

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH GUESSING
WORD GAME AT THE TENTH GRADE OF MA MA'ARIF UDANAWU
BLITAR IN ACADEMIC YEAR 2018/2019**

THESIS

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in Partial Fulfillment of The Requirements
For the Degree Of *Sarjana* In English Language Education**



Written By:

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2019**

APPROVAL PAGE

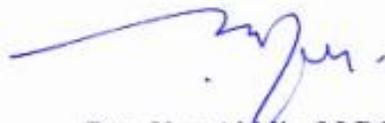
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**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH GUESSING
WORD GAME AT THE TENTH GRADE OF MA MA'ARIF UDANAWU
BLITAR IN ACADEMIC YEAR 2018/2019**

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Assalamu'alaikum Wr. Wb.

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Demikian agar maklum dan atas kehadiran Bapak, kami ucapkan banyak terimakasih.

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WORD GAME AT THE TENTH GRADE OF MA MA'ARIF UDANAWU
BLITAR IN ACADEMIC YEAR 2018/2019

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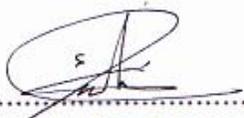
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

**“Bacalah dengan (menyebut) nama tuhan mu yang
menciptakan”**

(Al-Alaq:1)

“Life is the art of drawing without erasing.”

(John W. Gardner)

DEDICATION

All praise is due to Allah SWT, the Lord Of The Words, for his mercies and blessing that have been give to me to finish the thesis.

With all my love, I dedicate this thesis to:

- ❖ *My dearest parents, my mother (Yulaikah) and my father (Sugianto) who always make me feel strong and protect me with their prayer.*
- ❖ *My annoying sister(Ama Liya Nur Sholihah) who always give me spirit to finish this thesis, by finished her thesis earlier than me.*
- ❖ *All my beloved lecture at IAIN Kediri especially for my advisors, Drs. Nur Akhlis, M.Pd and Mohammad Muhyidin, M.Pd. thank you so much for your guide, advises and suggestion to make my thesis much beter.*
- ❖ *English teacher of MA MA'Arif Udanawu Blitar, thank you so much for your guide, advises and suggestion to make my thesis much beter.*
- ❖ *My most unclear and talk active partner, Arrofik, thanks for your helping and accompany me during collecting the data and your motivation to finish this thesis.*
- ❖ *My annoying best friend, Rovita Jayaning Shoimah, who always make me calm when the date line closer.*
- ❖ *All of my friends in English Education Department, in IAIN Kediri*

I wish Allah SWT always give us mercies and blessings.

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However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Nurchamid, MM. as the Rector of IAIN Kediri.
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3. Dr. Ary Setya B.N. M.Pd. as Head of English Department
4. I would like to express my special appreciation to my first advisor, *Nur Akhlis, M.Pd* and my second advisor Mohammad Muhyiddin, M.Pd for their valuable assistance and inspiration to the completion of this thesis.
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At last, the author realizes that this thesis still is still far from perfect. The suggestions and criticcs for the author are very welcomed. Hopefully, this thesis can be useful for us and become the input for the parties in need.

Kediri, 15th of Mei 2019

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ABSTRACT

Nurin, Diyah. 2019. “ Improving Students’ Speaking Ability Through Guessing Word Game at the Tenth Grade of MA MA’ARIF UDANAWU BLITAR in Academic Year 2018/2019. English Language Education Department. Tarbiyah, State Islamic Institute (IAIN) Kediri. Advisor: (1) Drs. Nur Akhlis, M.Pd , (2) Moh. Muhyidin, M.Pd.

Key word: *Guessing Word game, Speaking Skill, Classroom Action Research*

Nowadays, English language is learned in the some school in Indonesia. In learning English language there are four skills that the students have to learn, those are reading, writing, listening, and speaking as the basic language skill in learning English language, but most of formal school only focus on three skills those are reading, writing, and listening. They focus only on some skills to prepare the UASBN in the third grade, also in MA MA’ARIF UDANAWU BLITAR. The objective of this research was to improve the speaking skills of tenth grade students of MA MA’ARIF UDANAWU BLITAR through Guessing word game as a teaching technique.

This research was classified as an action research. It was conducted in two cycles, which was held for three meetings in the first cycle and three meetings in the second cycle. The subjects of this research were 40 students of class X-MIA 6 of MA MA’ARIF UDANAWU BLITAR and all of students are female. The data were obtained through observations, interviews with the students, the English teacher (collaborators) and obtained from tests (test 1, test 2 and test 3). The actions implemented in this research were using guessing word game as teaching technique in the teaching and learning process of speaking.

The results of the research showed that the implementation of guessing word game in the teaching and learning process of speaking was believed to be effective to improve the students’ speaking skills. The students’ motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the speaking learning process. Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students’ speaking skills with the criteria of success 80% students get 75 score minimally. The students’ speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students’ speaking performance increased from 60.7 in the preliminary to 68.7 in the cycle 1 and the last in the cycle 2 was 80.9, it

is caused that students were more active in doing learning and teaching process by using guessing word game as teaching technique.

TABLE OF CONTENTS

TITLE	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	iii
RATIFICATION SHEET.....	iv
NOTA KONSULTAN.....	v
NOTA PEMBIMBING	vi
MOTTO	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT	ix
ABSTRACT	xi
TABLE OF APPENDIXES	xv
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Research	1
B. Statement of Problems.....	3
C. Objectives of the Study	3
D. Scope And Limitation	3
a. Scope of the Study	3
b. Limitation Of Study	3
E. Benefits of the Study	4
CHAPTER II.....	6
THEORETICAL FRAMEWORK	6
A. Definition of Game	6
B. Principles of Game Selection.....	6
C. Guessing Word Game.....	9
D. Speaking.....	10
1. General Concept of Speaking	10
2. Types of Speaking.....	11
3. Elements of Speaking	13
4. Classroom Speaking Activities	14
5. Characteristics of Good Speaking.....	17
6. Assessing Speaking.....	18

E. Previous Study.....	20
CHAPTER III	21
RESEARCH METHODE	21
A. Research Design	21
B. Setting and Subject of the Study.....	23
C. Research Procedure	23
D. Data Collection.....	27
E. Data Analysis.....	28
After collecting the data the researcher analyze the data:	28
CHAPTER IV.....	34
RESEARCH FINDING AND DISCUSSION	34
A. Research Finding	34
1. Finding From the Preliminary Study.....	34
2. Finding of the Cycle 1	37
3. Finding of the Cycle 2.....	47
B. Discussion.....	57
CHAPTER V	57
CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestion.....	58
BIBLIOGRAPHY	60
APPENDIXES	61

TABLE OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is considered as one of the four basic skills in learning English language: listening, reading, speaking, and writing. As productive skill, speaking skill is demanded to produce a result of processing a language. Speaking is an important skill that should be mastered by language learners beside listening, reading and writing skills. By speaking, learners will know how to express their feeling and their ideas orally.

After English has been decided as the international language, learning English becomes an important thing in this globalization era. Indonesian is one of the citizens who learn English as the foreign language. According to Fauziati, in Indonesia in the past English was only taught in secondary school. In current years, teaching English is expanding into primary or elementary school setting. However, in this reality most of students in Indonesia do not speak English fluently.¹All of it is caused by focusing learning only on some skill, such as reading, writing and listening.

Based on the explanation above, the difficulty of learning English especially in speaking is also faced by the tenth grade students of MA MA'ARIF

¹Fauziati, *Teaching of English As A Foreign Language (TEFL)*, (Surakarta, Muhammadiyah University Press, 2005), 165.

Udanawu Blitar. According to the English teacher in MA MA'ARIF Udanawu Blitar, besides less of vocabulary mastery, most of the students become reluctant speakers when they are in the speaking class. This phenomenon may be a genuine fact because to be called skillful in speaking, the learner has to be able to use some components, such as: grammar, vocabularies, spelling, pronunciation, fluency etc, correctly. These have been some of many factors that make English is difficult to be mastered by foreign language learners. This is also clarified by Brown and Yule that, "learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with."²

From the explanation above, the researcher assumes that applying guessing word is the exact technique in improving students' speaking ability. Further, the researcher would like to know the effectiveness of guessing word in improving students' speaking ability. The students in this research are tenth grade students of MA MA'ARIF Udanawu Blitar.

Based on the explanation mentioned, the writer is interested in conducting a research about **"IMPROVING STUDENTS' SPEAKING ABILITY THROUGH GUESSING WORD GAME AT THE TENTH GRADE OF MA MA'ARIF UDANAWU BLITAR IN ACADEMIC YEAR 2018/2019"**

² Brown, Yule, *Teaching the Spoken Language*, (Cambridge University Press, 1983), 25.

B. Statement of Problems

Based on the background of the study above, many problems arise. Some problems that can be identified are as follows: How is guessing word game conducted to improve students' speaking ability of the tenth grade students of MA MA'ARIF Udanawu Blitar in academic year of 2018/2019?

C. Objectives of the Study

Generally, the purpose of this research is to improve the student achievement in speaking skill. Specifically, the purposes of this research is to get information about: To know the Guessing word can improve the students' speaking ability of the tenth grade students of MA MA'ARIF Udanawu Blitar in the academic year of 2018/2019.

D. Scope And Limitation

a. Scope of the Study

The writer limits the study to the effectiveness of guessing word game in teaching speaking at tenth grade of MA MA'ARIF Udanawu Blitar.

b. Limitation Of Study

In order to make this research is more focus; the research limits the study as follow:

1. The research is limited in speaking ability.

2. The research is carried out to the tenth students of MA MA'ARIF Udanawu Blitar in academic 2018/2019.
3. The research is limited in guessing word game.

E. Benefits of the Study

1. Theoretically

The result of this research can be used as the supplementary reference in the development of teaching and learning speaking methods.

2. Practically

a. For the students

The students can be motivated to learn English creatively, because they use their imagination, so it can be interesting for the students.

b. For the teacher

This research has the benefit for teacher to know that this method can be applied to improve the students' speaking skill. The method that was used in the research process can be used as the reference for the teacher to teach English.

c. For the school

If this research is done, the school can take the benefit with the increase of students' speaking skill. It can be used as the input of the data and the foundation to take the next action or decided for teaching and learning process.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter explains about some theories as the basis of discussion. It is aimed at understanding the topic and the research study. The discussion of this chapter is some relevant theories of the study, conceptual framework focusing on the problem and the solution in improving students speaking skill by using guessing word game as media

A. Definition of Game

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.³ In conclusion, game is an activity that has fun and enjoyment value inside of that.⁴

B. Principles of Game Selection

In determining the role of games in developing student's speaking ability, the teacher needs to have their purpose clearly in mind if the major purpose is to make learning speaking English effectively and successfully. According to

³ Wright, Betteridge and Buckby, *Games for Language Learning*, (United Kingdom: Cambridge University Press, 2006), 1.

⁴ Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983),52.

Andrew Wright, David Betteridge and Michael Buckby, it is important to make sure that the games which are want to played is familiar with the students to reduce the difficulties in conducting the games.⁵In using games in the class, the English teacher not only responsible unselecting game that want to use in the class but also in creating conditions in the class, in term conditioning students and the material. Such as Allen's said that "language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words".

According to Houston, there are some principles of using games in the class:

1. Specify your purpose.

The teacher should know what the purpose of the games that he or she plays in the class.

2. Explain the rules clearly before you begin

It is important to make sure the students understand how to play the games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explain the rule in native's language.

3. Be prepared for the "extra student"

The teacher has to make sure all of the students join to the games.

⁵ Wright, Betteridge and Buckby, *Games for Language Learning*. (United Kingdom: Cambridge University Press, 2006),4.

4. Avoid drifting off during the game

When the games play, watch for potential problems that can be remained.

If you feel that is a student who is not understands the rules, stop the game and go for the rules again.

5. Look for signs that students are getting tired

If the students look tired, the teacher should stop the game before the students lost their attention.

6. Choose games carefully to save money and time.

Try to use a game that can be prepared easily.

7. Find new sources

Try to use a new game that never be used before.

8. Recycle

If there is an old game that success applied in the class before. It is ok to use it again in another class.

9. Make a file

Make a file that consists of games. It can make you easy if you want to use games in another time.

10. Share

If you have a favorite game that you use to play with your best friend. You can use that game to your class.

11. Don't do overdo it

Game is joyful and interesting play in the class, but if you do it too much, it can waste the time and make another important thing do not have time to teach in the class.⁶

C. Guessing Word Game

Guessing word game is a simply game that can be applied in the class. This game is played by several groups in the class. Allen's said that game can be applied in the class in intermediate school.⁷ There are some rules in Guessing word game. We can choose and adjust depend on the material and situation in the class. One such game is conducted as follows:

1. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.
2. The student who has drawn a slip from a box which contains words related to many different categories.
3. The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category and the characteristic, "is it a word for food? For furniture? ,

⁶ Hall Houston, „Playing Games“ *Modern English Teacher*, Vol 18 no. 1, p. 33

⁷ Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983),50.

For transportation?” The four students who have seen the slip try to give explanation about the word until the word can guess correctly.

4. After the correct category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: “Is the word bus? Is it taxi? Is it train?”
5. The one whose guess is correct may draw a slip from the box the next time the game is played.

D. Speaking

1. General Concept of Speaking

Speaking is productive skill where the speaker produces something through utterance to convey their meaning and intention to the listener. Listening and speaking are almost always closely interrelated. As assumed by Brown “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.”⁸

⁸ Brown, H, Douglas..*Language Assessment: Principles and Classroom Practices*. (New York: Longman2004).140.

Moreover, the art of speaking is the single most important aspects of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁹

2. Types of Speaking

In the functional analysis of speaking, Bygates (1987) in Nunan (1991: 40) suggests that oral interaction can be characterized in term of routines which are conventional (an therefore predictable) ways of presenting information

Brown stated that there are five categorizes of speaking performance assessment tasks, described as follows:¹⁰

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. This is the students' speaking performance that is practicing some phonological and grammatical

⁹ Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. (London: Prentice-Hall International (UK) Ltd, 1991).39.

¹⁰ Brown, H, Douglas..*Language Assessment: Principles and Classroom Practices*. (New York: Longman2004).141.

aspects of language. Usually it places students doing the tasks in group work, for examples: directed response tasks, reading aloud, sentence and dialogue completion, limited picture cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like. For example:

Jeff : Hey, Stef, how's it going?

Stef : Not bad, and yourself?

Jeff : I'm good.

Stef : Cool, okay gotta go

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or

ruled out together. Usually, teacher gives the students extended monologues in the form of oral reports, summaries, storytelling and short speeches.

3. Elements of Speaking

The ability to speak fluently depends on how the speaker produces utterance to convey their meaning. Harmer states that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. In order to do so, there are some elements that should be considered by the speaker. Those elements for spoken production are described by Harmer as follows:¹¹

- a. **Connected speech:** effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through constructions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- b. **Expressive devices:** native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interactions).

¹¹ Harmer, Jeremy. *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited, 2001). 269.

- c. **Lexis and grammar:** spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- d. **Negotiation language:** effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

4. Classroom Speaking Activities

Many of the classroom activities are applied by teacher in language learning process. Below, the most widely classroom speaking activities used according to Harmer:¹²

a. Acting from a script

It is the speaking activity where the students are asked to act out scenes from plays and/ or their course books, sometimes filming the result. This frequently involves students in coming out to the front of the class. When choosing this activity, teacher should not choose the shyest student first, because teachers need to work to create the right kind of supportive atmosphere in the class.

¹² Harmer, Jeremy. *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited, 2001). 271.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Group discussion may be composed of three to five students. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context.¹³ According to Harmer, one of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class. As has explained in point A about discussion technique, the kinds of discussion that can be applied to avoid the difficulties are: buzz group, instant comment, formal debate and balloon debate.¹⁴

d. Prepared talks

Prepared talk is a popular kind of activity where a student (or students) makes a presentation on a topic of their own choice. Such talks are not

¹³ Fauziati, Endang. *Teaching of English As A Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University Press, 2005)

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited, 2001). 272.

designed for informal spontaneous conversation; they are more like writing activity. However, if possible, students should speak from notes rather than from a script

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. They may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of teacher.

f. Simulation and role-play

In this activity, students ‘stimulate’ a real-life encounter (such as: a business meeting, an encounter in airplane cabin, or an interview) as if they were doing so in the real world. Simulation and role-play can be used to encourage general oral fluency, or to train student for specific situation. For a simulation to work it must, according to Ken Jones in Harmer have the following characteristics:¹⁵

- 1) Reality of function: the students must not think of themselves as students, but as real participants in the situation.
- 2) A simulated environment: the teacher says that the classroom is an airport check-in area, for example.

¹⁵ Harmer, Jeremy. *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited,2001).204.

- 3) Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

5. Characteristics of Good Speaking

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

b. Participant is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy.

6. Assessing Speaking

. Here the grade of competencies of students' speaking skill adapted from the criteria of assessment of speaking:

Table 1. the criteria of speaking assessment¹⁶

No	Criteria	Rating Score	Comment
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening, occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order grammar and word order errors make.
		4	Occasionally makes grammatical and word errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
		1	Errors in grammar and word order, so, severe

¹⁶ David P. Harris, *Testing English as A Second Language*, (New York: McGraw-Hill Book Company, 1969), 20.

			as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation limited because inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced in to silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Understanding	5	Appears understands everything without difficult.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation English

The maximal score is 25 points. After the assessment or testing has done, the

teacher can summarize the scores to be : Sum of student's score x4 =100

E. Previous Study

Based on the results of literature review the author found the result of research that have similarities with the research that the researcher did, but have differences in the substance of their contents. The previous study of this research as below:

The theses entitled “*Penggunaan Metode Tebak Kata Untuk Meningkatkan Keterampilan Berbicara Bahasa Prancis Siswa Kelas X Iis 1 SMA Negeri 7 Purworejo*” by Monica Bonnie Anizar from University Negeri Yogyakarta.

The research is classroom action research. The focus of this research to know the improvement of students speaking ability in France language by using guessing word game in tenth grade of senior high school. The results from the thesis are: the use of guessing word game makes the speaking and learning activity more enjoyable and interesting because guessing word game helps the shy students to be active in that game, in addition, it is fun and most students will agree that enjoyment leads to better learning. The use of guessing word game makes the class more active and alive. The guessing game makes the students more motivated in learning and easier to grasp the lesson.

“Improving the Speaking Skills Through Guessing Game of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year 2012/2013” by Dian Ftiana from Universitas Negeri Yogyakarta. For the

result from the thesis showed that the implementation of guessing game in the speaking skill was effective in improving students speaking skill.

“The Use of Guessing Game To Improve Students Speaking Skill” by Sri Wahyuni and Fitri Yulianti in *Research Education journal: Indonesia* 2016. It was done in MAN 3 Aceh in academic year 2015/2016 in second grade.

This research was experiment study and quantitative approach. There were three cycles in this research. The result there was significant difference before and after treatment. The score was increasing start from pretest to the last post test.

“Improving Students’ Speaking Skill through Guessing game technique at grade X of *SMA Negeri 1 Angkola Selatan Tapanuli Selatan*” by Devi Anggreyni in *Language Education Research Journal* volume XV, 2014.

This research is classroom action research that conducted in *SMA Negeri 1 Angkola Selatan Tapanuli Selatan* in academic year 2014/2015. The focus of this research was the improvement of speaking ability of the students of *SMA Negeri 1 Angkola Selata Tapanuli Selatan*. The result of this research was successful; there were significance improvements in the students speaking ability.