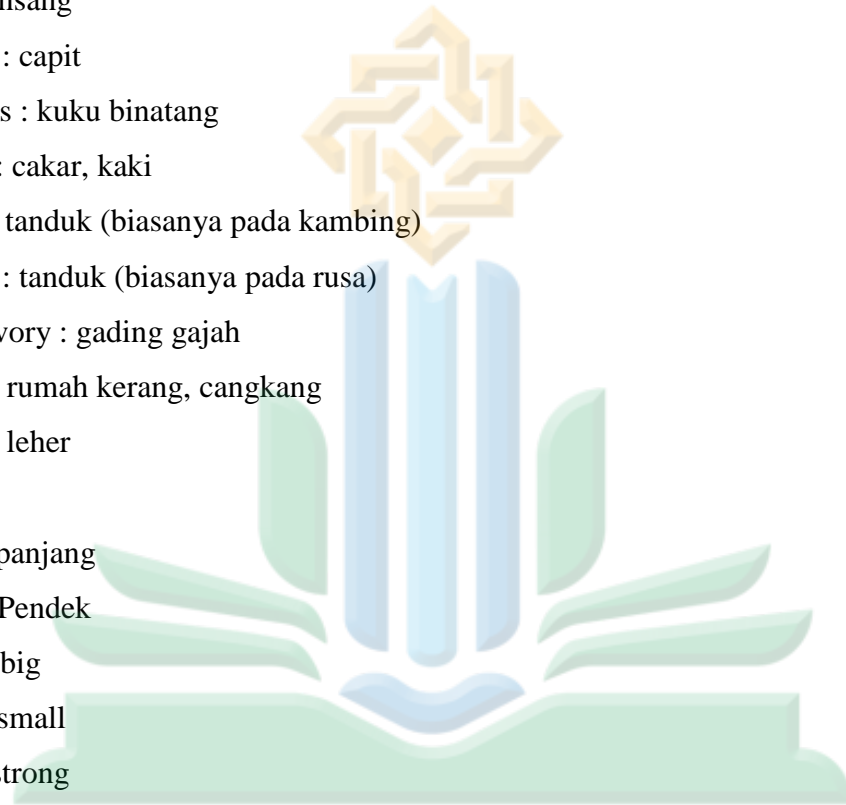
1. fur : bulu halus (biasanya pada kucing, anjing, dll)
2. feathers : bulu agak kasar (biasanya pada ayam, bebek, burung, dll)
3. scales : sisik
4. fang : taring
5. beak : paruh
6. wing : sayap



7. tail : ekor
8. ear : telinga
9. strong : kuat
10. trunk : belalai
11. fins : sirip
12. gill : insang
13. claws : capit
14. hooves : kuku binatang
15. paws : cakar, kaki
16. horn : tanduk (biasanya pada kambing)
17. antler : tanduk (biasanya pada rusa)
18. tusk/ivory : gading gajah
19. shell : rumah kerang, cangkang
20. neck : leher

Adjectives:

1. Long : panjang
2. Short : Pendek
3. Besar : big
4. Kecil : small
5. Kuat : strong
6. Colourful : berwarna
7. Spots : totol
8. stripes : garis
9. Kasar : rough
10. Sharp : tajam
11. Halus : soft
12. Jelek : bad
13. Cantik : beautiful
14. Cute : lucu
15. Scary : Menakutkan



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E. METODE PEMBELAJARAN

1. Pendekatan pembelajaran : Scientific
2. Model pembelajaran : Inkuiri
3. Metode pembelajaran : Guessing Game

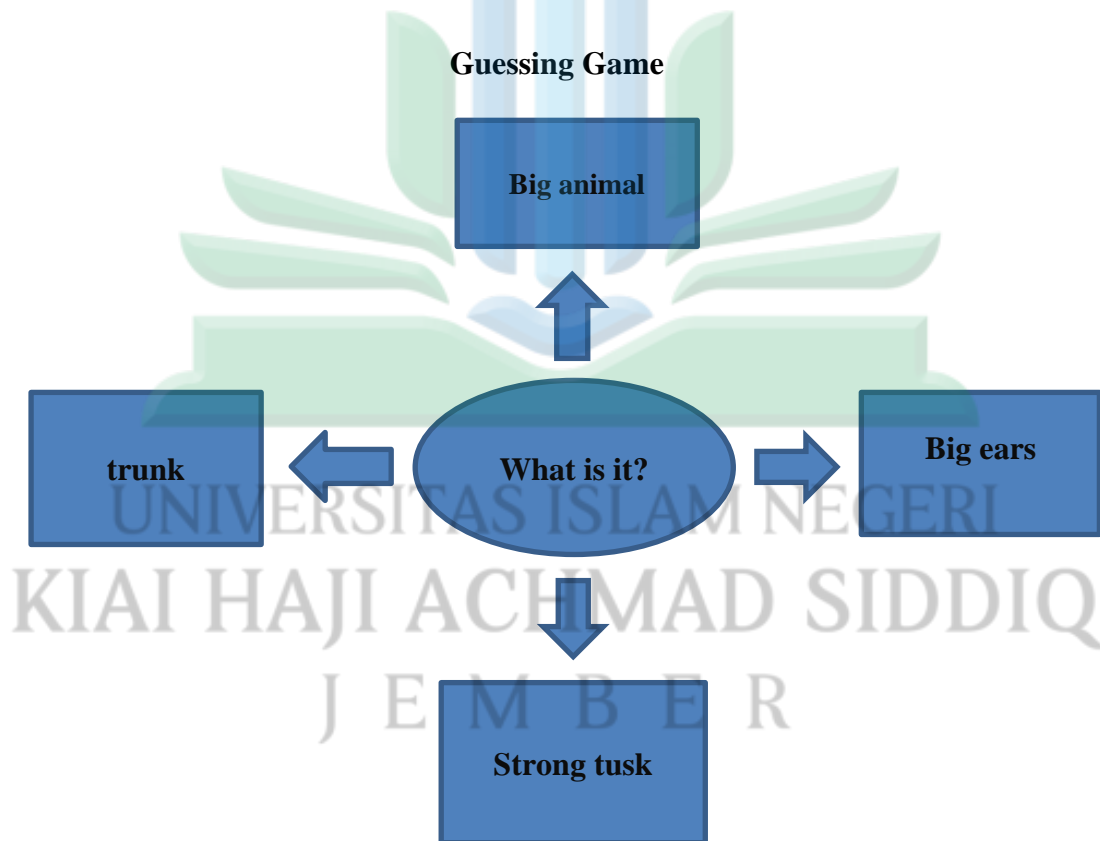
Guessing Game :

Guessing game adalah sebuah permainan yang mana individu atau sebuah tim mencoba menjawab/menebak dengan menyebutkan beberapa kata kunci yang berkaitan dengan kata tersebut.

Contoh guessing game:

Is it a big animal? Does it have long neck? Does It have tusk? Does it have four legs? Is it giraffe?

Answer : Yes/No



F. MEDIA DAN SUMBER BELAJAR

1. Media pembelajaran : Papan tulis, spidor, gambar hewan
2. Sumber belajar : Wachidah,Siti 2017. When English Rings a Bell Kelas VIII SMP/MTs. Jakarta : Kemendikbud.

G. LANGKAH - LANGKAH PEMBELAJARAN

Pertemuan 1 (2x45 menit)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	Alokasi Waktu
Pre-Activity	<p>Orientasi Guru membuka pelajaran dengan salam dan membaca do'a bersama. Guru mempersilahkan ketua kelas untuk memimpin pembacaan do'a. Guru mengabsensi siswa-siswi.</p> <p>Apersepsi Merefleksi materi pada pertemuan sebelumnya serta mengaitkannya dengan yang sekarang.</p> <p>Motivasi Memberikan semangat serta motivasi sehingga terbentuk pembelajaran yang aktif.</p> <p>Pemberian Acuan Menyampaikan kompetensi dasar dan tujuan yang akan dicapai.</p>	15 menit
Inti	<p>Mengamati Guru menjelaskan tentang descriptive text meliputi generic structure Guru menjelaskan tentang describing animal meliputi physical appearance dan adjective. Guru memberi contoh teks yang sangat pendek dan sederhana tentang describing animal. Siswa membaca dan mendengarkan teks</p>	60 menit

	<p>tersebut untuk memahami isi pesannya.</p> <p>Guru memberikan formula tentang present tense</p> <p>Guru menjelaskan fungsi dari present tense</p> <p>Guru menjelaskan kosa kata tentang describing animals beserta pengucapannya</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri dalam menggunakan struktur descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam metode guessing game.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang animals.</p> <p>Mengeksplorasi</p> <p>Siswa meniru contoh-contoh yang ada untuk membuat teks descriptive yang pendek dan sederhana tentang animal untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks and unsur kebahasaan yang sesuai konteks menggunakan metode</p>	
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	<p>guessing game.</p> <p>Mengasosiasi</p> <p>Guru berkeliling untuk melihat kinerja siswa yang sedang mempersiapkan descriptive text terkait gambar yang di berikan guru dan menyiapkan pertanyaan untuk guessing game dengan tema describing animal</p> <p>Mengkomunikasikan</p> <p>Siswa maju kedepan untuk menjawab yes/no questions terkait ciri-ciri animals yang guru berikan di depan kelas dengan metode guessing game, kemudian siswa yang lain menebak/menanyakan</p>	
Penutup	<p>Guru membuat simpulan tentang materi yang telah disampaikan</p> <p>Guru memberikan motivasi untuk selalu belajar di rumah</p> <p>Guru menutup pelajaran dengan mengucapkan salam.</p>	15 menit

Scoring Rubrics for Speaking Skill

Level	Score	Indicator
FLUENCY	25	Speak fluently, no significant pause
	20	Speak well enough, pause here and there
	15	Speak diffluent, too many pause
	10	Speak unclearly
VOCABULARY	25	Use key diction, supporting diction, additional
	20	Use supporting diction and additional diction
	15	Use supporting diction
	10	There are no key diction, supporting diction and additional diction
GRAMMAR	25	Using right grammar during speaking test
	20	A little mistake of grammar
	15	A little of using right grammar
	10	Complicated grammar
PRONUNCIATION	25	The pronunciation is very clear and easily understood
	20	Easily understood the word, despite. The influence of mother tongue can be detected
	15	The pronunciation is not really clear but it can be understood by the listener
	10	The pronunciation is not clear

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Nurul Amin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Materi Pokok	: Deskriptif text_(describing animals)
Alokasi Waktu	: 2 pertemuan (4 x 40 menit)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dngan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris 1.1.2 Berdoa sebelum dan sesudah pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Mengerjakan tugas dengan rasa tanggung jawab 2.2.2 Melakukan tugas dengan rasa percaya diri
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks descriptive dengan menyatakan	3.10.1 Menjelaskan fungsi sosial dari descriptive teks 3.10.2 Menjelaskan struktur teks dari

dan menyatakan tentang deskripsi orang, binatang, dan benda pendek dan sederhana sesuai dengan konteks penggunaannya	deskriptive text 3.10.2 Mengidentifikasi unsur kebahasaan yang diperlukan dari deskriptive text 3.10.3 Menerapkan dan mendeskripsikan sesuatu dalam kehidupan sehari-hari
4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang binatang, benda, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks deskripsi tentang animal berdasarkan struktur teks yang benar. 4.10.2 Mendeskripsikan tentang animal dengan struktur teks yang benar.

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang animal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang animal.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks descriptive sederhana tentang animal.
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang animal.
5. Menyusun teks descriptive lisan dan tulis sederhana tentang animal.

D. MATERI PEMBELAJARAN

• Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

Topik

A. Descriptive Text

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Tiger

Identification : Tigers is one of wild animals, but there are many of people treat them as pet animals, the tigers have medium size of body and their face is so scary.

Description : The tigers have sharp fangs and four strong legs, they have soft fur, small ears and a long tail. The tigers' habitat is in the forest, they usually live on the trees, but sometimes they go down for hunting preys. The tigers one of carnivorous animals, they eat meat of another animals in the forest, such as; deer, Zebra, snake, etc. and they can run fast to catch them.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan binatang
- (2) Kata sifat yang terkait dengan binatang
- (3) Kata kerja bentuk pertama (present tense)

B. Simple present tense

Simple present tense adalah tenses yang digunakan ketika suatu kejadian sedang berlangsung **saat ini** atau kejadian yang berlangsung berulang kali (kebiasaan). Tenses ini merupakan tenses yang paling sering digunakan dalam bahasa Inggris.

Untuk membentuk kalimat *simple present tense*, biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + *s/es*, serta penggunaan *has/have* dalam kalimat simple present. Seperti ditunjukkan pada table dibawah ini.

Macam – macam Kalimat Simple Present Tense

Simple Present Tense Affirmative

Untuk membentuk kalimat simple present tense affirmative, rumusnya adalah

S + Verb (1) / Verb dasar / to be (is, am, are) + O

contoh simple present tense affirmative :

- Monkey eats banana.
- Butterflies fly in the sky
- Crocodiles are Amphibian animals

Simple Present Tense Negative

Untuk membentuk kalimat simple present tense negative, biasanya menggunakan tambahan **don't** atau **doesn't** sebelum kata kerja, KECUALI **To Be** dan **Modal**, rumusnya adalah

S + Don't / Doesn't + Verb (1) + O

Jika kata kerja / verb nya berupa **To Be**, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh simple present tense negative :

- The monkey doesn't eat banana
- Crocodiles don't like eating chicken.
- Tigers live in land

Simple Present Tense interrogative

Untuk membentuk kalimat simple present tense interrogative, biasanya menggunakan tambahan **do** atau **does** sebelum subject, KECUALI **To Be** dan **Modal**, rumusnya adalah

Do + S + Verb (1) + O

Jika kata kerja / verb nya berupa **To Be**, maka rumusnya menjadi

(is, am, are) + subject + O

- Do tigers eat meat?
- Does it live in water?
- Is the tiger omnivorous animals?

Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata doesn't, bentuk verb **TIDAK DITAMBAHKAN S / ES**

C. Vocabulary in Describing animals

Describing animals artinya menggambarkan binatang. Perlu disebutkan physical appearances, habitats and foods untuk menggambarkan seekor binatang. Physical appearances bisa dilihat dari fisik seperti mata, telinga, mulut, bentuk tubuh, bulu, kaki dll. Habitats bisa di lihat dari mana mereka tinggal seperti air, darat, udara, sungai, laut, hutan dll. Dan foods bisa di lihat dari makanan seperti daging, tumbuh-tumbuhan, dll. Untuk menambah kosakata dalam mendeskripsikan binatang berikut adalah contohnya ..

Animals :

22. Tiger : harimau
23. Monkey : monyet
24. Elephant : gajah
25. Deer : rusa
26. Goat : kambing
27. Zebra : kuda zebra
28. Giraffe : jerapah
29. Lion : singa
30. Chicken : ayam
31. Bird : burung
32. Bird of paradise : cendrawasih
33. Parrot : burung kakak tua
34. Cat : kucing
35. Crocodile : buaya
36. Fish : ikan
37. Crab : kepiting
38. Catfish : ikan lele
39. Goldfish : ikan emas
40. Shark : hiu
41. Eagle : elang
42. Butterfly : kupu-kupu

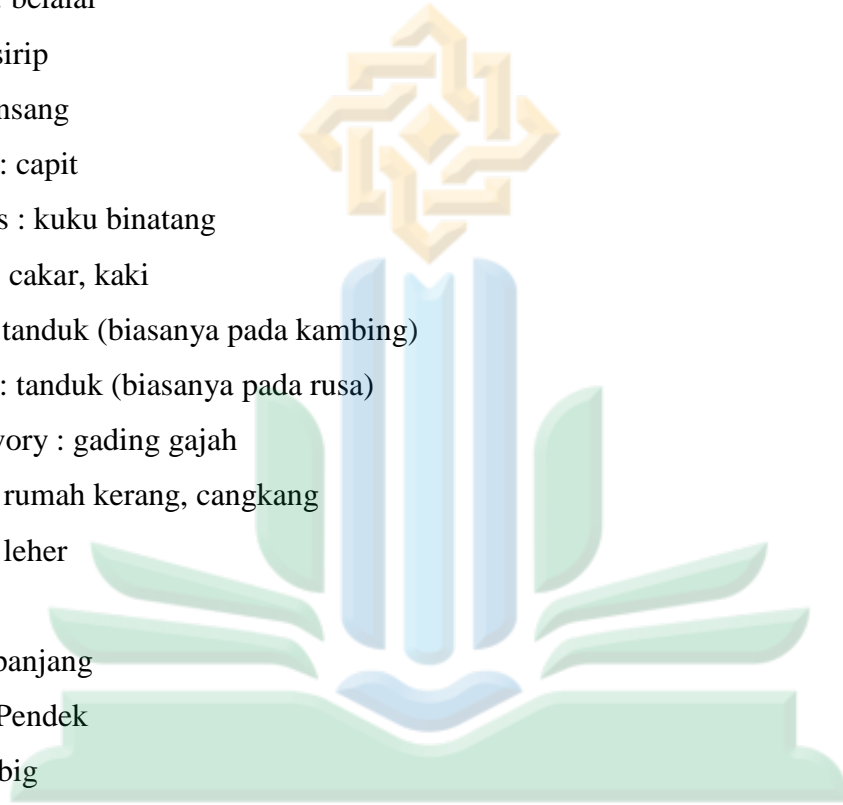
Physical appearance :

1. fur : bulu halus (biasanya pada kucing, anjing, dll)
2. feathers : bulu agak kasar (biasanya pada ayam, bebek, burung, dll)
3. scales : sisik

4. fang : taring
5. beak : paruh
6. wing : sayap
7. ear : telinga
8. strong : kuat
9. trunk : belalai
10. fins : sirip
11. gill : insang
12. claws : capit
13. hooves : kuku binatang
14. paws : cakar, kaki
15. horn : tanduk (biasanya pada kambing)
16. antler : tanduk (biasanya pada rusa)
17. tusk/ivory : gading gajah
18. shell : rumah kerang, cangkang
19. neck : leher

Adjectives :

16. Long : panjang
17. Short : Pendek
18. Besar : big
19. Kecil : small
20. Kuat : strong
21. Colourful : berwarna
22. Spots : totol
23. stripes : garis
24. Kasar : rough
25. Halus : soft
26. Jelek : bad
27. Cantik : beautiful
28. Cute : lucu
29. Scary : Menakutkan



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Habitats :

1. Air : udara
2. Land : darat
3. Water : air
4. Forest : hutan
5. Grassland : padang rumput
6. River : sungai
7. Mountain : gunung
8. Ocean : laut

Foods :

1. Meat : daging
2. Plants : tumbuh-tumbuhan
3. Meat of : daging dari
4. Grass : rumput
5. Herbivorous : herbivora
6. Carnivorous : karnivora
7. Omnivorous : omnivora

E. METODE PEMBELAJARAN

1. Pendekatan pembelajaran : Scientific
2. Model pembelajaran : Inkuiri
3. Metode pembelajaran : Guessing Game

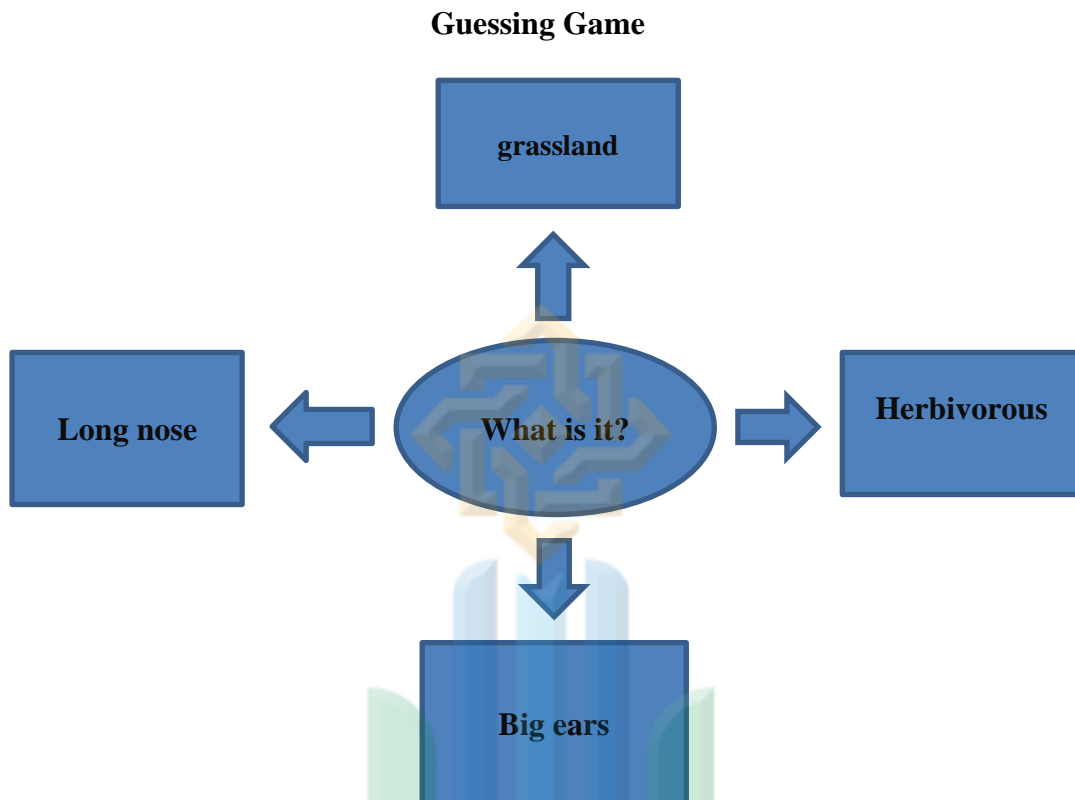
Guessing game :

Guessing game adalah sebuah permainan yang mana individu atau sebuah tim mencoba menjawab/menebak dengan menyebutkan beberapa kata kunci yang berkaitan dengan kata tersebut.

Contoh guessing game:

Is it a big animal? Does it have long neck? Does It eat meat? Does it live in river? Is it giraffe?

Answer : Yes/No



F. MEDIA DAN SUMBER BELAJAR

1. Media pembelajaran : Papan tulis, spidor, gambar hewan.
2. Sumber belajar : Wachidah,Siti 2017. When English Rings a Bell Kelas VIII SMP/MTs. Jakarta : Kemendikbud.

G. LANGKAH - LANGKAH PEMBELAJARAN

Pertemuan 1 (2x45 menit)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	Alokasi Waktu
Pre-Activity	<p>Orientasi Guru membuka pelajaran dengan salam dan membaca do'a bersama. Guru mempersilahkan ketua kelas untuk memimpin pembacaan do'a. Guru mengabsensi siswa-siswi.</p> <p>Apersepsi Merefleksi materi pada pertemuan sebelumnya serta mengaitkannya dengan</p>	15 menit

	<p>yang sekarang.</p> <p>Motivasi</p> <p>Memberikan semangat serta motivasi sehingga terbentuk pembelajaran yang aktif.</p> <p>Pemberian Acuan</p> <p>Menyampaikan kompetensi dasar dan tujuan yang akan dicapai</p>	
<p>Inti</p>	<p>Guru menjelaskan tentang describing animal meliputi physical appearance, habitats, foods dan adjective.</p> <p>Guru memberi contoh teks yang sangat pendek dan sederhana tentang describing animal.</p> <p>Siswa membaca dan mendengarkan teks tersebut untuk memahami isi pesannya.</p> <p>Guru memberikan formula tentang present tense</p> <p>Guru menjelaskan fungsi dari present tense</p> <p>Guru menjelaskan kosa kata tentang describing animals beserta pengucapannya</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri dalam menggunakan struktur descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam metode guessing game.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa</p>	<p>60 menit</p>

	<p>mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang animals.</p> <p>Mengeksplorasi</p> <p>Siswa meniru contoh contoh yang ada untuk membuat teks descriptive yang pendek dan sederhana tentang animal untuk mencapai fungsi social yang berbeda beda, dengan struktur teks and unsur kebahasaan yang sesuai konteks menggunakan metode guessing game.</p> <p>Mengasosiasi</p> <p>Guru berkeliling untuk melihat kinerja siswa yang sedang mempersiapkan descriptive text terkait gambar yang di berikan guru dan menyiapkan pertanyaan untuk gueesing game dengan tema describing animal</p> <p>Mengkomunikasikan</p> <p>Siswa maju kedepan untuk menjawab yes/no questions terkait ciri-ciri animals yang guru berikan di depan kelas dengan metode guessing game, kemudian siswa yang lain menebak/menanyakan</p>	
	<p>Guru membuat simpulan tentang materi yang telah disampaikan</p>	

Penutup	Guru memberikan motivasi untuk selalu belajar di rumah Guru menutup pelajaran dengan mengucapkan salam.	16 menit
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Scoring Rubrics for Speaking Skill

Level	Score	Indicator
FLUENCY	25	Speak fluently, no significant pause
	20	Speak well enough, pause here and there
	15	Speak diffluent, too many pause
	10	Speak unclearly
VOCABULARY	25	Use key diction, supporting diction, additional
	20	Use supporting diction and additional diction
	15	Use supporting diction
	10	There are no key diction, supporting diction and additional diction
GRAMMAR	25	Using right grammar during speaking test
	20	A little mistake of grammar
	15	A little of using right grammar
	10	Complicated grammar
PRONUNCIATION	25	The pronunciation is very clear and easily understood
	20	Easily understood the word, despite. The influence of mother tongue can be detected
	15	The pronunciation is not really clear but it can be understood by the listener
	10	The pronunciation is not clear

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MTs Nurul Amin

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII A

Alokasi waktu : 2 jam pelajaran/ 2x45 menit pertemuan

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris 1.1.2 Berdoa sebelum dan sesudah pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi	2.2.1 Mengerjakan tugas dengan rasa tanggung jawab 2.2.2 Melakukan tugas dengan rasa percaya diri

transaksional dengan guru dan teman	
3. 10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks descriptive dengan menyatakan dan menyatakan tentang deskripsi orang, binatang, dan benda pendek dan sederhana sesuai dengan konteks penggunaannya.	<p>3.10.1 Menjelaskan fungsi sosial dari descriptive teks</p> <p>3.10.2 Menjelaskan struktur teks dari deskriptive teks</p> <p>3.10.2 Mengidentifikasi unsur kebahasaan yang diperlukan dari deskriptive teks</p> <p>3.10.3 Menerapkan dan mendeskripsikan sesuatu dalam kehidupan sehari-hari</p>
4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang binatang, benda, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.10.1 Menyusun teks deskripsi tentang orang berdasarkan struktur teks yang benar.</p> <p>4.10.2 Mendeskripsikan tentang orang dengan struktur teks yang benar.</p>

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang orang.
3. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang.
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang.
5. Menyusun teks descriptive lisan dan tulis sederhana tentang orang.

D. Materi pembelajaran

- Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Unsur kebahasaan
- Simple Present Tense
- Kosakata dan istilah terkait dengan orang.
- Adverbial terkait sifat seperti *quite, very, extremely, dst.*
- Adjective seperti *long, big, beautiful, brown, dst.*
- Penggunaan subjek pronoun seperti *I, You, She, He, My, Her, His, Your dst.*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Simple present tense adalah tenses yang digunakan ketika suatu kejadian sedang berlangsung **saat ini** atau kejadian yang berlangsung berulang kali (kebiasaan). Tenses ini merupakan tenses yang paling sering digunakan dalam bahasa Inggris.

Untuk membentuk kalimat *simple present tense*, biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + *s/es*, serta penggunaan *has/have* dalam kalimat simple present.

Topik

My Father

Identification :

My fathers' name is I Nyoman Yasa. He is a hardworking man. He works as government employee.

Descriptive :

His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown skin because he likes working under the sun.

How to Describe a Person

It's good to let your kids struggle with the initial writing process. As they wrestle with ideas and words, it will remind them of the importance of thorough and effective brainstorming. The following word lists will **help them improve their descriptive paragraphs** as they think of more concrete ways to describe a person's appearance.

TIP: Students shouldn't be expected include every descriptive element listed below. Rather, a few well-chosen details will go a long way toward bringing their subject to life.

Personality

Cheerful	: Ceria
Wise	: Bijaksana
Clever	: Pintar
Diligent	: Rajin
Easy Going	: Supel
Helpful	: Penolong
Hard Worker	: Pekerja Keras
Honest	: Jujur
Intelligent	: Cerdas
Kind	: Baik Hati
Lazy	: Malas
Nice	: Menyenangkan
Patient	: Sabar
Smart	: Cerdas
Talented	: Bertalenta

Physical Appearance

Beautiful	: cantik
Handsome	: ganteng
Cute	: manis
Fat	: gemuk
Slim	: langsing
Thin	: kurus
Tall	: tinggi
Short	: pendek

Dark Skin	: Kulit Gelap
White Skin	: Kulit Putih
Brown Skin	: Kulit Coklat
Round Face	: Wajah Bulat
Oval Face	: Wajah Lonjong
Round Eyes	: Mata Bulat
Slanting Eyes	: Mata Sipit
Pointed Nose	: Hidung Mancung
Flat Nose	: Hidung Pesek
Long Hair	: Rambut Panjang
Short Hair	: Rambut pendek
Straight Hair	: Rambut Lurus
Wavy Hair	: Rambut Bergelombang
Curly Hair	: Rambut Keriting

E. Metode Pembelajaran

1. Pendekatan pembelajaran : Scientific
2. Model pembelajaran : Inkuiri
3. Metode pembelajaran : Guessing Game

Guessing Game :

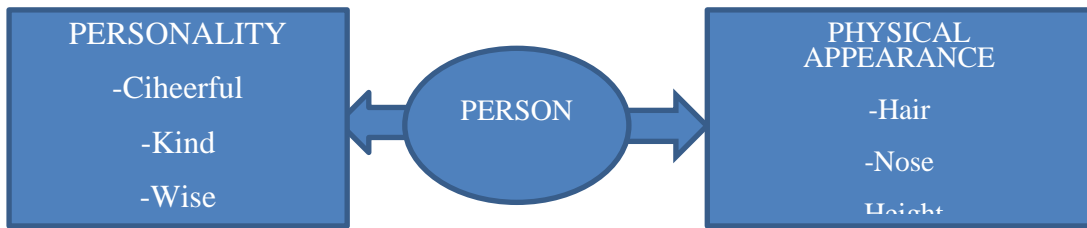
Guessing game adalah sebuah permainan yang mana individu atau sebuah tim mencoba menjawab/menebak dengan menyebutkan beberapa kata kunci yang berkaitan dengan kata tersebut.

Contoh guessing game di describing person:

Is he a man? Is he Smart? Is he handsome man? Is he tall person? Does she/he have Curly Hair? Is he Tono ?

Answer : YES/NO

Describing Person



F. Media dan Sumber Belajar

1. Media pembelajaran : Papan tulis, spidor, gambar/nama teman kelas.
2. Sumber belajar : Wachidah,Siti 2017. When English Rings a Bell Kelas VIII SMP/MTs. Jakarta : Kemendikbud.

G. Langkah - Langkah Pembelajaran

Pertemuan 2 (2x45 menit)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	Alokasi Waktu
Pre-Activity	<p>Orientasi Guru membuka pelajaran dengan salam dan membaca do'a bersama. Guru mempersilahkan ketua kelas untuk memimpin pembacaan do'a. Guru mengabsen siswa-siswi.</p> <p>Apersepsi Merefleksi materi pada pertemuan sebelumnya serta mengaitkannya dengan yang sekarang.</p> <p>Motivasi Memberikan semangat serta motivasi sehingga terbentuk pembelajaran yang aktif.</p> <p>Pemberian Acuan Menyampaikan kompetensi dasar dan tujuan yang akan dicapai</p>	15 menit
	<p>Mengamati Guru menjelaskan tentang descriptive text</p>	

<p>Inti</p>	<p>tentang orang meliputi generic structure</p> <p>Guru menjelaskan tentang describing person meliputi personality dan physical appearance</p> <p>Guru memberi contoh teks yang sangat pendek dan sederhana tentang describing persons.</p> <p>Siswa membaca dan mendengarkan teks tersebut untuk memahami isi pesannya.</p> <p>Guru memberikan formula tentang present tense</p> <p>Guru menjelaskan fungsi dari present tense</p> <p>Guru menjelaskan kosa kata tentang describing persons beserta pengucapannya, serta meminta siswa untuk menghafalkannya.</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri dan struktur descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam metode guessing game.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks</p>	<p>60 menit</p>
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	<p>deskriptif tentang orang.</p> <p>Mengeksplorasi</p> <p>Siswa meniru contoh-contoh yang ada untuk membuat teks descriptive yang pendek dan sederhana tentang orang untuk mencapai fungsi social yang berbeda-beda, dengan struktur teks and unsur kebahasaan yang sesuai konteks menggunakan metode guessing game.</p> <p>Mengasosiasi</p> <p>Guru berkeliling untuk melihat kinerja siswa yang sedang mempersiapkan descriptive text terkait gambar yang diberikan guru dan menyiapkan pertanyaan untuk guessing game dengan tema describing person.</p> <p>Mengkomunikasikan</p> <p>Siswa maju kedepan untuk menjawab yes/no questions terkait ciri-ciri orang yang guru berikan di depan kelas dengan metode guessing game, kemudian siswa yang lain menebak/menanyakan</p>	
<p>Penutup</p>	<p>Guru membuat simpulan tentang materi yang telah disampaikan</p> <p>Guru memberikan motivasi untuk selalu belajar di rumah</p> <p>Guru menutup pelajaran dengan mengucapkan salam.</p>	<p>15 menit</p>

Scoring Rubrics for Speaking Skill

Level	Score	Indicator
FLUENCY	25	Speak fluently, no significant pause
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MTs Nurul Amin

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII A

Alokasi waktu : 2 jam pelajaran/ 2x45 menit pertemuan

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris 1.1.2 Berdoa sebelum dan sesudah pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan	2.2.1 Mengerjakan tugas dengan rasa tanggung jawab

tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.2 Melakukan tugas dengan rasa percaya diri
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks descriptive dengan menyatakan dan menyatakan tentang deskripsi orang, binatang, dan benda pendek dan sederhana sesuai dengan konteks penggunaannya.	3.10.1 Menjelaskan fungsi sosial dari descriptive teks 3.10.2 Menjelaskan struktur teks dari deskriptive teks 3.10.2 Mengidentifikasi unsur kebahasaan yang diperlukan dari deskriptive teks 3.10.3 Menerapkan dan mendeskripsikan sesuatu dalam kehidupan sehari-hari
4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang binatang, benda, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks deskripsi tentang orang berdasarkan struktur teks yang benar. 4.10.2 Mendeskripsikan tentang orang dengan struktur teks yang benar.

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang orang.
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4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang.

5. Menyusun teks descriptive lisan dan tulis sederhana tentang orang.

D. Materi pembelajaran

- Struktur Teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb.)
- Fungsi, manfaat, tindakan, kebiasaan

- Unsur kebahasaan

- Kosakata dan istilah terkait dengan orang.
- Adverbial terkait sifat seperti *quite, very, extremely, dst.*
- Adjective seperti *long, big, beautiful, brown, dst.*
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Topik

My Father

Identification :

My father's name is I Nyoman Yasa. He is a hardworking man. He works as government employee.

Descriptive :

His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown skin because he likes working under the sun.

Her hobby is singing, he has a beautiful voice, he often sings a song in the living room.

How to Describe a Person

It's good to let your kids struggle with the initial writing process. As they wrestle with ideas and words, it will remind them of the importance of thorough and effective brainstorming. The following word lists will **help them improve their descriptive paragraphs** as they think of more concrete ways to describe a person's appearance.

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Easy Going	: Supel
Helpful	: Penolong
Hard Worker	: Pekerja Keras
Honest	: Jujur
Intelligent	: Cerdas
Kind	: Baik Hati
Lazy	: Malas
Nice	: Menyenangkan
Patient	: Sabar
Smart	: Cerdas
Talented	: Bertalenta

Physical Appearance

Beautiful	: cantik
Handsome	: ganteng
Cute	: manis
Fat	: gemuk
Slim	: langsing
Thin	: kurus
Tall	: tinggi
Short	: pendek

Part of body :

Dark Skin	: Kulit Gelap
White Skin	: Kulit Putih
Brown Skin	: Kulit Coklat
Round Face	: Wajah Bulat
Oval Face	: Wajah Lonjong
Round Eyes	: Mata Bulat
Slanting Eye	: Mata Sipit
Pointed Nose	: Hidung Mancung
Flat Nose	: Hidung Pesek



Long Hair : Rambut Panjang
Short Hair : Rambut pendek
Straight Hair : Rambut Lurus
Wavy Hair : Rambut Bergelombang
Curly Hair : Rambut Keriting

Hobby :

Swimming : berenang
Singing : bernyanyi
Traveling : Jalan-jalan
Riding : Berkendara
Fishing : mancing
Hiking : mendaki
Camping : berkemah
Listening music : mendengarkan lagu
Waching movie : menonton film
Playing Football : bermain bola
Playing Badminton : bermain bulu tangkis
Playing kite : bermain layang-layang

E. Metode Pembelajaran

1. Pendekatan pembelajaran : Scientific
2. Model pembelajaran : Inkuiri
3. Metode pembelajaran : Guessing Game

Guessing Game :

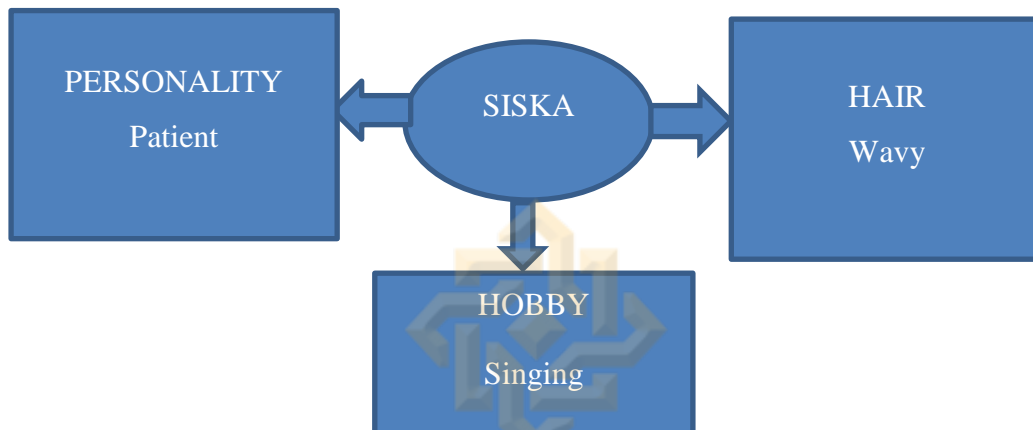
Guessing game adalah sebuah permainan yang mana individu atau sebuah tim mencoba menjawab/menebak dengan menyebutkan beberapa kata kunci yang berkaitan dengan kata tersebut.

Contoh guessing game di describing person:

Is he a man? Is he Smart? Is he handsome man? I he tall? Does she/he have Curly Hair ? Is her hobby singing a song? Is his hobby taking a walk? Is she dinda?

Answer : YES/NO

Describing person



F. Media dan Sumber Belajar

1. Media pembelajaran : Papan tulis, spidor, gambar/nama teman kelas.
2. Sumber belajar : Wachidah,Siti 2017. When English Rings a Bell Kelas VIII SMP/MTs. Jakarta : Kemendikbud.

G. Langkah - Langkah Pembelajaran

Pertemuan 2 (2x45 menit)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	Alokasi Waktu
Pre-Activity	<p>Orientasi</p> <p>Guru membuka pelajaran dengan salam dan membaca do'a bersama. Guru mempersilahkan ketua kelas untuk memimpin pembacaan do'a. Guru mengabsen siswa-siswi.</p> <p>Apersepsi</p> <p>Merefleksi materi pada pertemuan sebelumnya serta mengaitkannya dengan yang sekarang.</p> <p>Motivasi</p> <p>Memberikan semangat serta motivasi sehingga terbentuk pembelajaran yang aktif.</p> <p>Pemberian Acuan</p>	15 menit

	Menyampaikan kompetensi dasar dan tujuan yang akan dicapai	
Inti	<p>Mengamati</p> <p>Guru menjelaskan tentang describing person meliputi personality, physical appearance dan hobby</p> <p>Guru memberi contoh teks yang sangat pendek dan sederhana tentang describing persons.</p> <p>Siswa membaca dan mendengarkan teks tersebut untuk memahami isi pesannya.</p> <p>Guru memberikan formula tentang present tense</p> <p>Guru menjelaskan fungsi dari present tense</p> <p>Guru menjelaskan kosa kata tentang describing persons beserta pengucapannya, serta meminta siswa untuk menghafalkannya.</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri dan struktur descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam metode guessing game.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p>	60 menit

	<p>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang.</p> <p>Mengeksplorasi</p> <p>Siswa meniru contoh contoh yang ada untuk membuat teks descriptive yang pendek dan sederhana tentang orang untuk mencapai fungsi social yang berbeda beda, dengan struktur teks and unsur kebahasaan yang sesuai konteks menggunakan metode guessing game.</p> <p>Mengasosiasi</p> <p>Guru berkeliling untuk melihat kinerja siswa yang sedang mempersiapkan descriptive text terkait gambar yang di berikan guru dan menyiapkan pertanyaan untuk gueesing game dengan tema describing person.</p> <p>Mengkomunikasikan</p> <p>Siswa maju kedepan untuk menjawab yes/no questions terkait ciri-ciri orang yang guru berikan di depan kelas dengan metode guessing game, kemudian siswa yang lain menebak/menanyakan</p>	
<p>Penutup</p>	<p>Guru membuat simpulan tentang materi yang telah disampaikan</p> <p>Guru memberikan motivasi untuk selalu belajar di rumah</p> <p>Guru menutup pelajaran dengan mengucapkan salam.</p>	<p>15 menit</p>

Scoring Rubrics for Speaking Skill

Level	Score	Indicator
FLUENCY	25	Speak fluently, no significant pause
	20	Speak well enough, pause here and there
	15	Speak diffluent, too many pause
	10	Speak unclearly
VOCABULARY	25	Use key diction, supporting diction, additional
	20	Use supporting diction and additional diction
	15	Use supporting diction
	10	There are no key diction, supporting diction and additional diction
GRAMMAR	25	Using right grammar during speaking test
	20	A little mistake of grammar
	15	A little of using right grammar
	10	Complicated grammar
PRONUNCIATION	25	The pronunciation is very clear and easily understood
	20	Easily understood the word, despite. The influence of mother tongue can be detected
	15	The pronunciation is not really clear but it can be understood by the listener
	10	The pronunciation is not clear

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Appendix 4

MEDIA



Animal pictures for Guessing Game

Post test I

No.	Nama	F	V	G	P
1	Aldi	15	15	15	10
2	Balyu	15	20	20	15
3	Sinta	20	25	20	20
4	Diki	15	15	20	15
5	Alya	20	20	20	15
6	Iqbal	20	15	20	15
7	Ita	20	20	20	20
8	Lukman	15	15	20	10
9	Solehan	20	20	20	15
10	Anam	20	20	20	20
11	Dani	15	15	20	10
12	Akrom	20	15	20	15
13	Muzakki	20	20	20	20
14	Novita	15	15	20	15
15	Abdi	20	20	20	20
16	Imah	20	20	20	15
17	Sigit	10	15	20	10
18	Aulia	20	20	20	20
19	Tono	15	20	20	15
20	Nafiq	20	20	20	15
21	Yuli	15	15	15	15
22	Lisa	20	20	20	20

Raw data of students' speaking scores

Appendix 5

Procedure of Guessing Game

1. The researcher divided the students into four groups, which groups consisted of five students.
2. The researcher gave an envelope to each group. There was one picture of animal/person in the envelope that they know well.
3. The group which had the picture should prepare the description of the animal/person.
4. Each group should come forward to answer with yes or no, and the other groups should guess what the picture was by asking with yes or no question related to the animal/person, they did in turn.
5. If the students got the answer, the game was over.
6. The picture that has been guessed must be described by the group which got the picture.
7. The group guessed the animal/person more than the others will be the champion.

Appendix 6

The Initial Name of Eighth Grade of MTs Nurul Amin

NO.	INITIAL NAME
1.	ACA
2.	BW
3.	DS
4.	DFM
5.	DAS
6.	IR
7.	IW
8.	LH
9.	MS
10.	MKA
11.	MDH
12.	MFA
13.	MM
14.	NSN
15.	RAS
16.	SM
17.	SV
18.	SA
19.	SHT
20.	UKN
21.	YL
22.	YLS

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Appendix 7

KISI – KISI SOAL UNTUK *SPEAKING TEST*

Sekolah : MTs Nurul Amin
Mata Pelajaran : Bahasa Inggris
Kelas : VIII A
Bentuk Soal : Oral (Speaking)
Waktu : 08.00 – 09.30

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks descriptive dengan menyatakan dan menyatakan tentang deskripsi orang, binatang, dan benda pendek dan sederhana sesuai dengan konteks penggunaannya	Descriptive Text	Pada pertemuan pertama dan kedua di dalam siklus 1 dan 2, peserta didik mendeskripsikan hewan dan orang yang ada di gambar menggunakan <i>simple present tense</i> . Pada <i>speaking test</i> siklus 1, setiap peserta didik diminta untuk mendeskripsikan hewan favorit minimal 5 kalimat menggunakan <i>simple present tense</i> . Pada <i>speaking test</i> siklus 2 setiap peserta didik diminta untuk mendeskripsikan orang (idola) minimal 5 kalimat menggunakan <i>simple present tense</i> .
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang binatang, benda, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.		

Appendix 8

Pre-test Score of VIII A Class

No	Students' Initial Name	Students' Speaking Score				Total Scores
		Fluency	Vocabulary	Grammar	Pronunciation	
1.	ACA	15	15	15	10	55
2.	BW	15	20	20	15	70
3.	DS	20	20	20	20	80
4.	DFM	10	15	20	15	60
5.	DAS	15	20	20	15	70
6.	IR	15	15	20	15	65
7.	IW	15	20	20	20	75
8.	LH	10	15	15	10	50
9.	MS	15	15	20	15	65
10.	MKA	15	20	20	15	70
11.	MDH	10	15	20	10	55
12.	MFA	15	15	20	15	65
13.	MM	15	20	20	20	75
14.	NSN	15	15	20	15	65
15.	RAS	20	20	20	15	75
16.	SM	15	20	20	15	70
17.	SV	10	15	15	10	50
18.	SA	20	20	20	15	75
19.	SHT	15	15	20	15	65
20.	UKN	20	20	20	15	75
21.	YL	10	15	15	15	55
22.	YLS	15	20	20	20	75
Total		325	385	420	330	1.460
Mean		14,8	17,5	19	15	66,4
Percentage						32

Appendix 9

PROFIL MADRASAH

1. **Nama Madrasah** : MTs. Nurul Amin
2. **No. Statistik Madrasah** : 121235120029
3. **Akreditasi Madrasah** : B. Badan Akreditasi Nasional (BAN)
4. **Alamat Lengkap Madrasah** : Simpang III Krajan
Desa/Kecamatan Sumberejo Besuki
Kabupaten Situbondo
Provinsi Jawa Timur
No. Telp. 0338 894036
5. **NPWP Madrasah** : 02.162.533.0-656.505
6. **Nama Kepala Madrasah** : ABDUR RASYID, S.Pd
7. **No. Telp/HP** : 081332289797
8. **Nama Yayasan** : Yayasan Pondok Pesantren Nurul Amin
9. **Alamat Yayasan** : Simpang III Krajan Desa Sumberejo Besuki Situbondo
10. **No. Telp Yayasan** : 0338 894036
11. **No. Akta Pendirian Yayasan** : 03 tanggal 29 Oktober 2003
12. **Kepemilikan tanah** : Yayasan
 - a. **Status Tanah** : Wakaf
 - b. **Luas Tanah** : 3439 m²
13. **Status Bangunan** : Milik Sendiri
14. **Luas Bangunan** : 3000 m²
15. **Data Siswa dalam tiga tahun terakhir**

Tahun Ajaran	Kelas 1		Kelas 2		Kelas 3		Jumlah (Kelas 1+2+3)	
	Jumlah Siswa	Jumlah Rombel	Jumlah Siswa	Jumlah Rombel	Jumlah Siswa	Jumlah Rombel	Jumlah Siswa	Jumlah Rombel
2018/2019	42	2	40	2	43	2	125	6
2019/2020	56	2	42	2	40	2	138	6
2020/2021	56	2	56	2	42	2	154	6

VISI DAN MISI MADRASAH TSANAWIYAH NURUL AMIN

A. VISI

- ❖ BERIMAN SEMPURNA
- ❖ BERILMU LUAS
- ❖ BERAMAL SEJATI

B. MISI

- ❖ PEMANTAPAN KEIMANAN LEWAT PENDIDIKAN AGAMA
- ❖ PENAMBAHAN KEGIATAN EXTRA KURIKULER
- ❖ PEMBINAAN SOSIALISASI TENTANG UKHUWAH ISLAMİYAH

C. TUJUAN

1. Lembaga MTs.Nurul Amin supaya tetap eksis dengan tujuan awal berdirinya untuk menjadi lembaga yang mampu melayani seluruh komunitas pelaku pendidikan
2. Adanya fasilitas pengimbang untuk memancing minat semua sasaran untuk Tercapainya cita – cita luhur dalam rangka mencetak anak didik yang kaya IPTEK dan berjiwa IMTAQ

16. Data Sarana Prasarana

No	Jenis Prasarana	Jumlah Ruang	Jml Ruang Kondisi Baik	Jml Ruang Kondisi Rusak	Keterangan Kerusakan		
					Rusak Ringan	Rusak Sedang	Rusak Berat
1	Ruang Kelas	6	1	5	1	2	3
2	Perpustakaan	1	1	-	-	-	-
3	R. Lab. IPA	-	-	-	-	-	-
4	R. Lab. Biologi	-	-	-	-	-	-
5	R. Lab. Fisika	-	-	-	-	-	-
6	R. Lab. Kimia	-	-	-	-	-	-
7	R. Lab. Komputer	1	1	-	-	-	-
8	R. Lab. Bahasa	-	-	-	-	-	-
9	Ruang Pimpinan	1	-	1	1	-	-
10	Ruang Guru	1	1	-	-	-	-
11	Ruang Tata Usaha	1	1	-	-	-	-
12	Ruang Konseling	-	-	-	-	-	-
13	Tempat Ibadah	2	1	1	-	1	-
14	Ruang UKS	-	-	-	-	-	-
15	Jamban	5	2	3	-	-	3
16	Gudang	1	-	1	-	-	1
17	Ruang Sirkulasi	-	-	-	-	-	-
18	Tempat Olah Raga	1	-	1	-	-	1
19	R. Organisasi Kesiswaan	-	-	-	-	-	-
20	Ruang Lainnya	-	-	-	-	-	-

17. Tenaga Pendidik dan Tenaga Kependidikan

No	Keterangan	Jumlah
1	Guru PNS diperbantukan tetap	-
2	Guru Tetap Yayasan	22
3	Guru Honorarium	-
4	Guru Tidak Tetap	-
Tenaga Kependidikan		
1	Kepala Madrasah	1
2	TU-Staf TU	3
3	Wakil Kepala	5
4	Bendahara	2

Situbondo, 06 Desember 2021
Kepala Madrasah MTs. Nurul Amin

ABDUR RASYID, S.Pd



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INSTITUT AGAMA ISLAM NEGERI JEMBER
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Website : [www.http://ftik.iajnember.ac.id](http://ftik.iajnember.ac.id) e-mail : tarbiyah.iajnember@gmail.com

Nomor : B./In.20/3.a/PP.00.9/04/2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

08 April 2021

Yth. Kepala MTs Nurul Amin Sumberejo Besuki

Assalamualaikum Wr Wb.

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

Nama : Miftahul Arifin
NIM : T20166046
Semester : VIII (Delapan)
Jurusan : Bahasa
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai the use of guessing game strategy to increase students' speaking skills at MTs Nurul Amin Sumberejo Besuki selama 2 (dua) bulan di lingkungan lembaga wewenang Bapak/Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Peserta Didik

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,



Mashudi

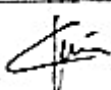
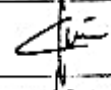
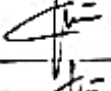

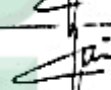
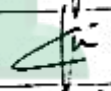


Appendix 11**RESEARCH JOURNAL ACTIVITIES**

Name : Miftahul Arifin

NIM : T20166046

Title : The Use of Guessing Game Strategy to Increase Students' Speaking Skill at Eighth Grade of MTs Nurul Amin Sumberejo Besuki Situbondo

Location : MTs Nurul Amin Sumberejo Besuki Situbondo

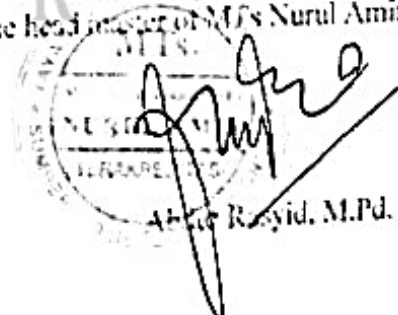
No.	Day/Date	Activity	Initials
1.	Monday, March 29 th 2021	The researcher gives a "surat permohonan penelitian" to the school and discusses with English teacher	
2.	Wednesday, April 7 th 2021	The researcher implements the action (first meeting) in cycle one	
3.	Thursday, April 8 th 2021	The researcher implements the action (second meeting) in cycle one	
4.	Friday, April 9 th 2021	The researcher gives a speaking test to the students (post-test 1)	
5.	Monday, April 12 th 2021	The researcher implements the action (first meeting) in cycle two	
6.	Tuesday, April 13 th 2021	The researcher implements the action (second meeting) in cycle two	
7.	Wednesday, April 14 th 2021	The researcher gives a speaking test to the students (post-test 2)	
8.	Wednesday, June 2 th 2021	The researcher asks for a letter of research finishing	

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Situbondo, 2th June 2021

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The headmaster of MTs Nurul Amin



Abdo Rasyid, M.Pd.

Appendix 12



**YAYASAN PONDOK PESANTREN NURUL AMIN
MADRASAH TSANAWIYAH NURUL AMIN**

NSM: 121235120029 NPSN: 20581823

Email: mts_nurulamin@ymail.com

Sekretariat : Jl. Simpang III Krajan RT.001/RW.001 Desa Sumberejo Kec. Besuki Situbondo

SURAT KETERANGAN SELESAI PENELITIAN

No: 09.68/MTs.NA/VI/2021

Yang bertanda tangan di bawah ini adalah Kepala Madrasah Tsanawiyah Nurul Amin:

Nama : ABDUR RASYID, M.Pd.
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : Madrasah Tsanawiyah Nurul Amin
Alamat Unit Kerja : Jl. Simpang III Krajan RT.001/RW.001 Desa Sumberejo-Besuki-Situbondo
NPSN : 20581823
NSM : 121235120029

Dengan ini menerangkan bahwa:

Nama : Miftahul Arifin
NIM : T20166046
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Institusi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Nama yang tersebut adalah benar-benar telah melaksanakan penelitian dengan judul "The Use of Guessing Game Strategy to Increase Students' Speaking Skill at Eighth Grade of MTs Nurul Amin Sumberejo Besuki Situbondo"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Appendix 13

INSTRUMENT VALIDITY

Instructions :

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

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A. Isi						
	1. Kesesuaian isi materi dengan kompetensi inti dan kompetensi dasar 3.10				✓	
	2. Kesesuaian indikator soal dengan materi				✓	
	3. Kesesuaian petunjuk cara mengerjakan soal dengan soal yang di sediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan			✓		
	5. Kesesuaian alokasi waktu dengan soal yang telah di sediakan			✓		
B. Konstruk						
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa				✓	
	2. Soal disusun sesuai dengan descriptive text				✓	
	3. Soal speaking disusun sesuai dengan teori speaking yang mengharuskan siswa untuk berbicara "speaking"			✓		
	4. Penilaian kemampuan "speaking" siswa diadaptasi dari buku David P. Harris (2007) Testing English as A Second Language				✓	
C. Bahasa						
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar dan sesuai dengan grammatical.				✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna				✓	
	3. Rumusan soal tidak mengandung kata kata yang menyinggung peserta didik.				✓	

Appendix 14

DOCUMENTATION



Explaining the materials



Applying the guessing game strategy

Appendix 15

DECLARATION OF AUTHORSHIP

The undersigned below :

Name : Miftahul Arifin
Place, date of birth : Situbondo, 13 January 1996
Address : Besuki - Situbondo
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled “the use of guessing game strategy to increase students’ speaking skill at the eighth grade of Mts Nurul Amin Sumberejo Besuki Situbondo in academic year 2020/2021” is truly my original work. It does not incorporate any material previously written and published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 31 May 2022

Author



MIFTAHUL ARIFIN
NIM. T20166046

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Appendix 16

BIODATA PENULIS



Name : Miftahul Arifin
Place, date of birth : Situbondo, 13 January 1996
Address : Sumberejo - Besuki - Situbondo
Gmail Address : miftaharifin12345@gmail.com

Educational Background :

1. SDN 1 Sumberejo (2005-2010)
2. SMP Nurul Jadid (2010-2013)
3. SMA Nurul Jadid (2013-2016)

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