IMPROVING STUDENTS' SPEAKING ABILITY
BY USING GUESSING GAMES
AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate of Degree Islamic Education (S.Pd.I) in English

Written by:

<u>MINARTI</u>
Reg. Number 10 340 0013

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

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TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2015

LETTER OF AGREEMENT

Term   : Thesis   Padangsidimpuan, 10th July 2015

          a.n. Minarti   To : Dean Faculty of Tarbiyah and Teacher Training
Item   : 7 (seven) Exemplars   in Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Minarti**, entitled **"Improving Students' Speaking Ability by Using Guessing Games at Grade VII SMP Negeri 5 Padangsidimpuan",** we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate Degree of Islamic Education Scholar (S.Pd.I) in English Education Department, Faculty of Tarbiyah and Teacher Training in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department Faculty of Tarbiyah and Teacher Training IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr. Wb.

Advisor I   **Advisor II**

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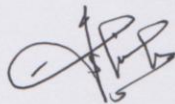
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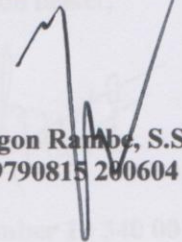
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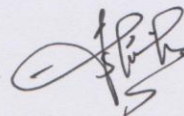
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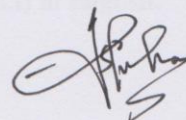
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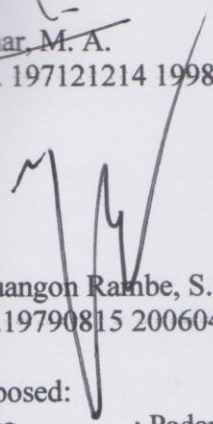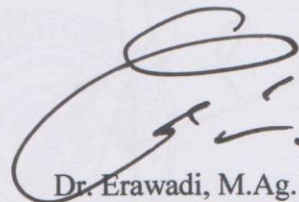Nip.19750917 200312 2 002

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Name   : **MINARTI**

Reg. Number   : **10 340 0013**

The thesis has been accepted as a partial fulfillment of requirement for the Graduate of Degree

Islamic Educational Scholar (S.Pd.I) in English.

Padangsidimpuan,   November 2015

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The thesis has been accepted as a partial fulfillment of requirement for the Graduate of Degree

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Title of Thesis   **: Improving Students' Speaking Ability by Using Guessing Games at Grade VII SMP Negeri 5 Padangsidimpuan**

ABSTRACT

This research was about solving the students' problems in speaking ability at grade VII SMP Negeri 5 Padangsidimpuan. Most of students had low achievement in speaking ability, students derived from different ethnics, students were afraid to speak in front of the class and the English teacher was seldom implement technique in teaching learning process. The purposes of this research was to describe the result improving students' speaking ability and to identify the factors which influence students' speaking ability by using guessing games technique at grade VII SMP Negeri 5 Padangsidimpuan.

The method used in this research was classroom action research, by implementing the Kemmis design which consisted of identification problems and did the four steps. Those were planning, acting, observing, and reflecting. In this research, the researcher used two speaking tests and two cycles. Moreover, the participants of this research were the class of VII-10 consists of 26 students and also there was collaboration with an English teacher. Meanwhile, the data were derived among from speaking tests, observation notes, and also interview.

Based on the research result the first test in the cycle 1 was 58.61 (23.07%) and second test in the cycle 2 was 83.69 (84.61%). In addition, it can be seen from test of significance of students' improvement showed t_o be bigger than $t_{table} = $ 15.96>2.060. It can be concluded that the mean score in the cycle 2 was higher than the cycle 1. Then the result of t-test calculation was bigger than t-table with $N = 25$ is 2.060. The hypothesis in this research could be accepted because the score of students and the students' activity in learning process by using guessing games technique showed the good improvement at grade VII-10 SMP Negeri 5 Padangsidimpuan.

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4. The Chief English Education Department, Mrs. Rayendriani Fahmei Lubis, M.Ag., who gladly supported every requirements of thesis finishing.

5. Mr. Yusri Fahmi, S.Ag., M.Hum, as the Chief of IAIN Padangsidimpuan Library and his staff for their cooperative and permission to use many books of the library.

6. All the lecturers and all the academic civitas of IAIN Padangsidimpuan, who had helped me in writing this thesis and also taught me in this study.

7. Mrs. Marlina Hasibuan, S.Pd as teacher who helps me to do the research.

8. My greatest friends, Nursalimah Nasution, Nurhati Hasibuan, and Sudaryanti Sormin. Thanks to all of my friends TBI-1, and others who always made my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mentioned or not to finish the thesis.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis. May Allah, the Almighty bless them all, Amiin.

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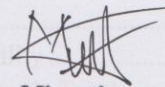
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people felt that speaking is important. First, speaking is happened in real time. Second, speaking cannot be edited and revised. Speaking is done spontaneously. It will be possible to do mistakes in pronunciation or grammar.

The following illustration will present some of significances of speaking. The first, it can transfer idea and opinion. The ideas could be transferred to other people. This is the way to transfer idea; by asking information or asking opinion.

The second, it could take and give the information and knowledge. The information's and knowledge's could be received from somebody that knows about the information. It gives and takes the information and knowledge to other people and they will receive the new information. The last, it could activate the brain directly. Definitely, in speaking does not have much time for thinking. It is directly without preparation. Then, it must be practiced and be done every time whenever and wherever.

Speaking is an interactive process constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants

themselves, their collective experiences, the physical environment, and the purposes for speaking. Language functions that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. Speaking requires that learners do not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Receiving is process communicate between speaker and listener to know what listener understand. Processing information is step how you get information. [1] So, speaking must be related with the situation such as whom, where and when you speak.

Based on the illustration above, it has showed that speaking is necessary for everybody in daily activity especially English students. Although, speaking is needed, but in fact speaking is the problem at SMP Negeri 5 Padangsidimpuan. It could be seen from the technique and ability. It has found from the interview from teacher and students. The fact is revealed in the following illustration below.

The first problem, the teacher said that students' speaking ability was low. The proof was from the students' rapport result. They got the result in

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[1] Burns, A., & Joyce, H, *Focus on speaking*, (Sydney: National Center for English Language Teaching and Research, 1997), p. 245.

average 50-65 while the KKM at SMP N 5 Padangsidimpuan is 75 for all English skills.[2]

The second, the students derived from different ethnics. Some of them were Bataknese, and Javanese. The accent was different each other. The phenomenon in the field, the Bataknese was difficult to speak English smoothly. It did not relate with the right pronunciation. Actually, it was not only Bataknese had the problem in accent but also Javanese. The students' fluency and the accuracy were bad. Many students felt tremble, tight, and worry. In addition, there are some students' problems in speaking ability. They were about accent, fluency, accuracy, comprehension, grammar, vocabulary, and lack of self-confidence.[3]

Thirdly, she said that from 26 students in the classroom, there are some students were not brave to speak in front of the class. There are 4 up to 5 students who brave to speak in front of the class. It had been found from their reasons. The first, they were afraid to do mistakes. The second, they had not good technique. Then, they did not practice it. The last, they did not have the suitable technique.[4]

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[2] Mrs. Marlina Hasibuan, *Private Interview with the English Teacher of SMP Negeri 5 Padangsidimpuan,* (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 13rd October, 2014 at 09.00 a.m).

[3] *Ibid.*

[4] *Ibid.*

Fourthly, the English teacher in SMP Negeri 5 Padangsidimpuan was seldom to apply technique in learning process.[5] They often read the text from the book and answer the exercises. It became students felt bored. The one of way to make them active in the learning process it would use the interesting techniques that make it efficient and effective. So, it would make students felt enjoy. Finally, it would improve their speaking ability.

Based on problems above, teacher has been applied the technique to improve students' speaking ability at grade VII-10 SMP Negeri 5 Padangsidimpuan.[6] Teacher used jigsaw technique. Jigsaw technique was not relevant to students. Firstly, students did not response and apply the technique in their group. Teacher could see some students in the group were lazy to do the rules of the technique that explained by teacher. Secondly, they just played and chatted with other friends. Thirdly, jigsaw technique spent many time in learning process.

Based on the problems above, it needs to be solved in order to avoid. Schools have to create the good output students. It means that, they are easy to communicate each other. The school and the teachers will be exemplary if the teachers are able to make it happened. Douglas said, "There are nine the

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[5] Ms. Yunita Permata Sari, *Private Interview with the Student of Grade VII-10 SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 13rd October, 2014 at 11.00 a.m).

[6] Mrs. Marlina Hasibuan, *Private Interview with the English Teacher of SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 13rd October, 2014 at 09.00 a.m).

Communicative Fluency Activities for Language Teaching. They are interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, problem solving activities, role play and simulation technique."[7]

From the alternative techniques above, the researcher chose to employ guessing games technique to improve students' speaking ability. It was an effective technique in teaching speaking. At least five reasons are available as background of the choice. First, it is interesting. The second, the students are active in classroom. The third, there is a good interaction between students and teacher. Then, can be created positive respond. The last, the students will be critical thinking because they know what ought to do and not ought to do.[8] Therefore, the students are fresh graduated from elementary school. Students in junior high liked the dynamic lesson. Because they are full energy, they liked something different used games in learning.

Based on the background above to solve those problems the researcher was interested in conducting a Classroom Action Research, which purpose to improve students' speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan. Therefore, from explanation above the researcher conducted the title of the research **IMPROVING STUDENTS' SPEAKING ABILITY BY USING GUESSING GAMES AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN.**

[7] H. Douglas Brown, *Teaching by Principle*, (New Jersey: Englewood Cliffs, 1994), p. 279.
[8] Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008), p. 22.

B. Identification of the Problems

Based on the background above, the problems need the identification in order researcher could be easy to search intensively. The problems would be show below:

1. The students' speaking ability was low.

2. The students derived from different ethnics.

3. The students were afraid to speak in front of the class.

4. The English teacher in SMP Negeri 5 Padangsidimpuan was seldom implement technique in teaching learning process.

C. Focus of the Problem

Based on identification of the problems above, the researcher focused the problem on low of the students' speaking ability. The researcher also focused the speaking ability into: how to ask the information's or clues and to give and reject the information's or clues. The researcher solved the problem by focused the technique, it was by using guessing games technique at grade VII-10 SMP Negeri 5 Padangsidimpuan.

D. Research Question

Based on focus of the problem mentioned above, the research question can be formulated as:

1. To what extend guessing games could improve the students' speaking ability at grade VII-10 SMP Negeri 5 Padangsidimpuan?

2. What were the factors which influence student's speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan?

E. The Purpose of the Research

Based on the above research question, so the purpose of the research as follows:

1. To describe the result improving student's speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan.

2. To identify the factors which influence students' speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan.

F. Significances of the Research

Significances of the research are the large contributions depending on where and whoever a result of the research for being useful in terms of education. The significances of the research are:

1. To the headmaster of SMP Negeri 5 Padangsidimpuan, to develop and encourage English teachers to teach English well.

2. To the teachers of SMP Negeri 5 Padangsidimpuan, to develop their capability in teaching speaking as result of this research hopefully will be a source guidance to conduct the more effective speaking ability in class to improve student's speaking ability.

3. To other researcher this research can be source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

G. Definition of the Terminologies

There are some terms that used in this research, they are:

1. Improving

Improving is a verb that has made something or became better.[9] So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. Crossing these in a step by step process is called improving. In this research, adopted to increase students speaking ability better through the process of teaching from cycle to cycle.

2. Student

A.S. Hornby states: "Student means: Anyone who studies or who is devoted to the acquisition of knowledge".[10] In addition, student can be defined as a raw material in transformation process in education.[11] In this research adopted to be the students who will be increase the speaking ability.

3. Speaking

Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information

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[9] A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000)*,* p. 682.

[10] *Ibid.,* p. 1525.

[11] Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

and language 'on the spot'.[12] 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 reability and validity of an oral production test.[13] In this research, speaking is the subject will be learn and improve by student.

4. Ability

Ability is the fact able to do something. Ability is skill, talent, qualification, competence, power and cleverness to do something. [14] In this research, ability is the power to improve speaking.

5. Guessing games

Guessing games is a game to guess an object by using some kind of information, such as a word, a phrase, a title, or the location of the object.[15] Guessing game can be adopted from a television and radio game which creates the teaching-learning situation based on the students' excitement of playing game. Thus, students are much courage in thinking what they want to say. So, guessing games is the suitable technique that can be used by teacher in English at grade VII-10 SMP Negeri 5 Padangsidimpuan, because

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[12] Jeremy Harmer. *The Practice of English Language Teaching,* (London: Longman, 2001), p. 269.

[13] J. Michael O'Maley. *Authentic Assessment for English Language Learners,* (USA: Addison-Wesley Publishing Company, 1996), p. 140.

[14] A. S. Hornby. *Oxford Advanced ...,* p. 2.

[15] *Ibid.*

it can make students funnier than before in learning process. In this research, guessing games is technique to improve students' speaking ability.

H. Indicator of Action

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.[16] It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

Action means the activities that will be done by someone. The researcher had made teaching program, lesson plan, and also using strategy in teaching speaking in the classroom. Additionally, researcher had collaborated with the English teacher to become a team work who work together to solve the students' problem in improving students' speaking ability by using guessing games at grade VII-10 SMP N 5 Padangsidimpuan.

Actually, a guessing game is a game to guess an object by using some kind of information, such as a word, a phrase, a title, or the location of the

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object.[17] Guessing game can be adopted from a television and radio game which creates the teaching-learning situation based on the students' excitement of playing game. Thus, students are much courage in thinking what they want to say. Action and guessing games can improve students speaking ability. The indicators of guessing games are to know the ability of students in speaking. Moreover, there are some the indicators of action in speaking ability by using guessing games, there are:

1. To know the accent

2. To know the grammar

3. To know the vocabulary

4. To know fluency

5. To know comprehension

Moreover, the researcher gave speaking test to know how far the students could comprehend the test by using guessing games at grade VII SMP N 5 Padangsidimpuan. In addition, the researcher used observations notes and interview to support this research.

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[17] A.S.Hornby, *Oxford Advanced ...*, p. 120.

I. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes and significances of the research, definition of key terms and the last is the hypothesis action. All reasons why researcher really interest in finding phenomena or realities of students' Speaking ability at grade VII SMPN 5 Padangsidimpuan in English Education Study Program IAIN Padangsidimpuan explains in background of the problem. Next, to conduct a good research the researcher mapping the problems in one concern that is improve students' Speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan explains in focus of the problem. Then, the researcher stated the formulation of the problem use to give a general problem of the research. Definition of the key terms is use to clarify the terminology in the title of the research. The researcher expected this research to be useful for teachers as source of teaching. They can get learning materials by many technique in the classroom of teaching speaking ability, specifically which concerns with guessing games in this research as reference in improving the process and the result of the students' speaking ability. The research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. The significances of the research make state that the research has useful

for researcher and other. Then definition of key terms; to avoid vagueness and misunderstandings perspective, this part explain what is meant by improve, speaking, ability, and guessing games. And the last is thesis out line; explain all elements in each chapter.

In the chapter two, consist of theoretical description which explain about speaking ability (definition, kinds of speaking, teaching speaking, types of speaking) and guessing games (the concept of guessing games), advantage and disadvantage of guessing games and also review and related finding is an adding information in conduct this research.

In the chapter three, consist of research methodology, the kind and approach of the research; the kind of research is quantitative and classroom action research, the time and the place of the research. Population and sample of the research, then instrument of collecting data; are interview, test, and documents uses to collect the data. Next is technique of data trustworthiness is to make the data more valid and the last is technique of data analysis.

In the chapter four, consist of the result of the research. The result of the research consists of the findings/data presentation, the comparative result of the action, the discussion of the research findings and the threats of the research.

The last is chapter five; consist of conclusion, and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. **Theoretical Description**

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

1. **Speaking Ability**

   a) **Definition of Speaking Ability**

   David Nunan states that speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning.[1] Speaking is fundamentally and instrumental act.[2] Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say.

   According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.[3] Speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language 'on the spot'.[4]

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[1] David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

[2] Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.

[3] Victoria N. *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Ine, 1995), p. 1217.

[4] Jeremy Harmer. *The Practice of English Language Teaching,* (London: Longman, 2001), p. 269.

Speaking in the classroom entails on how teacher and peers, depending on how classroom activities are organized.[5] Characteristics of speaking are quite different from those of written language.[6] For example, speakers do not typically use complete sentences in speaking, and they use less specific vocabulary than in written language. They also use syntax in a loosely organize manner and make frequent use of discourse markers. The information is packed less densely by much more use of phrases and simple sentences. In addition, speaking varies depending on the age, gender, and dialect of the speakers.

Based on definition above, the researcher states that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. Speaking is the action of conveying information or expression thinking and feeling in spoken language.

There is a process of communication, which conveys message from a speaker to listeners. A speaker has to encode the message and listeners have to decide or interpret the message, which contain information. The speaker and listener negotiate the meaning of what they say. Encoding is the process of conveying message of information

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[5] J. Michael O'Maley. *Authentic Assessment for English Language Learners,* (USA: Addison-Wesley Publishing Company, 1996), p. 59.
[6]*Ibid.*, p. 58.

to listener while decoding is the process of receiving information given by the speaker.

Henry Guntur Tarigan said that speaking is the ability of someone to pronunce the sounds of the articulation or words to express, to say to deliver the ide, feeling or sense.[7] In addition speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words or the ability to converse, or to express a sequence of ideas fluently.

Alexander arranges the speaking ability within these purposes: [8]

1) The ability to understand English dealing with everyday subjects and spoken at normal speed.
2) The ability to answer question which require short and extended answer.
3) The ability to ask question to elicit short or extended answer.
4) The ability to use orally a large number of elementary sentences patterns.
5) The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
6) The ability to conduct a simple conversation on everyday subject.
7) The ability to give short talks.

So in speaking, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message which contains information. Encoding is the process of

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[7] Henry Guntur Tarigan. *Berbicara Sebagai suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 15.

[8] L.G. Alexander. *Fluency in English* (London : Longman, 1967), p. 1.

conveying message of information to listener while decoding is the process of receiving information given by speaker.

b) Principle for Designing Speaking in Teaching Speaking

Some of people said that speaking is more difficult than other skill because speaking is a direct process. There are some difficulties in speaking; clustering, redundancy, reduced forms, performance variables, and colloquial language, rate of delivery, stress, rhythm, and intonation.[9] Douglas states, "There are nine the Communicative Fluency Activities for Language Teaching; interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, and problem solving activities, role-play, and simulation. All the difficulties and the activities can be avoided by good designing speaking technique.

In otherwise, Jack. C. Richards explains that there are seven principles for designing speaking techniques. They are:[10]

1) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message based focus on interaction, meaning, and fluency.
2) Techniques should be intrinsically motivating.
3) Techniques should encourage the use of authentic language in meaningful contexts.
4) Provide appropriate feedback and correction.
5) Capitalize on natural link between speaking and listening.
6) Give students opportunities to initiate oral communication. "Part of oral communication competence is the ability to

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[9] H. Douglas Brown, *Teaching by Principle*, (New Jersey: Englewood Cliffs, 1994), p.279.
[10] Jack. C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press), p. 221.

initiate conversations, to nominate topics, to ask questions, to control the conversations, and to change the subject.

7) Encourage the development of speaking strategies. The simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. For example:

a) Asking the clarification (What?).

b) Asking someone to repeat something (Huh? Excuse me?).

c) Using conversation maintenance cues (Uh, Right, Yeah, Okay and Hmm).

d) Getting someone attention (Hey, Say, So).

Furthermore, David Nunan states that there are 5 principles for teaching speaking; it will be explained in the following:

1) Be aware of the differences between second language and foreign language learning contexts.

   a) A Foreign Language (FL) context is one of target language. It is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL context, because they have few opportunities to use the target language outside the classroom.

   b) A Second Language (SL) context is one of target language. It is the language of communication in the society. Second language learners include refugees, international students, and immigrants.

2) Give students practice with both fluency and accuracy.

   a) Accuracy is the extent to which students' speech what people actually say when they use the target language.

   b) Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

4) Plan speaking tasking tasks that involve negotiation for meaning. Negotiation for meaning is the learners make progress by communicating in target language because interaction necessarily involves trying to understanding.

5) Design classroom activities that involved guidance and practice both transactional and interactional speaking.
   a) Transactional speech is communication with someone for social purposes.
   b) Transactional speech involves communicating to get something done, including the exchange of goods and service. [11]

From above explanation, it can be concluded that there are five principles for teaching speaking, they are be aware the differences between a foreign language and second language, give practice with both fluency and accuracy, provide students to talk by using group work and limiting teacher talk, plan speaking tasking tasks and the last design classroom activities that involved guidance and practice both transactional and interactional speaking.

c) **Principle of Teaching Speaking Classroom Technique**

According to Clark, speaking "divided into two types of activities planning and execution".[12] Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

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[11] David Nunan. *Practical English ...*, p. 54.
[12] Clark and Clark. *Psychology and ...*, p. 223.

How is speech planned and executed? The process looks like this:[13]

1) Discourse plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
2) Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
3) Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
4) Articulator program. As specific words are chosen, they are formed into an "articulator program". It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
5) Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students' speaking. There are some principles to design those techniques, namely:[14]

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[13] *Ibid.,* p. 225-228.
[14] H. Douglas Brown. *Principles of Language Learning and Teaching,* (New Jersey: Prentice Hall, 2000), p. 254.

1) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

   As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

2) Techniques should be intrinsically motivating.

   Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.[15] It is probably the most often catch-all for explaining the success of failure of virtually any complex task. For countless, studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

3) Techniques should encourage the use of authentic language in meaningful contexts.

   It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction.

   English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

   Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.

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[15] *Ibid.,* p. 112.

5) Capitalize on natural link between speaking and listening.

   Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication

   A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.

7) Encourage the development of speaking strategies.

   The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes. For example:

   (a) Asking for clarification (What?)
   (b) Asking someone to repeat something (Huh? Excuse me?).
   (c) And getting someone attention (Hey, Say, So).

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

d) Types of Speaking (Spoken Language)

According to Douglas Brown, there are 6 types of spoken language:[16]

a) Imitative

Basically, imitative is the activity in following the other activity. In other word, it is the copy something. The portion of classroom speaking time may be spent legitimately in the human tape recorder speech, for example, in practicing an intonation contour, and trying to point a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b) Intensive

Intensive speaking is the step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c) Responding

A good deal of student speech in the classroom is responsive. It is short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d) Transactional

Transactional language, it purpose is to convey or exchange specific information. It is an extended form of responsive language.

e) Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue. It purposes is to maintain social relationships than for the transmission of facts and information.

f) Extensive

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

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[16] H. Douglas Brown, *Teaching by ...*, p. 266-268.

Much of our language teaching power is faithful to study in mastering English conversation. Hence, Douglas Brown[17] stated that there are two types of spoken language, they are as follows:

Types of Oral Language

Monologue   **Dialogue**

Planned   Unplanned   Interpersonal   transactional

Unfamiliar Familiar Unfamiliar Familiar
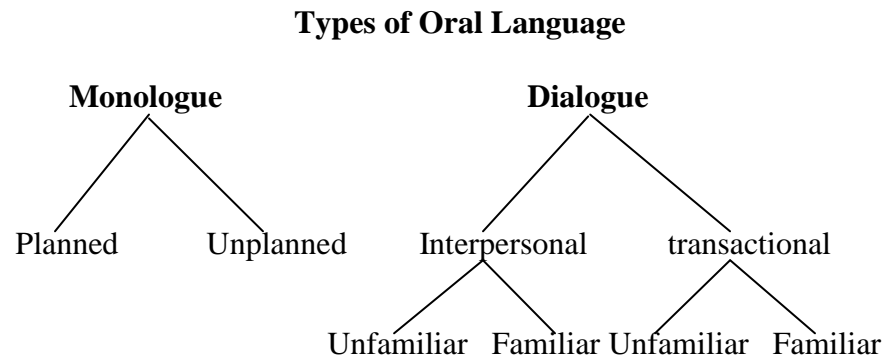
Figure 1. Types of oral language.

1) Monologues

In monologues, when one speaker uses spoken language for any length of time, as in speeches of speech, lectures, readings, news broadcasts, and the like the hearer must process long stretches of speech without or not the hearer comprehends. The monologue is divided into two types, as follow:

a) Planned monologue: it usually has little redundancy and relatively difficult to comprehend, examples: speech and other pre-written material.

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[17] *Ibid.*, p. 267.

b) Unplanned monologue: It has more redundancy and relatively easy to comprehend, examples: impromptu lectures and long stories.

2) Dialogues

Dialogues are the interaction between two or more speakers. Rudolph and Kathlen said that dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proposition or factual information (transactional). [18] In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of interlocutors will produce conversations with more assumptions implication, and other meanings hidden.

In conversation between or among participants who are unfamiliar with each other, references and meaning have to be made more explicit in order for effective comprehension. When such references are not explicit, misunderstanding can easily follow. From the above figure, the dialogue consists of two types, those are: interpersonal and transactional. Interpersonal is also called social relationship and transactional is called factual information.

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[18] Rudolph F. Verderber and Kathleen S. Verderber, *The Challenge of Effective Speaking,* (USA: University of America, 2008), p. 3.

From the above explanation, it can be concluded that types of speaking basically spoken language can be divided into six types, they are: imitative, intensive, responding, transactional, interpersonal, and extensive. Beside it, based the kinds of the oral communication or based the form, speaking can be divided into two types, they are: monologue and dialogue.

e) **Proficiency Level of Speaking**

Proficiency levels of speaking based ACTFL Proficiency Guidelines in Brown, as follow:[19]

Table 1

Proficiency Level of Speaking

Level	Generic Description- Speaking
Novice	The novice level is characterized by the ability to communication minimally with learned material.
Novice low	Oral production consists of isolated words and perhaps a few high-frequency phases. Essentially no functional communicative ability.
Novice mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased.
Novice High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.
Intermediate	The intermediate level is characterized by the speaker's ability to: create with the language by combining and

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[19] H. Douglas Brown, *Teaching by …*, p. 102-103.

	recombining learned elements though primarily in a reactive mode. Initiate, minimally sustain and close in a simple way basic communicative tasks. Ask and answer question.
Intermediate low	Able to handle successfully a limited number of interactive, task-oriented and social situation.
Intermediate mid	Able to handle successfully a variety of uncompleted, basic and communicative task and social situation.
Intermediate high	Able to handle successfully most uncompleted communicative tasks and social situations.
Advanced	The advanced level is characterized by the speakers ability to : converse the clearly participation -initiate, sustain and bring to closure a wide variety of communicative task including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events. Ssatisfy the requirement of school and work situation. Nnarrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements.
Advanced plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situation.
Superior	The superior level is characterized by the speaker's ability to: participate effectively in most formal and informal conversation on practical, social, professional and abstract topic. Support opinion and hypothesis using native-like discourse strategies.
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

f) Speaking Difficulties

Brown said that there are some difficulties in speaking, they are:[20]

1) *Clustering:* Fluent speech is phrasal, not word by word. Learners can organized their output both cognitively and physically (in breath group) through such clustering.

2) *Redundancy:* The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) *Reduced Forms*: Contractions, elisions, and reduced vowels. All form special problems in teaching spoken English. Students who don't learn colloquial can sometimes develop a stilled, bookish quality of speaking that in turn stigmatizes them.

4) *Performance Variables*: One of the advantages of spoken language is that the process of thinking as you allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. You can actually teach learners how to pause and hesitate.

5) *Colloquial Language*: Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.

6) *Rate of Delivery*: Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help

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[20] *Ibid.*, p. 256-257.

learners to achieve an acceptable speed along with other attributes of fluency.

7) *Stress, Rhythm, and Intonation*: This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Anas Syafei in his English Pronunciation: Theory and Practice's book says:

"That stress is the key to the pronunciation of an English word and the location of the stress always be learned with the word".[21]

8) *Interaction:* A noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

g) **Evaluation of Speaking**

"Evaluation is focused on collecting information about different aspect of language program in order to understand how the program works, and how successfully it works, enabling different kinds of decision to be made about the program, such as whether the program, such as whether the program responds to learner's needs, whether

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[21] Anas Syafei, *Pronounciation: Theory and Practice*, (Jakarta: Depdikbud, 1988), p. 23.

further teacher training in required for teacher's working in the program, or whether students are learning sufficiently from it."[22]

According to Arthur Hughes there five categories to measure speaking skill such as:[23]

1) **Accent**

The term accent is "used to refer to the speech of someone who speaks a language non-natively."[24] For example a French person speaking English is described as having a French accent.

"Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken."[25]

Arthur Hughest stated accent can be identified looks like this:[26]

a) Pronunciation frequently unintelligible.
b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
c) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
d) Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.
e) No conspicuous mispronunciations, but would not be taken for a native speaker.
f) Native pronunciation, with no trace of "foreign accent".

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[22] Jack C. Richards, *Curriculum Development …*, p. 286.
[23] Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 111.
[24] Nirmala Sari, *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.
[25] Victoria Neufeldt, *Webster New …*, p. 7.
[26] Arthur Hughes, *Testing for …*, p. 112.

2) **Grammar**

"Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics)." Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:[27]

a) Grammar almost entirely inaccurate phrases.
b) Constant errors showing of very few major patterns and frequently preventing communication.
c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
e) Few errors, with no pattern of failure.
f) No more than two errors durimg the interview.

3) **Vocabulary**

"Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc." It is used for communication or expression, in particular art, and skill.

"Vocabulary is more that a list of target language of words."[28] A spoken word is a sound or sequence of sounds, which

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[27] *Ibid.*, p. 287.

communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:[29]

a) Vocabulary inadequate for even the simplest conversation.
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
c) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocutions.
e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
f) Vocabulary apperently as accurate and extensive as that of an educated native speak

4) Fluency

"Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc."

Fluency can be identified looks like this:[30]

a) Speech is no halting and fragmentary that conversation is virtually impossible.
b) Speech is very slow and uneven except for short or routine sentences.

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[28] David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 258.

[29] Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 279.

[30] Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 55.

c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
e) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
f) Speech on all professional and general topics as effortless and smooth as a native speaker's.

5) Comprehension

Hornby states that: "Comprehension is the mind's act or power of understanding".[31] "Comprehension is the capacity for understanding ideas, fact, etc."[32] A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:[33]

a) Understands too little for the simplest types of conversation.
b) Understand only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.
c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
d) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.
e) Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

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[31] A. S. Hornby. *Oxford Advanced ...,* p. 234.
[32] Victoria Neufeldt, *Webster New ...*, p. 286.
[33] Arthur Hughes, *Testing for ...*, p. 57.

Based on the explanation above, it could be concluded that there are five categories to measure speaking skill; they are accent, grammar, vocabulary, fluency and comprehension.

2. **Guessing Games**

   a) **Definition of Guessing Games**

   Guessing game is a game in which the participants contend individually or in teams to identify something that indicate obscurely. In teaching speaking through guessing game, students are expected to be involved actively in speaking class activity; they are much courage to think what they want to say.[34] According to Klippel, "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out." In this case, guessing games to guessing word. Guessing word is to convey the main of the lesson by using card games until the students can accept the lesson by using that card.[35]

   Based on the definition, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer. Then, guessing word to convey the main of the lesson by using the clues.

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[34] Dwi M, Mega, *The Use Of Guessing Game in Teaching Speaking,* (Bandung:Unpublished, 2009), p. 16.
[35] Istarani, *58 Model Pembelajaran*, (Medan: Media Persada, 2011), p. 178.

b) The Implementation of Guessing Games

1) Pre-teaching Activities

In the first activities, the teacher greets the students and checks the students' attendance. Then the teacher checks the students' readiness to study and also review the previous lesson to remind the students about the last lesson. In this stage, the teacher builds the students' background knowledge related to the lesson that will be given. Besides that, the teacher tells the students about lesson which are going to be taught and the teacher tells the achievement indicators and the objectives of the lesson which are going to be taught.

2) While-teaching Activities

The steps of guessing games:[36]

a) The teacher explains the competence that will be gaining or the main of the lesson.

b) The teacher orders the students a pair to stand in front of the class.

c) A students is given card in size 10 x10cm, a students will read that card to his pairing. The other students is given card in size 5x2cm it contains that card cannot be read (folded) then, on site to forehead or slip in their ears.

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[36] Agus Suprijono, *Cooperative Learning,*(Surabaya: Pustaka Belajar, 2009), p. 131.

d) Then, the student brings the card in size 10x10cm read the words that written in card. Then, the pair guesses the word in card 10x10cm. The answer true if the answer appropriates with the contains of the card on site to forehead or slip in their ears.

e) If the answer true, the pairs may go to the chair. If the answer false give the other questions.

3) Post-teaching Activities

In the last activities, the students are asked to be a volunteer to tell or conclude what are the lesson for today in front of the classroom. Then the teacher will give feedback by pronounce some words correct or well which the students pronounce unwell while guessing game activity.

c) The Advantages of Use Guessing Games

The advantages of use guessing games are:[37]

1) The lesson that conveying more interesting because by using card media, then students didn't bored.

2) To improve power of thinking students, because by using guessing games will need critical thinking from the students.

3) The lesson more enjoy, because by using media card.

4) To exercise the students to find the answer by using many alternative.

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[37] Istarani, *58 Model Pembelajaran*, …, p. 180.

5) To engage entire the body, example: to asks, stand, search, and look at and to work.

Another advantage using guessing games is guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their must important function is to give practice in communication. It says that guessing games give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.[38]

They also add that: Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used teach about letter, word, sentences, profession or people in different age groups (baby, child, teenager, young adult, elderly person).[39]

Silverr states "Real guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention." The other advantage of use guessing game in teaching speaking is guessing game make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing game can encourage

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[38] Dwi M, Mega, *The Use …*, p. 18.
[39] *Ibid.*

the students to communicate in English because the game are combination between language and practice with fun and excitement.[40]

3. **Influencing Factors of Students' Speaking Ability by Using Guessing Games Technique**

There are two factors could influence students' speaking ability; internal factor and external factor. It would be explained below.

a. **Internal Factors**

Internal factors came from the indicator of speaking ability directly. Researcher and co- teacher identified students' problem based on the indicator, the indicators were accent, grammar, vocabulary, fluency and comprehension.

b. **External Factors**

Based on observation notes, the researcher as a teacher and co-teacher as an observer had a task to monitor all activities by using guessing games technique in the classroom. It was about class situation, students' activity and teacher activity in teaching learning process in the classroom. There were some external factors that influenced students' speaking ability motivation and disturbance.

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[40] *Ibid.*

B. **Review of Related Findings**

This research is not as beginner in this title but there is the researcher had researched before which relevant with title below:

Nita Herliani[41] in her thesis: *The Use of Guessing Game to Improve Students' Speaking Skill at SMPN Bandung.* She found that the result indicated that there was an improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the students' achievement in speaking ability by using guessing game from 80.6 to 94.6.

Buzanni.[42] In his thesis: *The Use of Guessing Games in Improving Students' Speaking Ability at the Second Year Students Of MTS Ikhtiyarul Ummah Pamekasan.* He found that the result indicated that there was an improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the

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[41] Nita Herliani. The Use of Guessing Game to Improve Students' Speaking Skill At SMPN Bandung *(unpublished thesis)*, (IKIP Bandung, 2013).

[42] Buzanni, The Use of Guessing Games in Improving Students' Speaking Ability at the Second Year Students Of MTS Ikhtiyarul Ummah Pamekasan. (*unpublised thesis*), (FKIP Malang, 2008).

students' achievement in speaking ability by using guessing game from 76.6 to 82.6.

Baihaqi[43] in her thesis: *Improving of English Speaking Skill by Using Guessing Games Technique* .He found that the result indicated that there was an improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the students' achievement in speaking ability by using guessing game from 66.7 to 80.00.

Based on related findings above, it could be concluded that speaking ability was a big problem in the some schools, and the researchers had done a research about speaking ability by using some techniques to solve the speaking ability.

Hence, this research was made by researcher to complete the researches above. Therefore, researcher wanted to solve speaking problems in improving speaking ability achievement at grade VII-10 SMP Negeri 5 Padangsidimpuan by using guessing games technique. The technique was suitable to improve speaking to remember the information from the related findings above.

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[43] Baihaqi, Improving of English Speaking Skill by Using Guessing Games Technique (*unpublished thesis*), (USL: Universitas Samudra Langsa, 2014).

C. Conceptual Framework

In speaking, there is a process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking ability. Therefore, the researcher plans to do research based on the framework bellows:

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┌─────────────────────┐        ┌─────────────────────────┐
│ Students' achievement│───────▶│ Guessing games technique to│
│ in speaking ability was│      │ improve students' speaking ability│
│ low                 │        │                         │
└─────────────────────┘        └─────────────────────────┘
                                           │
                                           ▼
                               ┌─────────────────────────┐
                               │ Learning speaking through│
                               │ guessing games technique │
                               └─────────────────────────┘
                                     ╱           ╲
                                    ╱             ╲
                    ┌─────────────────────┐   ┌─────────────────────┐
                    │ Students' achievement in│ │ Factors that influence│
                    │ speaking ability    │   │ students' achievement in│
                    │                     │   │ speaking ability    │
                    └─────────────────────┘   └─────────────────────┘
                                    ╲             ╱
                                     ╲           ╱
                               ┌─────────────────────────┐
                               │ Students' achievement in speaking│
                               │ ability was improved    │
                               └─────────────────────────┘
```
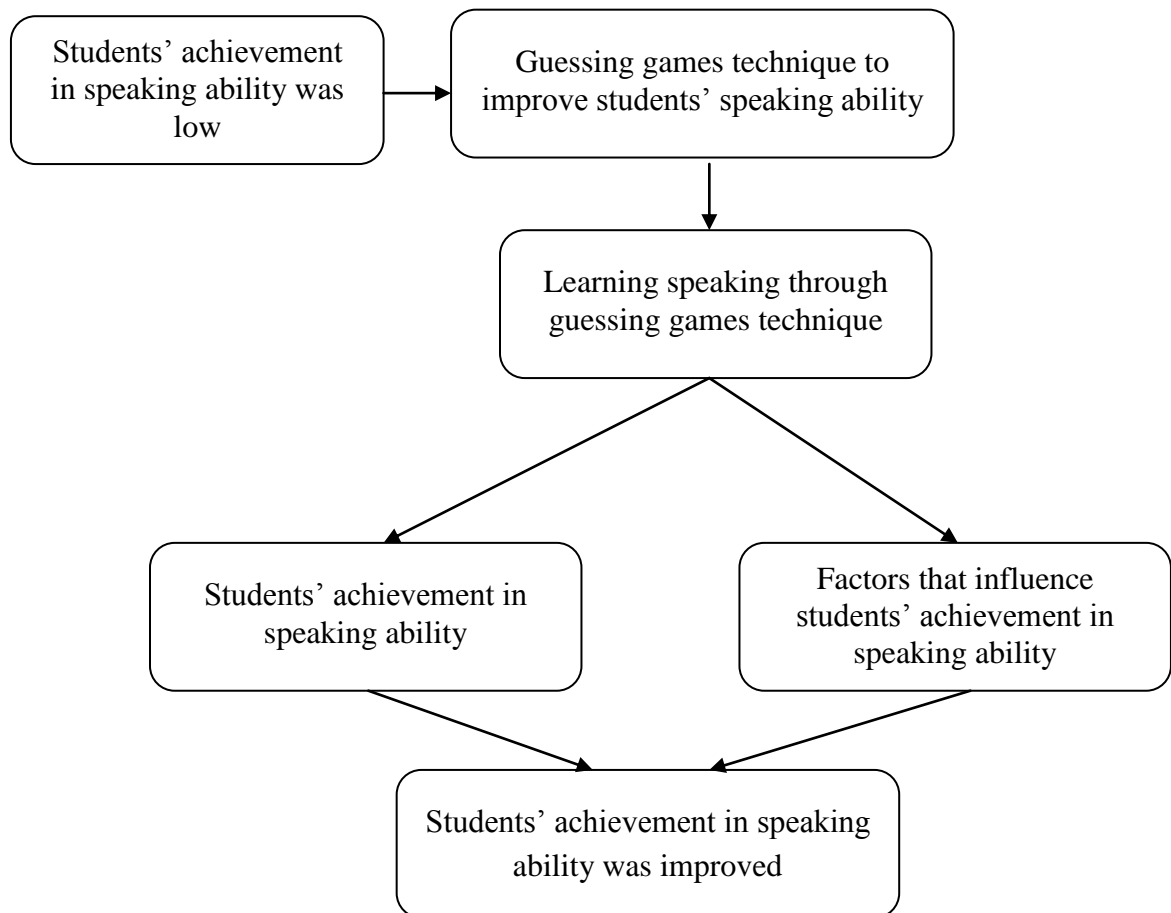
From the conceptual above, the student's speaking ability was low. To solve the problem, researcher used guessing games technique to improve student's speaking ability. In learning, researcher found the students'

achievement in speaking ability. Then, there one some factors that influence students' speaking achievement. After that, students' speaking ability was improved by conducting guessing games technique.

D. The Hypothesis Action

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. Bruce W. Tuckman in Yogesh states that "A hypothesis is an expectation about events based on generalization of the assumed relationship between variables."[44]

The hypothesis of this research is stated that: "Students' Speaking Ability Can Improve by Using Guessing Games Technique at Grade VII-10 SMP Negeri 5 Padangsidimpuan."

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[44]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (New Delhi: New Age International (P) Limited, Publishers, 2006), p. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Schedule of the Research

The location of the research was at SMP Negeri 5 Padangsidimpuan. It located on Perintis Kemerdekaan Street, No. 65 Padangsidimpuan. It was started from 13[rd] October 2014 up to 1[st] September 2015.

B. Research Design

This research has a purpose to improve students' speaking ability by using guessing games; it is called Classroom Action Research (CAR). According to Elliot in Wina Sanjaya said that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.[1] Additionally, Anne Burns said that Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context.[2]

Rochiati Wiriaattmadja said that classroom action research is a research which combines the procedure in substantive action as inquiry discipline, or someone's effort to understand what happening is in the process of improving and changing.[3] Classroom Action Research is part of a broad movement that has

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[1] Wina Sanjaya, *Penelitian Tindakan Kelas,* (Jakarta: Kencana, 2009), p. 25.
[2] Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p. 2.
[3] Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p. 11.

been going on in education generally for some time. Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best model as it summaries very succinctly the essential steps of the classroom action research process.
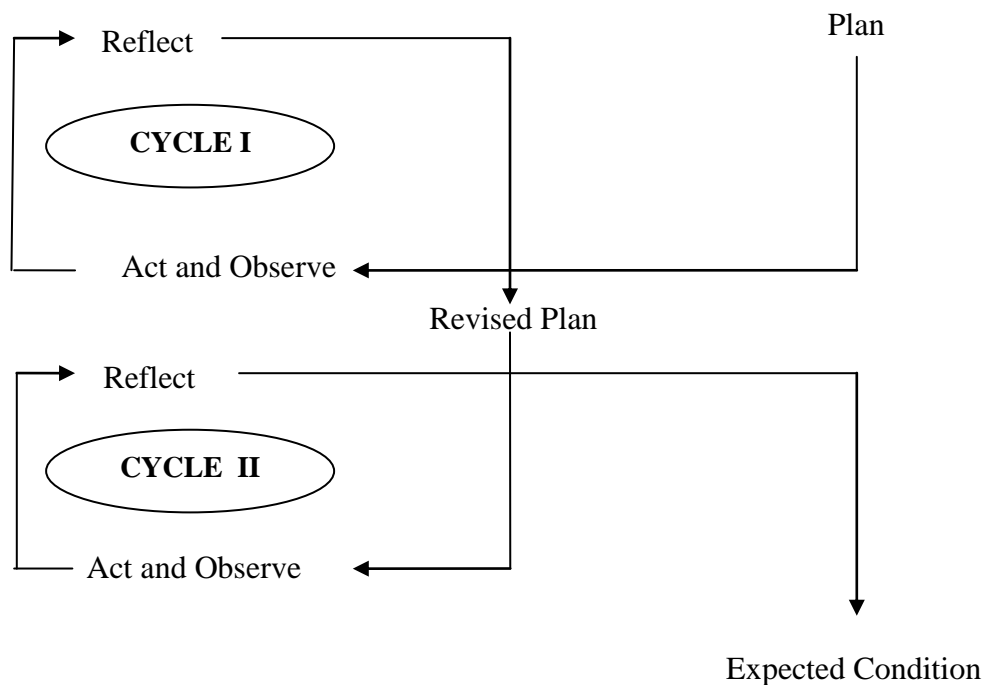
Figure 2: Action Research Spiral by Kemmis[4]

[4] Anne Burns, *Doing Action …*, p. 9.

C. Participants

The participants in this research were the students at grade VII-10 SMP Negeri 5 Padangsidimpuan, it is caused there were some speaking ability problems in this class. The total of the students in VII-10 are 26 students. Moreover, there was collaboration with an English teacher at grade VII-10 SMP Negeri 5 Padangsidimpuan.

D. Instrument of Collecting Data

Instrument of collecting data was very important to support every research. Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research. In this research, the researcher used three instruments of collecting data, as follow:

1. Test

Brown defined test as a method of measuring a person's ability; knowledge or performance in a given domain.[5] Researcher used oral test (pair or group performance) in doing the test. The researcher gave each pair two questions. First question, it was talked about the un-arrangement letters. It would be arranged into the correct word one, the clues was given. Second question talked about guessing the picture to complete the sentence. Student used the correct clues from the picture was given. Test in speaking is rubric speaking. "Oral presentation based on weir is expected to have candidate

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[5] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: San Francisco State University, 2004), p. 384.

giving a short talk which he has either been asked to prepare before hand or has been informed of shortly before the test."[6] To know the improvement of students' speaking ability, there are some categories that must be considered. The indicators of speaking test as the table below:

Table Indicators of Speaking Test:[7]

NO.	The Indicators of Speaking Skill	Score
1	**Accent :** 0. Pronunciation frequently unintelligible. 1. Frequent gross errors and a very heavy accent make understanding difficult. 2. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 3. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 4. No conspicuous mispronunciations, but would not be taken for a native speaker.	1 2 3 4 5
2	**Grammar :** 0. Grammar almost entirely inaccurate phrases. 1. Constant errors showingcontrol of very few major patterns and frequently preventing communication. 2. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 3. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 4. Few errors, with no patterns or failure.	1 2 3 4 5
3	**Vocabulary:** 0. Vocabulary inadequate for even the simplest conversation. 1. Vocabulary limited to basic personal and survival areas.	1 2

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[6] Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.
[7] Arthur Hughes, *Testing for ...*, p. 110-113.

	2. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3	
	3. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	4	
	4. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	5	
4	**Fluency :** 0. Speech is so halting and fragmentary that conversation is virtually impossible.	1	
	1. Speech is very low and uneven except for short or routine sentences.	2	
	2. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3	
	3. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4	
	4. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5	
5	**Comprehension :** 0. Understands too little for the simplest type of conversation.	1	
	1. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2	
	2. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3	
	3. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4	
	4. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5	
	MAXIMAL SCORE: 25 x 4	**100**	

2. Observation

Researcher used observation type field notes. Gay and Airasian pointed out field notes "are the observer's records of what she/he will have been seen, heard, experienced, and thought about during an observation session."[8] Futhermore, the researcher observed the teacher, the students' activities during the learning-teaching process and the factors which influence the teaching learning process in speaking by using guessing games. In this observation researcher was collaboration with an English teacher at grade VII-10 SMP Negeri 5 Padangdidimpuan.

3. Interview

According to Hornby that interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study.[9] Interview is used to get the data or information that is not expressed in observation. After conducting observation the researcher was did interview to the students. The interview concerned with the findings of the observation notes to get more information and clarification of the findings from the students. The researcher used the interview to know the condition of the students and also to know the students' problems in speaking ability by using guessing games in the classroom.

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[8] Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005), p. 144.
[9] A. S. Hornby. *Oxford Advanced …,* p. 788.

There were five data that have been taken from the students, they were:

a) The students' problem in Accent.

b) The students' problem in Grammar.

c) The students' problem in Vocabulary.

d) The students' problems in Fluency.

e) The students' problem in Comprehension.

E. **Procedures of the Classroom Action Research**

This action research was followed the model of Kemis and Robin. It was a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting. The model is described in the following figure:

Reflect   Plan

CYCLE I

Revised Plan

Reflect

CYCLE II

Act and Observe   Expected Condition

Figure 3: Action Research Spiral by Kemmis[10]

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[10] Anne Burns, *Doing Action …*, p. 9.

In this research the researcher applied two cycles. Every cycle consisted of three meetings, and the time allocation is 2x40 minutes/80 minutes. So, it need 240 minutes for each cycle. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan.

1. **Cycle 1**

   a) Planning

      1) Making lesson plan that is consisted of the step of action.

      2) Making learning planning approach that using guessing games.

      3) Preparing the topic to do guessing games strategy along with first test speaking ability to be given to the students and make an instrument as a tool to see the students' speaking ability improvement.

      4) Discussing how guessing game to be done in teaching-learning activity.

      5) Preparing all material that will be needed in teaching-learning process, such as lesson plan and value criteria.

   b) Action

      1) Explaining the purpose of the research and technique guessing game to the students.

      2) Giving learning material to the students.

3) Using guessing game to students in learning process.

4) Monitoring every step that has been planned.

5) Monitoring time allocation with all activity is done

6) Preparing the solution if have problem when the action is done.

7) Collecting the students discussion result.

c) Observation

1) Discussion with the English teacher to observe planning

2) Monitoring guessing games is done

3) Making note activity and different when guessing games using in teaching-learning is done.

4) Discussing with the English teacher about the weakness or finding activity during observation is done.

d) Reflection

1) Analyzing the finding during the observation is done.

2) Analyzing the weakness and the teacher progress that using guessing games to determine the follow up of activity.

3) Reflecting guessing games is used.

4) Reflecting the teacher learning activity.

5) Reflecting the students learning activity.

6) Evaluating or interpreted the data gotten from the class and make decisions for the next meeting.

2. **Cycle 2**

In the cycle 2, the researcher will evaluate all the activities in the cycle 1 and repairing the problem. The researcher will also conduct two meetings and every meeting will do for 80 minutes.

a) Planning

1) Analyzing the reflection result in the first cycle.

2) Preparing all materials that would be needed in the teaching-learning process, as lesson plan. And value criteria.

3) Encoding the problem and progress in the learning process.

b) Action

1) Giving motivation to students.

2) Giving the explanation and hint about the matter and the key word or difficult word that will be applied.

3) Giving the information about the matter. Therefore, every student can answer the test correctly.

4) Using guessing game to students in learning process, after students guess the picture, teacher showed the transcription of the word. So, students could pronounce the right pronunciation of the words.

5) Monitoring time allocation with the all activity is done

6) Collecting the students result.

c) Observation

1) Monitoring the teaching-learning by using guessing games in teaching-learning process, especially in teaching speaking ability.

2) Discussing the problem in process learning and giving the solution.

3) Monitoring guessing games is done

4) Making note activity and different when guessing games using in teaching-learning is done.

d) Reflection

1) Analyzing the weakness and progress when guessing games is done to determine the next activity planning.

2) Reflecting of guessing games that using in learning process.

3) Reflecting of teaching activity and students learning result that using guessing games.

4) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting.

F. The Techniques of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation

of the larger meaning of the data.[11] The qualitative data were analyzed from the observation sheet. Quantitative data was used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking ability by using the spoken test.

To know the means score of students' for each cycle, the researcher applied the following formula:[12]

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

The percentage of students' speaking ability by using guessing games is calculated by applying the following formula:[13]

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of student who get the score up 75

R : the number of students who get the score up 75

T : the total numbers of students do test

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[11] *Ibid*., p. 190.
[12] Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.
[13] Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

After calculating and scoring students' speaking ability, their score were consulted the classification quality on the table below: [14]

Table 2

Classification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:

a. If the value of mean score $81 - 100\%$, it can be categorized into very high.

b. If the value of mean score $61 - 80\%$, it can be categorized into high.

c. If the value of mean score 41 - 60%, it can be categorized into enough.

d. If the value of mean score 21 - 40%, it can be categorized into low.

e. If the value of mean score 0 - 20%, it can be categorized into very low.

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[14] Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p. 89.

To test the significances of data, the researcher used t-test for both of small samples less than 30 students. The formulation of t-test as follow:[15]

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of Difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of Difference Score between Cycle 2 and Cycle 1,

$D = X - Y$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SE_{MD} = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = Standard Deviation from the difference score between First Test and Second test.

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[15] Anas Sudijono, *Pengantar Statistic Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 305-306.

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:[16]

> Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.
> Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.
> Step 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).
> Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.
> Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.
> Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

From the explanation above, it could be concluded that there six steps that researcher used to summarizes the qualitative data; they are organizing the data for analysis, reading all the data, beginning detail analysis, using the coding process, advancing how the description and making interpretation of the data.

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[16] John W. Creswell, *Research Design: Qualitative, Qualitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' speaking ability by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan in academic year 2014/2015. In the following below, it would be described about the data description, the influencing factors of students' speaking ability by using guessing games, the comparative result of the action, the discussion of the research findings, and the treats of the research.

A. **Data Presentation**

The findings/data presentation in this research described about all of things that had been found in the class when the teacher as a researcher did the research. It explains about the data from each cycle, doing the cycle 1 and cycle 2, based on the instrument: test, interview and observation.

1. **Students Achievement**

a. **Cycle 1**

The cycle 1 was done at 18th until 23rd May 2015. The cycle was conducted for three meetings, every meetings was done 80 minutes. So, three meetings were done for 6x40 minutes or 240 minutes. This is the data description in cycle 1, as follow:

1) **Description of Learning Process in Cycle 1**

Teaching activity had some steps from opening the learning until closing. There were four steps of teaching learning process every cycle. They were researcher start the learning by making opening, researcher did the implementation of learning material, researcher evaluated the students by giving the test and researcher close the learning by making closing.

Researcher's physical performance dressed cleanly and neatly. In cycle 1 researcher wore the green vail, the green blouse with the kinds of flowers, the brown skirt and the cream shoes. Researcher came to the VII-10 class by Salam. Researcher stood in front of the students. Then, researcher did the greeting to the students, researcher asked students to pray together. After that, researcher checked the students' attending and researcher did the introduced herself.

Before coming to introduce the material, researcher checked the classroom condition, if there was rubbish researcher ordered the students threw it and if the position of chair not neat researcher ordered them to make it neat.

Firstly, researcher started the learning by making opening. Researcher did the apperception by open the background knowledge of students about that related with the material.

Researcher asked to the students to say what the things around the house were that students know.

Next, researcher explained the purpose of the learning outcome. Researcher explained about the goal of learning outcome. Researcher said students could speak how the way to ask information, to give information, and to reject information by saying disagree about the information.

Secondly, researcher did the implementation of learning material with explained the competence that will be gaining or the main of the lesson. Researcher said the competence that will be gaining were students can speak how the way to ask information, to give information, and to reject information by saying disagree about the information. Next, researcher gave the material for student. The material was "House and Things around the House". Researcher did explanation by mention what were things around the house and wrote the things in the blackboard. After researcher wrote the things in the blackboard, researcher ordered students to say what the things in English.

While researcher taught, researcher wrote the words on the blackboard based on the explanation of material integratedly. It was nice and readable. It could be read from the all room side, because

the researcher's writing was big. Even though, the writing not straight.

After students mention the things, teacher would give reinforcement as a reword to the students by said "nice", "good", "clever" and "right". After that, students and researcher made the clues of things together. But, if the students made the mistake to give the things in English, teacher ordered to other students. Then, teacher gave the feedback to students' responses.

After explaining, there are 26 students in the class. Researcher divided the student into 13 groups. So, students could work in pair. Then the researcher explained how to do the guessing games technique. *Firstly*, researcher ordered a pair to stand in front of the class. Student 1 was gave card in size 10x10 cm. It would be read to his/her pair. Then, the student 2 was gave card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. *Secondly*, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. *Thirdly*, if the answer was true, the pairs might back to their chair. Researcher gave the other questions if the answer was false.

While a pair of students implemented the guessing games in front of the class, researcher managed the others students. Researcher controlled the others students by walking around and focusing by checking a pair that did the action.

Thirdly, researcher evaluated the students by giving the test. The researcher gave each pair two questions. First question, it was talked about the un-arrangement letters. It would be arranged into the correct word one, the clues was given. Second question talked about guessing the picture to complete the sentence. Student used the correct clues from the picture was given.

Fourthly, researcher closed the learning by giving the conclusion about the material that had been explained. Researcher said many things around the house and we can to know what the things by giving the clues related the things. Then, researcher reminded the student about speaking material by mention what were the things around the house, for example, chair, table and lamp. Next, researcher gave information about speaking materials next meeting by said what were the occupation that students know.

2) **Students' Achievement in Cycle 1**

The researcher used quantitative data to evaluate the students' score in speaking ability. After researcher collect they score of the indicator, researcher would evaluate it. Based on the

result of the test in cycle 1, it was found that the students' speaking

ability was still low. The result of students' speaking ability scores

in cycle 1 would be showed as below:

Table 3

Students' Speaking Ability Scores in Cycle 1

No	Students' Initial	Indicators					Test Score
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	A1	8	8	8	8	8	40
2	A2	8	8	12	8	8	44
3	A3	12	12	16	20	20	80*
4	A4	8	8	12	12	12	52
5	A5	12	12	16	16	12	68
6	A6	8	8	8	8	8	40
7	A7	8	8	12	12	12	52
8	A8	8	12	12	16	16	64
9	A9	8	8	12	12	12	52
10	A10	8	8	12	12	8	48
11	A11	8	8	12	12	12	52
12	A12	8	12	12	12	12	56
13	A13	12	12	16	20	16	76*
14	A14	8	8	12	12	12	52
15	A15	8	8	8	8	8	40
16	A16	8	8	12	12	16	56
17	A17	8	8	8	8	8	40
18	A18	12	12	16	16	20	76*
19	A19	8	12	12	12	16	60
20	A20	12	12	16	16	20	76*
21	A21	8	8	12	16	12	56
22	A22	8	8	12	12	12	52
23	A23	12	12	12	16	16	68
24	A24	12	12	16	16	20	76*
25	A25	12	12	16	20	20	80*
26	A26	12	12	12	12	20	68
	Total	244	256	324	344	356	1524
	Mean	9.38	9.84	12.46	13.23	13.69	58.61
	Percentage						23.07%

*: *The students who passed the KKM (75) in cycle 1*

Based on the table above, it could be concluded that were 4 students got 40 core, 1 student got 44 score, 1 student got 48 score, 6 students got 52 score, 3 students got 56 score, 1 students got 60 score, 1 students got 64 score, 3 students got 68 score, 4 student got 76 score and 2 students got 80 score. All of students in the VII-10 are 26 students, but it just 6 students passed the Minimum Mastery Criterion (KKM) 75 score. The others students did not pass the KKM. Based on the calculation, the mean score of the test cycle 1 was 58.61 (23.07%). It caused students' speaking ability still need improvement in the cycle 2.

b. **Cycle 2**

The cycle 2 was done at 25[th] until 30[th] May 2015. The allocation time in cycle 2 was same as in the cycle 1. Researcher would give the description of learning process and students' speaking ability score as follow:

1) **Description of Learning Process in Cycle 2**

In cycle 2, teaching activity had also some steps from opening the learning until closing the class. There were four steps of teaching learning process every cycle. They were researcher start the learning by making opening, researcher did the implementation of learning material, researcher evaluated the students by giving the test and researcher close the learning by making closing.

Researcher's physical performance dressed cleanly and neatly. In cycle 2 researcher wore the black vail, the yellow blouse with the kinds of flowers, the black skirt and the cream shoes. Then, researcher did some steps same as in cycle 1 like; researcher came to the VII-10 class by Salam. Researcher stood in front of the students. Then, researcher did the greeting to the students, researcher asked students to pray together. After that, researcher checked the students' attending. Whereas in cycle 1, researcher wore the green vail, the green blouse with the kinds of flowers, the brown skirt and the cream shoes.

Before came to introduce the material, researcher checked the classroom condition, if there was rubbish researcher ordered the students threw it and if the position of chair not neat researcher ordered them to make it neat.

Firstly, researcher started the learning by making opening, did the apperception. Researcher opened the background knowledge of students about that related with the material. Researcher gave the guessing about it. Researcher said what the occupation was "if the people work in the rice field". If students could guess it, researcher would give reward, like gave some candies to the students, while say "good answer". Whereas in cycle 1, researcher asked to the students to say what the things around the house were that students

know. Additionally, researcher did not give reward to students that able mentions what the thing around the house were.

Then, researcher motivated the students that do not focus, do not interest or passive in learning process. Researcher said that guessing game could become students to be tour guide because students could give the opinion and information from what have they seen. In cycle 1 researcher forgot to motivation the students, because researcher focuses did the apperception to the students.

Next, researcher explained the purpose of the learning outcome. Researcher explained about the goal of learning outcome. Researcher said students can speak how the way to ask information, to give information, and to reject information by saying disagree about the information.

Secondly, researcher did the implementation of learning material with explained the competence that will be gaining or the main of the lesson. Researcher said the competence that will be gaining were students can speak how the way to ask information, to give information, and to reject information by saying disagree about the information. Researcher gave the new material; researcher gave the material about their hobby and hope. In this cycle, researcher did explanation by mention what the jobs and wrote the jobs in the blackboard, researcher ordered students to mention what the jobs in

English and made the clues of the jobs. Whereas in cycle 1, researcher just ordered the students to say what the English word, researcher did not order the student to make the clues of the word.

While researcher taught, researcher wrote the words on the blackboard based on the explanation of material integratedly. It was nice and readable. It could be read from the all room side, because the researcher's writing was big and straight. Whereas in cycle 1, the researcher's writing was big but the writing not straight.

After students mention the jobs and made the clues of the jobs, teacher would give reinforcement as a reward to the students, like gave some candies to the students, while say "good job". But, if the students made the mistake to give the things in English and the clues of the jobs, teacher ordered to other students. Then, teacher gave the feedback to students' responses. In cycle 1, researcher gave the reinforcement by say "nice', "good", "clever" and "right'. Researcher did not give some candies to the students.

After explaining, there are 26 students in the class. Researcher divided the student into 13 groups. In this cycle, students chose the partner by their selves. In cycle 1 researcher as a teacher that to divided the students into 13 groups. Then the researcher explained how to do the guessing games technique. *Firstly*, researcher ordered a pair to stand in front of the class.

Student 1 was gave card in size 10x10 cm. It would be read to his/her pair. Then, the student 2 was gave card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. *Secondly*, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. *Thirdly*, if the answer was true, the pairs might back to their chair. Researcher gave the other questions if the answer was false. In this cycle, researcher motivated the students by giving reword to students or pair that wants to stand in front of the class and apply the guessing games technique. The reword was some candies and researcher ordered to others students to give applauds.

While a pair of students implemented the guessing games in front of the class, researcher managed the others students. Researcher controlled the others students by walking around and focusing by checking a pair that did the action. When researcher controlled the class, researcher said that if students did not do the disturbance or noisy, researcher would give the reward like some candies. In cycle 1, researcher managed the others students by

walking around in the class. Researcher did not give reword to students that did not do the disturbance or noisy.

Thirdly, researcher evaluated the students by giving the test. The researcher gave each pair two questions. First question, it was talked about the un-arrangement letters. It would be arranged into the correct word one, the clues was given. Second question talked about guessing the picture to complete the sentence. Student used the correct clues from the picture was given. In this section same as in cycle 1.

Fourthly, researcher closed the learning process by asking the students to conclude the material that had been done. After that, researcher gave feedback about what had students said. Then, researcher reminded the student about speaking material by ordered students to mention what were the occupations. Next, researcher gave motivation to students to apply guessing games technique in speaking by said that students could to be a tour guide by give the opinion and information from what have they seen.

In cycle 1, researcher closed the learning process by herself, researcher do not order the students to make the conclusion about the material that had been explained. Additionally, researcher did not give motivation to the students.

2) Students' Achievement in Cycle 2

The researcher evaluated the result of test cycle 2. The result improved in the cycle 2. Most of students were high score. The result of students' speaking ability scores in cycle 2 would be showed as below:

Table 4

Students' Speaking Ability Scores in Cycle 2

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Test Score
1	A1	12	12	16	12	16	68*
2	A2	16	16	16	16	16	80
3	A3	16	20	16	20	20	92
4	A4	16	16	20	16	16	84
5	A5	12	12	20	16	20	80
6	A6	12	16	16	12	12	68*
7	A7	12	12	20	16	16	76
8	A8	12	12	20	20	16	80
9	A9	16	20	20	16	16	88
10	A10	16	16	16	12	16	76
11	A11	16	20	20	16	16	88
12	A12	16	16	16	20	20	88
13	A13	16	16	16	20	20	88
14	A14	20	20	16	16	16	88
15	A15	12	12	16	12	16	68*
16	A16	16	20	16	16	16	84
17	A17	12	16	16	12	12	68*
18	A18	16	20	16	20	20	92
19	A19	20	20	16	16	16	88
20	A20	16	16	20	20	20	92
21	A21	20	20	16	16	16	88
22	A22	16	16	16	16	16	80
23	A23	20	20	20	16	16	92
24	A24	16	20	20	16	20	92
25	A25	16	20	20	20	20	96
26	A26	20	20	16	16	20	92

Total	408	444	456	424	444	2176
Mean	15.69	17.07	17.53	16.30	17.07	83.69
Percentage						84.61%

*: The student that did not pass the KKM (75) in cycle 2

Based on the table above, it could be concluded there were 4 students got 68 score, 2 students got 76 score, 4 student got 80 score, 2 students got 84 score, 7 students got 88 score, 6 students got 92 score and 1 students got 96 score. From 26 students in the class VII-10, just 4 students did not pass the Minimum Mastery Criterion (KKM) 75 score. It means that were 22 students passed the test well. The mean score in cycle 2 was 83.69 (84.61%). By using guessing games, the students' speaking ability achievement in class VII-10 improved significantly.

c) **Comparison of Achievement of Cycle 1 and Cycle 2**

Researcher compared the test result of students' speaking ability between cycle 1 and cycle 2. Researcher used some steps to compare the test result; those steps are calculating the students mean score of the test and calculating the percentage of students' improvement score in the cycle 1 and cycle 2.

In the cycle 1 test, most of students were less in accent, grammar, vocabulary, fluency and comprehension on the speaking ability. It could be seen from their score. There were 4 students got 40 core, 1 student got 44 score, 1 student got 48 score, 6 students got 52

score, 3 students got 56 score, 1 students got 60 score, 1 students got 64 score, 3 students got 68 score, 4 student got 76 score and 2 students got 80 score. All of students in the VII-10 are 26 students, but it just 6 students passed the Minimum Mastery Criterion (KKM) 75 score. The others students did not pass the KKM. Based on the calculation, the mean score of the cycle 1 test was 58.61 (23.07%). There was the formula to calculate mean score:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{1524}{26}$$

$$M = 58.61$$

It could be concluded that mean score of students in the cycle 1 was 58.61. Next, researcher calculated the percentage of students' score who passed the Minimum Mastery Criterion (KKM), researcher used the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{26} \times 100\%$$

$$P = 23.07\%$$

In the cycle 2 test, it could be concluded there were 4 students got 68 score, 2 students got 76 score, 4 student got 80 score, 2 students got 84 score, 7 students got 88 score, 6 students got 92 score and 1

students got 96 score. From 26 students in the class VII-10, just 4 students did not pass the Minimum Mastery Criterion (KKM) 75 score. It means that were 22 students passed the test well. The mean score in cycle 2 was 83.69 (84.61%). By using guessing games, the students' speaking ability achievement in class VII-10 improved significantly. The researcher calculated the means score by using the formula below:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{2176}{26}$$

$$M = 83.69$$

It could be concluded that mean score of students in the cycle 2 was 83.69. Next, researcher calculated the percentage of students' score who passed the Minimum Mastery Criterion (KKM), researcher used the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{22}{26} \times 100\%$$

$$P = 84.61\%$$

It can be concluded that the percentage of students who passed the KKM was improved from the cycle 1 to cycle 2. The differences showed that there was a significant improvement of students' speaking ability. It can be looked also from the chart below.

Chart 1
The Comparison Mean Score between Cycle 1 Test and
Cycle 2 Test
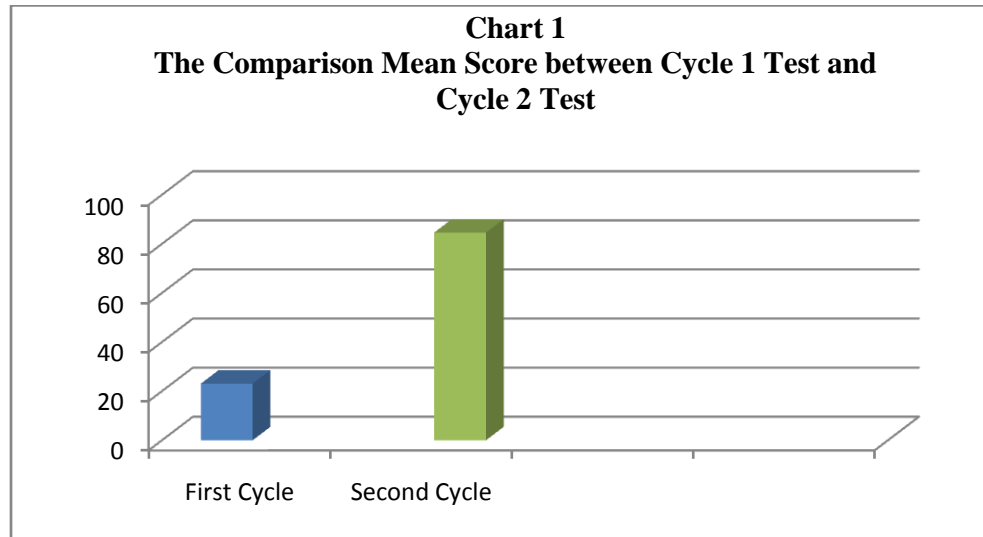
Based on the chart 1 above, it can be concluded that the researcher' hypothesis was accepted. Students' speaking ability improves by using guessing games at grade VII-10 SMP Negeri 5 Padangsidimpuan. There is the calculation of students' speaking ability. It will show the improvement from cycle 1 to cycle 2.

Table 5

The Comparative Result of Students' Speaking Ability Score between

Cycle 1 Test and Cycle 2 Test

No	Students' Initial	Grade		D=X-Y	$\sum D=D-M_D$	$\sum D^2$
		Cycle 1	Cycle 2			
1.	A1	40	68*	28	2.93	8.58
2.	A2	44	80	36	10.93	119.46
3.	A3	80*	92	12	-13.07	170.82
4.	A4	52	84	32	6.73	45.29
5.	A5	68	80	12	-13.07	170.82
6.	A6	40	68*	28	2.93	8.58
7.	A7	52	76	24	-1.07	1.14
8.	A8	64	80	16	-9.07	82.26
9.	A9	52	88	36	10.93	119.46
10.	A10	48	76	28	2.93	8.58

11.	A11	52	88	36	10.93	119.46
12.	A12	56	88	32	6.93	48.02
13.	A13	76*	88	12	-13.07	170.82
14.	A14	52	88	36	10.93	119.46
15.	A15	40	68*	28	2.93	8.58
16.	A16	56	84	28	2.93	8.58
17.	A17	40	68*	28	2.93	8.58
18.	A18	76*	92	16	-9.07	82.26
19.	A19	60	88	28	2.93	8.58
20.	A20	76*	92	16	-9.07	82.26
21.	A21	56	88	32	6.93	48.02
22.	A22	52	80	28	2.93	8.58
23.	A23	68	92	24	-1.07	1.14
24.	A24	76*	92	16	-9.07	82.26
25.	A25	80*	96	16	-9.07	82.26
26.	A26	68	92	24	-1.07	1.14
	TOTAL	**1524**	**2176**	**652**	**- 0.02**	**1614.99**
	MEAN	**58.61**	**83.69**	**$M_D = 25.07$**	**$\sum D = -0.00076$**	**$\sum D^2 = 62.11$**
	PERCENTAGE	**23.07%**	**84.61%**			

*: *The students who passed the KKM (75) in cycle 1*

*: *The student that did not pass the KKM (75) in cycle 2*

To test the significances, the researcher used t-test for small samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis:

   H = There is significant improvement among students' speaking test in the cycle I and cycle II.

2. Calculating the signification of t_o by comparing t_o and t_t and calculating the degree of freedom (df) with df=N-1.

3. Looking for level of signification 5% or 1% in t table (it can be seen from df).

4. Comparing the result of t_o and t_t, with the criterion:

    1. If t_o bigger than t_a or t_o same with t_t, so H is received. It means that there is significant improvement of students' learning process result.

    2. If t_o smaller than t_t, so H is rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

    To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of Difference

$$MD = \frac{\Sigma D}{N}$$

$$MD = \frac{652}{26}$$

$M_D = 25.07$

ΣD = Number of Difference Score between Cycle 2 and Cycle 1,

$D = X - Y$

$N = 26$ Students

SD_D = Standard Deviation from the Difference Score between First

Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{1614.99}{26} - \left(\frac{-0.02}{26}\right)^2}$$

$$SD_D = \sqrt{62.11 - 0.0000006}$$

$$SD_D = \sqrt{62.10}$$

$$SD_D = 7.88$$

$SE_{M D}$ = Standard Error from Mean of Difference

$$SE_{M D} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{M D} = \frac{7.88}{\sqrt{26-1}}$$

$$SE_{M D} = \frac{7.88}{\sqrt{25}}$$

$$SE_{M D} = \frac{7.88}{5}$$

$$SE_{M D} = 1.57$$

$$t_o = \frac{M_D}{SE_{M\,D}}$$

$$t_o = \frac{25.07}{1.57}$$

$$t_o = 15.96$$

Degrees of freedom (df) = N-1 = 26-1 = 25

The calculation result of t_o = 15.96, t_{table} with df = 25, level of significance in t table 5% is 2,060. It can be known that the result of t_o is bigger than t_t, it is 15.96>2.060. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the cycle 1 and cycle 2.

Finally, guessing games technique could improve students' speaking ability in the class VII-10. The students interested to speak in front of the class. Then, it made students focuses and active in the class. It could be concluded from significant improvement of score of students. It was 58.61 (23.07%) in the cycle 1 test and 83.69 (84.61%) in the cycle 2 test. It means that there had 25.08 (61.54%) improvement for mean score and the percentage of students who passed the KKM.

Therefore, the hypothesis in this research could be accepted "Students' Speaking Ability Can Improve by Using Guessing Games Technique at Grade VII-10 SMP Negeri 5 Padangsidimpuan.".

2. **Influencing Factors of Students' Speaking Ability by Using Guessing Games Technique**

There are two factors could influence students' speaking ability; internal factor and external factor. It would be explained below.

a. **Internal Factors**

Internal factors came from the indicator of speaking ability directly. Researcher and co- teacher identified students' problem based on the indicator, the indicators were accent, grammar, vocabulary, fluency and comprehension.

1) **Accent**

There were 5 scores in indicator about accent. There are 26 students in the classroom. In cycle 1, there were 17 students had frequent gross errors and a very heavy accent make understanding difficult and 9 students got score foreign accent requires concentrated listening and mispronunciation which do not interfere with understanding. The mean score of the accent was 9.38.

Problems faced by students were difficult to speak English. First, English was difficult that made students did not understand how to speak English. Second, English was not same between the written and the pronunciation. So, students did not know how to pronounce the words. Third, they were doubtful to say the words

of English. It was caused they felt that English was not their mother tongue.

Students' mistakes in pronouncing words were (*the bold words are the correct pronunciation*): kep=keep **[ki:p]**, inside=inside **['insaid],** sleep=sleep **[sli:p]**, sweep=sweep **[swi:p],** look=look **[luk]**, librari=library **['laibr∂ri],** doctor=doctor **['dɑkt∂(r)]**, drives=drives **['draiv∂s],** het=head **[hed],** gards=guards [gɑ:d] and patients=patients **['pei∫∂nt]**

Based on the interview[1] A1, A4, A6, A10, A15 and A22 admitted their difficulties was caused they did not understand English. So, they often speak in frequent gross errors and a very heavy accent made understanding difficult. They argued that English was difficult. They did not understand how to pronounce the word. So, they mispronounce the words.

While A2, A7, A8, A9, A11, A12, A14, A16, A17, A19, A21 and A22 admitted that the written in English was not same as the pronunciation. Their accent was on frequent gross errors and a very heavy accent made understanding difficult. They did not like English well, so they seldom practice to say the English words.

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[1] *Private Interview with the Student at Grade VII-10 SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 23rd May, 2015 at 08.00 a.m).

And A3, A5, A13, A18, A20, A23, A24, A25 and A26 had problem in foreign accent requires concentrated listening and mispronunciation which do not interference with understanding. They admitted that they were doubtful to pronounce the words because they afraid if it is wrong. So, they did not interfere with understanding, do the mispronunciation.

From the problems above, it could be concluded that there were three factors in indicator of accent. Firstly, students did not know how to pronounce the word. Secondly, students were difficult to pronounce the word because written English did not same when it is pronounced. Thirdly, students were doubtful to pronounce the word because they afraid if it is wrong.

For solving the problem above, researcher did some actions to solve the problems in cycle 2. First, researcher ordered them to learn English more at home and often practice their English with their friends. The second, researcher gave the interest pictures showed the word after students gave the answer. So, it would interest students to read the English word. Beside it, researcher gave the way how to pronounce the words by given the transcription and pronounce it. The third problem, researcher gave motivation to students how to lose their afraid and doubtful to

pronounce the words. Researcher asked students to stand and say "I like English" together loudly.

Researcher found that students were better in accent speaking ability. It could be seen from the result in cycle 2. They could solve their problems after the researcher gave explanation and motivation to study and practice more at home in other time. From 26 students, there were 7 students had foreign accent requires concentrated listening and mispronunciation which do not interfere with understanding, 14 students had marked foreign accent and occasional mispronunciation which do not interfere with understanding and 5 students had no conspicuous mispronunciation, but would not be taken for a native speaker. The mean score of students in this indicator was 15.69. It means that the indicator was improved.

2) Grammar

There were 5 scores in indicator of grammar. Based on the result of test in cycle 1 researcher found that in indicator of grammar, from 26 students in the classroom, there were 14 students had constant errors showing control of very few major patterns and frequently preventing communication and 12 students had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. According to

speaking test result in cycle 1 they did not pass Minimum Mastery Criterion (KKM). The mean score of the indicator was 9.84.

The problem was caused by students' difficulties for mastering grammar. They did not master the pattern or structure in English. So, they did not know how to speak for asking the information.

Students' mistakes in grammar were in using "added s or es" in verbal sentences in the third person, for example; he work in the post office (he works in the post office), woman help a mother (woman helps a mother) and she always serve the customers (she always serves the customers). In using negative sentences, for example; no, like that (did not like that), I not know (I did not know) and I nothing the answer (I did not know the answer).

Based on the interview[2] A1, A2, A4, A6, A7, A9, A10, A11, A14, A15, A16, A17, A21 and A22 said that they did not know the grammar well. It caused they had the constant errors showing control of very major patterns and frequently preventing communication. They admitted that English was not like Indonesian. There are some rules in English. So, they were confused to learn about grammar.

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[2] *Ibid.,*

While, A3, A5, A8, A12, A13, A18, A19, A20, A23, A24, A25 and A26 had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. They did master the expression for asking information. It needed the grammar, but they did not know the pattern. So, they made the mistakes that made the miscommunication and occasional irritation.

From the problem above, it could be concluded that there were two factors in indicator of grammar. Firstly, students did not understand pattern in English. Secondly, students did master the expression for asking information.

For solving the problem above, there were some actions conducted by researcher in cycle 2. Researcher explained more about the grammar that related to material. Researcher ordered them to learn English more at home and often practice their English with their friends.

In the cycle 2 their grammatical of speaking ability was better than in cycle 1. The researcher gave more explanation and ordered student to ask their friends about grammar and their partner can help their friends to learn about grammar. So, they could solve their problem.

As a result, from 26 students in the classroom, there were 5 students had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding, 9 students had occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding and 12 students had few errors, with no pattern of failure. Furthermore, the mean score of students who had problems in grammar improved; it was about 17.07.

3) **Vocabulary**

There were 5 scores in indicator of vocabulary. Based on the result of test in cycle 1 researcher found that in indicator of vocabulary, from 26 students in the classroom, 4 students had vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc), 15 students had choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics and 7 students had professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions. Mean score in this indicator was 12.46.

Problems faced by the students were had lazy to memorize the vocabularies. It became their vocabularies still on vocabulary limited to basic personal and survival areas.

Students' mistakes in vocabulary were (*the bold words are the correct words*): man who guards our country: guardman **(soldier)**, man who sells meat: meatman **(butcher)**, the gardener make our garden beautiful (the gardener **makes** our garden beautiful) and Mr. Putra is a director in a big company (Mr. Putra **was** a director **of** a big company).

Based on the interview[3] A1, A6, A15 and A17 said that they had lazy to memorize the words. While A2, A4, A7, A8, A9, A 10, A11, A12, A14, A16, A19, A21, A22, A23 and A26 still on choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. It is caused they had difficult to memorize a new word. So that, their vocabularies was limited.

Based on interview A3, A5, A13, A18, A20, A24 and A25 had the professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subject with some circumlocutions because they like English. So, they had rich vocabularies.

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[3] *Ibid.,*

From the problem above it could be concluded that were two factors in indicator of vocabulary. Firstly, students had lazy to memorize the words. Secondly, students still difficult to memorize new words became they had the limited vocabularies.

For solving the problem above, there were some actions conducted by researcher in cycle 2. Researcher ordered them to learn English more at home and often practice their English with their friends. Also researcher gave motivation to student how to convince their knowledge, and gave explanation how important vocabulary in English specially in speaking. Furthermore, researcher ordered students to read the English book by reading aloud in home. It would help students to get the new vocabularies. If students did not know the meaning, researcher ordered them to find out from dictionary.

Based on the result of the test in cycle 2 vocabulary of students' speaking ability was found improve highly. They showed the progress significantly. Actually, after students learn speaking with guessing games technique, they had interest to learn speaking. From 26 students in the classroom, there were 16 students had professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions and 10 students had

professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. It means that it improved from cycle 1. It could be showed based on mean score of students was about 17.53.

4) **Fluency**

There were 5 criteria scores in this indicator. In the cycle 1, from 26 students, there were 5 students had speech is very low and uneven except for short or routine sentences, 11 students had speech is frequently hesitant and jerky: sentence may be left uncompleted, 7 students had speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words and 3 students had speech were effortless and smooth, but perceptibly non-native in speech and evenness. The mean score of the indicator was 13.23.

Problem faced by the students asked the information, utterance generally were very slow and uneven except for short or routine sentence caused seldom practice English. Then, most of them had the speech frequently hesitant and jerky: sentence may be left uncompleted. It was caused it was difficult to say. After that, speech was occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. It was caused they

were doubtful to organize the words. They could not speak the long phrase or sentence.

Students' mistakes in fluency were: The man,,,,,, eh woman help mmm helps a mother care eh,,, to care her baby, mans gards,,,, mans guards,,,, I meant man guards, hhhmm,,,,, it has eeee,,,, four leg legs and square mmmm,,,, a square, to look,,,,, to look time, it made,,,, make emmm,,, it made of food or emmm,,,,, vegetable cold.

Based on the interview[4] A1, A2, A6, A15 and A17 they had fluency problem of she speech were very low and uneven except for short or routine sentences. It was caused they never practiced in other time, just in their class in matter English.

While A4, A7, A9, A10, A11, A12, A14, A16, A19, A22 and A26 they had problem of speech, it was caused frequently hesitant and jerky: sentence may be left uncompleted because they only focused to remember the English word

A5, A8, A18, A20, A21, A23 and A24 they had problem with some unevenness, it was caused by rephrasing and grouping for words because that was why they speech frequently doubtful and jerky. They were difficult to combine the words when they were speaking.

[4] *Ibid.,*

From the problem above it could be concluded that were three factors in indicator of fluency. Firstly, students never practiced in other time, just in their class in matter English. Secondly, students only focused to remember the English word that was why them speech frequently hesitant and jerky. Thirdly, students were afraid that is wrong to speak in front of class.

For solving the problem above, there were some actions conducted by researcher in cycle 2. Researcher ordered students to watch English movie like cartoon at home. Researcher ordered students to repeat the words 10 times. Also researcher gave motivation to student how to lose their worry and afraid to speak English.

As a result, students' achievement in this indicator was improved. It was same in the cycle 1, from 26 students in the classroom, there are 5 students had speech were frequently hesitant and jerky: sentence may be left uncompleted, 14 students had speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words and 7 students had speech were effortless and smooth, but perceptibly non-native in speech and evenness. The mean score of this indicator was 16.30.

5) **Comprehension**

There were 5 categories of the score in this indicator. Based on the result of test in cycle 1 researcher found that in indicator of comprehension there were 6 students understood only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing, 9 students understood carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing, 5 students understood quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing and 6 students understood everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. They only got 13.69 mean score.

Problem faced by students had difficulty to comprehend the speaking. They needed the repetition to make the more comprehend.

Students' mistakes in comprehension were: students were low in guessing the clues from the students and students could not guess the clues from the students by saying more clues or other clues.

Based on the interview[5] A1, A2, A6, A10, A15 and A17 that they had problem in understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing. They admitted that the information what had been spoken by her friends were not comprehendible.

While A4, A5, A7, A9, A11, A12, A14, A21 and A22 that they had problem not in understand carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing because they still low practiced they speaking so they just understood a little bet.

In other hand A8, A13 A16 A19 and A23 they had problem in understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing because they could not understand if it had not repetitions.

From the problem above it could be concluded that were three factors in indicator of comprehension. Firstly, they did not understand what their friends' speaking. Secondly, they still low practiced their speaking so they just understood a little bet. Thirdly, they could not understand if it had no repetitions.

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[5] *Ibid.,*

For solving the problem above, there were some actions conducted by researcher in cycle 2. Researcher ordered students to listen the speech in radio or television. Moreover, researcher motivated students to watch the English movie at home. It would help students' comprehension in English. Meanwhile, researcher turned on the English song "bell ringing" about 5 minutes.

As a result, students' achievement in this indicator was improved. Like what had done in the cycle 1 test, there were 2 students had understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing, 15 students had understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing and 9 students had understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. Finally, the mean score in his indicator was 17.07.

The explanation above would be explained briefly on the table below:

Table 6
Problems, Solutions and Result of Internal Factors

N o	Internal Factors	Problems	Solutions	Result	
				S	Us
1.	A C C E N T	1. Students did not know how to pronounce the word. 2. Students were difficult to pronounce the word because written English did not same when it is pronounced. 3. Students were doubtful to pronounce the word because they afraid if it is wrong.	1. Researcher gave the interest pictures and showed the word of the picture. Beside it, researcher gave the way how to pronounce the words by given the transcription and pronounce it. 2. Researcher gave motivation students. Researcher asked students to stand and say "I like English" together and loudly.	√	
2.	G R A M M A R	1. Students did not understand pattern in English. 2. Students did master the expression for asking information.	1. Researcher explained about the grammar that related to material, like how to asking information from the picture for example "more clues", other clues". 2. Researcher gave them dialogue that contents how the expression for asking information and often ordered practice their English with their friends.	√	
3.	V O C	1. Students had lazy to memorize the word.	1. Researcher gave motivation to student how to convince their	√	

				S	Us
	A B U L A R Y	2. Students still difficult to memorize new words became they had the limited vocabularies.	knowledge, and gave explanation how important vocabulary in English specially in speaking. 2. Researcher asked students to read the English book about how expression to asking information by reading aloud in home. It would help students to get the new vocabularies.		
4.	F L U E N C Y	1. Students never practiced in other time, just in their class in matter English. 2. Students only focused to remember the English word that was why them speech frequently hesitant and jerky. 3. Students were afraid that is wrong to speak in front of class.	1. Ordered them to learn English more at home and often practiced their English with their friends. 2. Researcher ordered students to watch English movie like cartoon at home. 3. Researcher ordered students to repeat the words 10 times. Also researcher gave motivation to student how to lose their worry and afraid to speak English.	√	
5.	C O M P R E H E N S I O N	1. Students did not understand what their friends' speaking. 2. Students still low practiced their speaking so they just understood a little bet. 3. Students could not understand if it had no repetitions.	1. Ordered students to listen the speech in radio or television. 2. Researcher motivated students to watch the English movie at home. 3. Researcher turned on the English song "bell ringing" about 5 minutes	√	

*S: Solved and Us: Unsolved

Based on the explanation above, researcher concluded that students could solve the problem in accent, grammar, vocabulary, fluency and comprehension and had improved by applying researchers' solution. Furthermore, based on the score in the cycle 1 and cycle 2, it could be said that the students' speaking ability by using guessing games technique was improved.

b. External Factors

Based on observation notes, the researcher as a teacher and co-teacher as an observer had a task to monitor all activities by using guessing games technique in the classroom. It was about class situation, students' activity and teacher activity in teaching learning process in the classroom. There were some external factors that influenced students' speaking ability beside internal factors.

1) Motivation

The students' motivation was the one of external factors in the cycle 1. The students' motivations can influent students' speaking ability. There were 19 students who had motivation when teaching-learning process in the classroom. However, there were 11 students (A1, A2, A4, A6, A7, A10, A14, A15, A17, A21 and A22) who had no motivation in speaking. There were 4 students (A1, A6, A15, and A17) who unfocused when researcher began to apply the technique. Then, 7 students (A2, A4, A7, A10,

A14, A21 and A22) just silent when researcher explained the material, asked them to speak, applied the technique. It was caused by the factor that they did not interest to English class. Beside it, they did not understand well about English, especially in speaking.[6]

To solve the problem, researcher motivated students to like English lesson and opened their mind because guessing games was useful to be occupation. For example, researcher said that students could be a tour guide. It was the way how to solve students' problem.

Based on the interview,[7] A1, A6, A15, and A17 said that they unfocussed because they did not understand English. So, they felt boring when studying in the class. Next, A2, A4, A7, A10, A14, A21 and A22 said that they understood about what had been teachers' explanation. But, they had afraid to speak English. They had no self confidence to speak English.

Students' result in the cycle 2 was better than cycle 1. They had motivation in cycle 2. In teaching learning process, they focused when researcher began to apply the technique and they

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[6] *The observation is conducted when the researcher teaching at SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 18[th], 20[th] and 21[st] May, 2015).

[7] *Private Interview with the Student at Grade VII-10 SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 23[rd] May, 2015 at 08.00 a.m).

were actively in applying the technique. They asked the researcher if they did not understand how to pronounce the word. So, they score was better than cycle 1.[8]

2) **Disturbance**

The disturbance was the one of the external factor in the first cycle. There were students (A1, A6, A15 and A17) made disturbance in the class. So, the class was noisy.[9] Based on the interview[10] (A1 and A17) said that they did not understand about English it made they bored and made disturbance in the class. They disturbed their friends when they were studying. According to students who made disturbing, they wanted their friends to answer their questions. But, the questions did not relate to the material. So, they walked around the classroom.

Finally, to solve their problem, the researcher gave reword to students who did not make disturbance. The reword would give after the class was finished.

As a result in the cycle 2, students who made the disturbance (A1, A6, A15 and A17) changed their attitude to be

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[8] *The observation is conducted when the researcher teaching at SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 25th, 27th and 28th May, 2015).

[9] *The observation is conducted when the researcher teaching at SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 18th, 20th and 21st May, 2015).

[10] *Private Interview with the Student at Grade VII-10 SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 23rd May, 2015 at 08.00 a.m).

better. They did not disturb their friend again and be calm in the

classroom. They sit on their chair.[11]

The explanation above would be explained briefly on the

table below:

Table 7

Problems, Solutions and Result of External Factors

No	External Factors	Problems	Solutions	Result	
				S	Us
1.	Motivation	Most of students lack of motivation in learning English especially in speaking.	Motivated them to have enthusiasm or to be active in learning speaking by using guessing games.	√	
2.	Disturbance	Students did not understand about English it made they bored and made disturbance in the class.	Gave the reword to students who did not make disturbance in the class after the lesson was finished.	√	

*S: Solved and Us: Unsolved

Finally, the problem in the cycle 1 could be solved in the

cycle 2. It could be seen from external factors that was nothing in

the cycle 2. Researcher and co-researcher could be seen from their

attitude. Their attitude had improved to be better than before.

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[11] *The observation is conducted when the researcher teaching at SMP Negeri 5 Padangsidimpuan*, (Padangmatinggi: SMP Negeri 5 Padangsidimpuan, 25th, 27th and 28th May, 2015).

B. The Discussion of the Research Findings

There are three thesis that researcher used as related findings. Then researcher will explain it. The one of purpose of this research is to describe students' achievement in speaking ability through guessing games technique at grade VII-10 SMP Negeri 5 Padangsidimpuan. Guessing games could improve students' speaking ability.

First, Nita Herliani in her thesis: *The Use of Guessing Game to Improve Students' Speaking Skill at SMPN Bandung.* She found that the result indicated that there was an improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the students' achievement in speaking ability by using guessing game from 80.6 to 94.6.

Second, Buzanni in his thesis: *The Use of Guessing Games in Improving Students' Speaking Ability at the Second Year Students Of MTS Ikhtiyarul Ummah Pamekasan.* He found that the result indicated that there was an improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the students' achievement in speaking ability by using guessing game from 76.6 to 82.6.

Third, Baihaqi in her thesis: *Improving of English Speaking Skill by Using Guessing Games Technique .*He found that the result indicated that there was an

improvement on the students' speaking skill through guessing game. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was four meetings. Then, the conclusions are: the students' achievement in speaking ability by using guessing game from 66.7 to 80.00.

In this study, researcher also had found that the improve of students' achievement through the title "Improving Students' Speaking Ability by Using Guessing Games at Grade VII SMP Negeri 5 Padangsidimpuan". In cycle 1 was 58.61 (23.07%) and in cycle 2 was 83.69 (84.61%). So, cycle 2 was bigger than cycle 1 (84.61%>23.07%).

C. The Threats of the Research

There were some aspects that could threat for this research, when researcher doing the research, they were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.

2. The tool that used in collecting the result of students speaking was un-complete because the researcher just used tape recorded. Video recorded were needed to make the mark more subjective.

3. In teaching learning process some students were not control so that they make noisy and disturbed others. In doing guessing games technique activity

some students still used Indonesian language or used mix language when they wanted to ask and give information's or clues.

Even though, guessing games technique gave chance to the students to use target language. The researcher hoped guessing games technique can be applied in teaching the students at SMP Negeri 5 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded:

1. Guessing games technique can improve students' speaking ability at grade VII-10 SMP Negeri 5 Padangsidimpuan. It based on the students' speaking ability mean score in which is in cycle 1 is 58.61 (23.07%) and in cycle 2 is 83.69 (84.61%). In addition, it was also proved by the calculation result of t_o = 15.96, t_{table} with df = 25, level of significance in t table 5% is 2,060. It can be known that the result of t_o is bigger than t_t, it is 15.96>2.060. Therefore, the hypothesis in this research could be accepted "Students' Speaking Ability Can Improve by Using Guessing Games Technique at Grade VII-10 SMP Negeri 5 Padangsidimpuan.".

2. There are some problems in speaking ability. Students' problem in accent is difficult in pronouncing the words. Problem in accent is solved by motivating them in training their pronounciation. Problems in grammar are difficult in building sentence and using s/es in verbal sentences. Problems in grammar are solved by giving more explanation about the language context and axuliary verb. Problem in vocabulary is difficult in searching adequate words. Problem in vocabulary is solved by giving tips in memorizing vocabulary and giving vocabularies related to the learning material. Problem

in fluency is difficult in grouping words. Problem in fluency is solved by motivating them and giving filler in their speech. Problem in comprehension is difficult in understanding words. Problem in comprehension is solved by motivating them to memorize vocabulary so that they can understand the meaning of the sentences or questions.

B. The Suggestion

Based on the explanation of the conclusion, researcher has some suggestions. Therefore, the following suggestions are offered:

1. Based on the first conclusion, students' speaking ability can improve by using guessing games technique at grade VII-10 SMP Negeri 5 Padangsidimpuan, researcher suggest to teacher to apply this technique in teaching speaking by looking at the students' problem in speaking ability, give solution to the students' problem and looking at the teacher' ways in teaching. To another researcher, the researcher suggests to improve students speaking ability by using guessing games technique. The other researcher can use the other creative solutions in solving students' speaking ability.

2. Based on the second conclusion, in improving students' speaking ability there are some factors that influence students' speaking ability by using guessing games technique, the researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that influence students' speaking ability by using guessing games technique. The teacher and another researcher must give the good

motivation, increase students' interest in learning process. Beside it, the teacher and another researcher must be creative in designing teaching learning process, in explaining learning material, in motivating students and in controlling the classroom. So, students' speaking ability can improve.

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APPENDIX I

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Siklus I (Cycle I)

</div>

Nama Sekolah   : SMP NEGERI 5 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh) / 2 (Dua)

Standar Kompetensi : Mengungkapkan makna dalam percakapan *interpersonal* lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   : Mengungkapkan makna dalam percakapan *interpersonal* (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta/menanyakan, memberi, mengingkari informasi/petunjuk.

Aspek/Skill   : *Speaking/*Berbicara

Alokasi Waktu   : 6 x 40 menit (3X pertemuan)

Pertemuan   : I (Satu), II (Dua) dan III (tiga)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Mengungkapkan bagaimana meminta/menanyakan informasi/petunjuk.

   b. Mengungkapkan bagaimana memberi informasi/petunjuk.

   c. Mengungkapkan bagaimana mengingkari informasi/petunjuk.

        Karakter siswa yang diharapkan : Dapat dipercaya (*trustworthines*)

                                               Rasa hormat dan perhatian (*respect*)

                                               Tekun (*diligence*)

2. **Materi Pembelajaran:** *House and Things around the House*

3. **Teknik Pembelajaran:** *Guessing Games Technique*

4. **Langkah-Langkah Kegiatan**

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam dan mempersilahakan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	a. Siswa memberikan salam dan berdoa sesuai dengan agamanya masing-masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.

2. Kegiatan Inti
 	
a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi yang akan dipelajari.
 	
b. Guru mengaplikasikan teknik *guessing games* kepada siswa, yang meliputi:
 	
  1) Guru menyuruh siswa berdiri berpasangan di depan kelas.
 	
  2) Seorang siswa diberi kartu yang berukuran 10x10cm yang nanti dibacakan pada pasangannya. Seorang siswa yang lainnya diberi
	a. Siswa mendengarkan penjelasan dari guru.
	
	b. Siswa mengaplikasikan teknik *guessing games*, yang meliputi:
	
	  1) Siswa berdiri berpasangan di depan kelas.
	
	  2) Seorang siswa menerima kartu berukuran 10x10cm yang untuk dibacakan pada pasangannya. Seorang siswa yang lain menempelkan kartu yang

kartu yang berukuran 5x2cm yang isinya tidak boleh dibaca (dilipat) kemudian ditempelkan di dahi atau diselipkan di telinga. 3) Guru menyuruh pasangan duduk apabila menjawab dengan tepat (sesuai yang tertulis di kartu). Bila belum tepat pada waktu yang telah ditentukan boleh mengarahkan dengan kata-kata lain asal jangan langsung member jawabannya.	berukuran 5x2cm yang ditempel di dahi atau diselipkan di telinga. 3) Siswa yang membawa kartu 10x10cm membacakan kata-kata yang tertulis didalamnya sementara pasangannya menebak apa yang dimaksud dalam kartu 10x10 cm. Jawaban tepat bila sesuai dengan isi kartu yang ditempelkan di dahi atau telinga.

3. Kegiatan Penutup

    a. Guru dan siswa bersama-sama menyimpulkan pelajaran.

    b. Guru mengumpulkan soal yang telah dikerjakan siswa.

    c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan teknik *guessing games*.

    d. Guru memberikan informasi tentang materi *speaking* dipertemuan berikutnya.

5. Sumber belajar

    a. Drs. H. Kamaluddin, dkk. 2003. *Communicative and Meaningful English for Junior High School Students Grade 1*. Jakarta: Yudhistira.

    b. Kamus bahasa inggris.

    c. Internet.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1. Mengungkapkan ungkapan meminta/menanyakan	Ujian lisan	Tes tertulis	• *Arrange the following letters to*

informasi/petunjuk. 2. Mengungkapkan ungkapan memberi informasi/petunjuk. 3. Mengungkapkan ungkapan mengingkari informasi/petunjuk.			*make the correct words.* • *Guess the picture to complete the sentence. Use the correct clues from the picture given.*

I. Soal

a. Arrange the following letters to make the correct words. Use the clues given.

1. bhraomto
2. odcabrpu
3. roombed
4. esuoh
5. moorb

b. Guess the picture to complete the sentence. Use the correct clues from the picture given.

1. We keep the food in …..
2. There are six chairs in …..
3. Who is opening …..?
4. They are cooking in …..
5. We keep clean ….. always.

Kunci Jawaban Soal

a. Arrange the following letters to make the correct words. Use the clues given.

1. Bathroom
2. Cupboard
3. Bedroom
4. House
5. Broom

b. **Guess the picture to complete the sentence. Use the correct clues from the picture given.**

1. Refrigerator
2. The dinning room
3. The window
4. The kitchen
5. Our house

II. **Pedoman Penilaian**

   a. *Rubric speaking*

Padangsidimpuan,   Januari 2015

Validator   **Researcher**

Sojuangon rambe, S.S, MPd   **Minarti**
NIP. 19790815 200604 1 003   **NIM. 10 340 0013**

CLUES AND PICTURES FOR LESSON PLAN QUESTION

1. Where you take a bath.
2. To keep things inside.
3. Where you sleep.
4. You live it.
5. You sweep the floor with.

1.

2.

3.

4.

5.

Materi Pembelajaran

House and Things around the House

Bahasa Indonesia	Bahasa Inggris	Petunjuk
1. Rumah	1. House	1. You live in it
2. Jendela	2. Window	2. Open the ….., please!
3. Pintu	3. Door	3. You can exit and enter through it
4. Ruang tamu	4. Living room	4. I watch television in …..
5. Kursi	5. Chair	5. You can sit on it
6. Meja	6. Table	6. It has four legs and a square
7. Kamar tidur	7. Bedroom	7. Where you sleep
8. Tempat tidur	8. Bed	8. We can sleep there
9. Kalender	9. Calendar	9. To look date
10. Bantal	10. Pillow	10. It made of cotton, and location in bed
11. Selimut	11. Blanket	11. Make you warm when sleep
12. Lemari	12. Cupboard	12. To keep things inside
13. Cermin	13. Mirror	13. You can see yourself
14. Televise	14. Television	14. Square shape, has the image and sound
15. Tip	15. Tape recorder	15. I listen to music on the …..
16. Lampu	16. Lamp	16. Light, remove undergrowth
17. Jam dinding	17. Watch, clock	17. To look time
18. Alat pendingin	18. Air conditioner	18. This thing makes us cool
19. Kamar mandi	19. Bathroom	19. Where you take a bath
20. Lantai	20. Floor	20. You sweep the ….. with broom
21. Kompor	21. Stove	

22. Dapur	22. Kitchen	21. Hot and have fire
23. Pisau	23. Knife	22. Where you cook
24. Garpu	24. Fork	23. To cut of food
25. Piring	25. Plate	24. Partner of spoon
26. Gelas	26. Glass	25. Flat and we can put some food there
27. Ruang makan	27. Dinning room	26. We drinking water with
28. Sendok	28. Spoon	27. Where you eat
29. Kulkas	29. Refrigerator	28. Partner of fork
30. Sapu	30. Broom	29. To keep food inside, and that is cold
		30. You sweep the floor with

Padangsidimpuan,   Januari 2015

Validator

Sojuangon Rambe, S.S, M.Pd
NIP. 19790815 200604 1 003

Gambar Materi Pembelajaran

House and Things Around the House

1.

2.

3.

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30.

Subject Matter : **English**
Class/Semester : **VII-10/2**
Date Of : **18th until 23rd May 2015**
Cycles : **I**
Observant : **Marlina Hasibuan, S.Pd**

No	Activities	Students																										Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
1	Students do not write learning material.																											—
2	Students who doesn't focus.	√					√									√		√										4
3	Students who walks around or sits on the move	√					√									√		√										4
4	Student`s noisier.	√					√									√		√										4
5	Student`s permission.																											—
6	Student's disturbance	√					√									√		√										4
7	Student's just silent.		√		√			√			√				√							√	√					7

8	Condition of Class	The class uncontrolled; some students were passive in the class. They made disturbance and noisy. They didn't focus to study English because they didn't interest and understand about the lesson.

Padangsidimpuan,   Mei 2015

English Teacher   **Validator**

Marlina Hasibuan, S.Pd   **Sojuangon Rambe, S.S, M.Pd**
NIP. 19780921 200604 2 017   **NIP. 19790815 200604 1 003**

Observation Note Sheet
Students` Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : **English**
Class/Semester   : **VII-10/2**
Date Of   : **25th until 30th May 2015**
Cycles   : **II**
Observant   : **Marlina Hasibuan, S.Pd**

No	Activities	Students																										Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
1	Students do not write learning material.																											—
2	Students who doesn't focus.																											—
3	Students who walks around or sits on the move																											—
4	Student`s noisier.																											—
5	Student`s permission.																											—
6	Student's disturbance																											—

7	Student's just silent.																					—
8	Condition of Class	The class controlled, there were no students who made disturbance and noisy in the class. They paid attention to teacher explanation. All students were following the lesson.																			

Padangsidimpuan,   Mei 2015

English Teacher   **Validator**

Marlina Hasibuan, S.Pd   **Sojuangon Rambe, S.S, M.Pd**
NIP. 19780921 200604 2 017   **NIP. 19790815 200604 1 003**

APPENDIX II

<div align="center">

Observation Note Sheet
Teachers` Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter   **: English**
Class/Semester   **: VII-10/2**
Date Of   **: 18th until 23rd May 2015**
Cycles   **: I**
Observant   **: Marlina Hasibuan, S.Pd**

No	Activities	Yes	No	Notes
I	**A. Opening** 1. Doing the apperception.	√		Performance in teaching was done well, researcher should speak loudly, didn't nervous and jerky when explained the material, researcher did not give the motivation to the students how to use guessing games effectively in speaking.
	2. Giving the motivation to the students.		√	
	3. Explaining the purpose of the learning outcome.	√		
	4. Explaining the steps teaching-learning speaking by using guessing games technique.	√		
II	**B. Implementation of learning material** 1. Explaining the competence that will be gaining or the main of the lesson.	√		
	2. Ordering the students to stand and pair in front of the class.	√		
	3. A students is given card in size 10 x10cm, a students will read that card to his pairing. The other students given card in size 5x2cm it contain that card cannot read (folding) then, on site to forehead or slip in their ears.	√		
	4. The student brings the card in size 10x10cm read the words that written in card. Then, the pair guesses the word in card 10x10cm. The answer	√		

		√	
	true if the answer appropriate with contain of the card on site to forehead or slip in their ears.		
	5. If the answer true, the pairs may go to the chair. If the answer false give the other questions.	√	
III	**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the time.	√	
	2. After students finish do the test, then the researcher will collect their score to give the assessment that appropriate with lesson plan.	√	
IV	**D. Closing** 1. Making the conclusion based on speaking material.	√	
	2. Asking the students about speaking material.	√	
	3. Giving the motivation to the students in order to apply guessing games in speaking ability.		√
	4. Giving the information about speaking material in the next meeting.	√	

Instruction: *Di Mohon pada pengamat untuk mengisi catatan (note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terlihat dalam lembar observasi.*

- Siswa Yang Tidak Hadir : Nothing
- Keadaan Kelas Saat Pelaksanaan Tindakan : Very noisy and uncontrolled
- Siswa Yang Membuat Gaduh/ Ramai : 4 students (A1, A6, A15 and A17)
- Siswa Yang Sering Permisi : Nothing

APPENDIX VIII

Observation Note Sheet
Teachers` Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : **English**
Class/Semester : **VII-10/2**
Date Of : **25th until 30th May 2015**
Cycles : **II**
Observant : **Marlina Hasibuan, S.Pd**

No	Activities	Yes	No	Notes
I	**A. Opening** 1. Doing the apperception.	√		Performance in teaching was done well, researcher spoke loudly, not nervous and jerky when explained the material, researcher gave the motivation to the students how to use guessing games effectively in speaking.
	2. Giving the motivation to the students.	√		
	3. Explaining the purpose of the learning outcome.	√		
	4. Explaining the steps teaching-learning speaking by using guessing games technique.	√		
II	**B. Implementation of learning material** 1. Explaining the competence that will be gaining or the main of the lesson.	√		
	2. Ordering the students to stand and pair in front of the class.	√		
	3. A students is given card in size 10 x10cm, a students will read that card to his pairing. The other students given card in size 5x2cm it contain that card cannot read (folding) then, on site to forehead or slip in their ears.	√		
	4. The student brings the card in size 10x10cm read the words that written in card. Then, the pair	√		

	guesses the word in card 10x10cm. The answer true if the answer appropriate with contain of the card on site to forehead or slip in their ears.		
	5. If the answer true, the pairs may go to the chair. If the answer false give the other questions.	√	
III	**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the time.	√	
	2. After students finish do the test, then the researcher will collect their score to give the assessment that appropriate with lesson plan.	√	
IV	**D. Closing** 1. Making the conclusion based on speaking material.	√	
	2. Asking the students about speaking material.	√	
	3. Giving the motivation to the students in order to apply guessing games in speaking ability.	√	
	4. Giving the information about speaking material in the next meeting.	—	

Instruction: *Di Mohon pada pengamat untuk mengisi catatan (note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terlihat dalam lembar observasi.*

- Siswa Yang Tidak Hadir : Nothing
- Keadaan Kelas Saat Pelaksanaan Tindakan : Controlled
- Siswa Yang Membuat Gaduh/ Ramai : Nothing
- Siswa Yang Sering Permisi : Nothing

Padangsidimpuan,   Mei 2015

English Teacher   **Validator**

Marlina Hasibuan, S.Pd   **Sojuangon Rambe, S.S, M.Pd**
NIP. 19780921 200604 2 017   **NIP. 19790815 200604 1 003**

APPENDIX III

CYCLE 1 TEST

a. Arrange the following letters to make the correct words. Use the clues given.	b. Guess the picture to complete the sentence. Use the correct clues from the picture given.
1. winwod	1. The ……. has a big yard and garden.
2. airch	2. There are some books on top of …..
3. odcabrpu	3. I watch ….. in living room.
4. noosp	4. My mom buys a new ….. for her kitchen.
5. ssgla	5. The ….. light our house.
6. icnekth	6. You sweep the ….. with broom.
7. fritorragere	7. I listen to music on the …..
8. siteonvile	8. Take the ……, please! I want to sleep.
9. roombed	9. Open the ….., please!
10. finek	10. My father cleans up the ……
11. moorb	11. I watch television in ……
12. krof	12. I keep food in the ……
13. redneacl	13. I help her prepare for dinner in …….
14. rrormi	14. In my house have ….., it make our hose cool.
15. kcolc	15. My mother washes my ……

Padangsidimpuan,   Januari 20015

Validator

<u>Sojuangon Rambe, S.S, M.Pd</u>
NIP. 19790815 200604 1 003

APPENDIX IV

THE KEY ANSWER OF CYCLE 1 TEST

a. Arrange the following letters to make the correct words. Use the clues given.	b. Guess the picture to complete the sentence. Use the correct clues from the picture given.
1. Window	1. House
2. Chair	2. Table
3. Cupboard	3. Television
4. Spoon	4. Stove
5. Glass	5. Lamp
6. Kitchen	6. Floor
7. Refrigerator	7. Tape recorder
8. Television	8. Pillow
9. Bedroom	9. Door
10. Knife	10. Bathroom
11. Broom	11. Living room
12. Fork	12. Refrigerator
13. Calendar	13. Dinning room
14. Mirror	14. Air conditioner
15. Clock	15. Blanket

APPENDIX IX

CYCLE 2 TEST

a. Arrange the following letters to make the correct words. Use the clues given.	b. Guess the picture to complete the sentence. Use the correct clues from the picture given.
1. bralirian	1. Ms. Karlina is a good …… She teaches every day.
2. berrab	2. My favorite ….. is a Marinka.
3. gersin	3. Mifta's hobby is drawing, she will become a professional ……
4. runse	4. My father is a …… He works at a police station.
5. losdier	5. Ms. Lisa works in an office. She is a ……
6. vantres	6. Hotman Paris is a rich ….. in Indonesia.
7. chertub	7. The ….. make our garden beautiful.
8. isttend	8. Mr. Hasan works in the rice field. He is a ……
9. wifedim	9. Mr. Putra was a ….. of a big company.
10. vredri	10. Every Monday our ….. gives a speech in our school ceremony.
11. panmost	11. The President is helped by the …..
12. dentispre	12. What is Mr. Budi? He is a …… He flies a plane.
13. rootdc	13. If you have a toothache, you must see a …..
14. tarysecre	14. Ayu Ting-Ting is my favorite ……
15. resserhaird	15. Mr. Syukur drives a car every day. He is a good …..

Padangsidimpuan,   Januari 20015

Validator

<u>Sojuangon Rambe, S.S, M.Pd</u>
NIP. 19790815 200604 1 003

CLUES AND PICTURES FOR CYCLE 1 TEST

1. Partner of door.
2. Partner of table.
3. To keep things inside.
4. To take food when eat.
5. Place of water when drink.
6. Where you cook.
7. It made up cold food.
8. Square shape, has the image and sound.
9. Where you sleep.
10. To cut food.
11. You sweep the floor with.
12. Partner of spoon.
13. To look date.
14. You can see yourself.
15. To look time.

1.

2.

3.

4.

5.

6.

7.

8.

9.

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14.

15.

APPENDIX VI

Students' Speaking Ability Scores in Cycle 1

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Test Score
		Indicators					**Test Score**
1	A1	8	8	8	8	8	40
2	A2	8	8	12	8	8	44
3	A3	12	12	16	20	20	80*
4	A4	8	8	12	12	12	52
5	A5	12	12	16	16	12	68
6	A6	8	8	8	8	8	40
7	A7	8	8	12	12	12	52
8	A8	8	12	12	16	16	64
9	A9	8	8	12	12	12	52
10	A10	8	8	12	12	8	48
11	A11	8	8	12	12	12	52
12	A12	8	12	12	12	12	56
13	A13	12	12	16	20	16	76*
14	A14	8	8	12	12	12	52
15	A15	8	8	8	8	8	40
16	A16	8	8	12	12	16	56
17	A17	8	8	8	8	8	40
18	A18	12	12	16	16	20	76*
19	A19	8	12	12	12	16	60
20	A20	12	12	16	16	20	76*
21	A21	8	8	12	16	12	56
22	A22	8	8	12	12	12	52
23	A23	12	12	12	16	16	68
24	A24	12	12	16	16	20	76*
25	A25	12	12	16	20	20	80*
26	A26	12	12	12	12	20	68
Total		**244**	**256**	**324**	**344**	**356**	**1524**
Mean		**9.38**	**9.84**	**12.46**	**13.23**	**13.69**	**58.61**
Percentage							**23.07%**

*: *The students who passed the KKM (75) in cycle 1*

APPENDIX XII

Students' Speaking Ability Scores in Cycle 2

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Test Score
		Indicators					**Test Score**
1	A1	12	12	16	12	16	68*
2	A2	16	16	16	16	16	80
3	A3	16	20	16	20	20	92
4	A4	16	16	20	16	16	84
5	A5	12	12	20	16	20	80
6	A6	12	16	16	12	12	68*
7	A7	12	12	20	16	16	76
8	A8	12	12	20	20	16	80
9	A9	16	20	20	16	16	88
10	A10	16	16	16	12	16	76
11	A11	16	20	20	16	16	88
12	A12	16	16	16	20	20	88
13	A13	16	16	16	20	20	88
14	A14	20	20	16	16	16	88
15	A15	12	12	16	12	16	68*
16	A16	16	20	16	16	16	84
17	A17	12	16	16	12	12	68*
18	A18	16	20	16	20	20	92
19	A19	20	20	16	16	16	88
20	A20	16	16	20	20	20	92
21	A21	20	20	16	16	16	88
22	A22	16	16	16	16	16	80
23	A23	20	20	20	16	16	92
24	A24	16	20	20	16	20	92
25	A25	16	20	20	20	20	96
26	A26	20	20	16	16	20	92
Total		**408**	**444**	**456**	**424**	**444**	**2176**
Mean		**15.69**	**17.07**	**17.53**	**16.30**	**17.07**	**83.69**
Percentage							**84.61%**

: The student that did not pass the KKM (75) in cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Siklus II (Cycle II)

Nama Sekolah   : SMP NEGERI 5 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh) / 2 (Dua)

Standar Kompetensi : Mengungkapkan makna dalam percakapan *interpersonal* lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dalam percakapan *interpersonal* (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta/menanyakan, memberi, mengingkari informasi/petunjuk.

Aspek/Skill   : *Speaking/*Berbicara

Alokasi Waktu   : 6 x 40 menit (3X pertemuan)

Pertemuan   : IV (Empat), V (Lima) dan VI (Enam)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Mengungkapkan bagaimana meminta/menanyakan informasi/petunjuk.

   b. Mengungkapkan bagaimana memberi informasi/petunjuk.

   c. Mengungkapkan bagaimana mengingkari informasi/petunjuk.

    Karakter siswa yang diharapkan : Dapat dipercaya (*trustworthines*)

                  Rasa hormat dan perhatian (*respect*)

                  Tekun (*diligence*)

2. **Materi Pembelajaran:** *OCCUPATION*

3. **Teknik Pembelajaran:** *Guessing Games Technique*

4. **Langkah-Langkah Kegiatan**

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam dan mempersilahakan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	a. Siswa memberikan salam dan berdoa sesuai dengan agamanya masing-masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2. Kegiatan Inti a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi yang akan dipelajari. b. Guru mengaplikasikan teknik *guessing games* kepada siswa, yang meliputi: 1) Guru menyuruh siswa berdiri berpasangan di depan kelas. 2) Seorang siswa diberi kartu yang berukuran 10x10cm yang nanti dibacakan pada pasangannya. Seorang siswa yang lainnya diberi	a. Siswa mendengarkan penjelasan dari guru. b. Siswa mengaplikasikan teknik *guessing games*, yang meliputi: 1) Siswa berdiri berpasangan di depan kelas. 2) Seorang siswa menerima kartu berukuran 10x10cm yang untuk dibacakan pada pasangannya. Seorang siswa yang lain menempelkan kartu yang

kartu yang berukuran 5x2cm yang isinya tidak boleh dibaca (dilipat) kemudian ditempelkan di dahi atau diselipkan di telinga.	berukuran 5x2cm yang ditempel di dahi atau diselipkan di telinga.
3) Guru menyuruh pasangan duduk apabila menjawab dengan tepat (sesuai yang tertulis di kartu). Bila belum tepat pada waktu yang telah ditentukan boleh mengarahkan dengan kata-kata lain asal jangan langsung member jawabannya.	3) Siswa yang membawa kartu 10x10cm membacakan kata-kata yang tertulis didalamnya sementara pasangannya menebak apa yang dimaksud dalam kartu 10x10 cm. Jawaban tepat bila sesuai dengan isi kartu yang ditempelkan di dahi atau telinga.

3. Kegiatan Penutup

    a. Guru dan siswa bersama-sama menyimpulkan pelajaran.

    b. Guru mengumpulkan soal yang telah dikerjakan siswa.

    c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan teknik *guessing games*.

    d. Guru memberikan informasi tentang materi *speaking* dipertemuan berikutnya.

5. Sumber belajar

    a. Drs. H. Kamaluddin, dkk. 2003. *Communicative and Meaningful English for Junior High School Students Grade 1*. Jakarta: Yudhistira.

    b. Kamus bahasa inggris.

    c. Internet.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1. Mengungkapkan ungkapan meminta/menanyakan	Ujian lisan	Tes tertulis	• *Arrange the following letters to*

informasi/petunjuk.			*make the correct words.*
2. Mengungkapkan ungkapan memberi informasi/petunjuk.			• *Guess the picture to complete the sentence. Use the correct clues from the picture given.*
3. Mengungkapkan ungkapan mengingkari informasi/petunjuk.			

I. Soal

a. Arrange the following letters to make the correct words. Use the clues given.

1. chertea
2. remraf
3. rolais
4. fech
5. tolip

b. Guess the picture to complete the sentence. Use the correct clues from the picture given.

1. Every Monday our ….. gives a speech in our school ceremony.
2. The ….. have a god voice.
3. If you have a headache, you must see a …..
4. Ali is a ….. . He works in the post office.
5. My mother buys some meat with the ……

Kunci Jawaban Soal

a. Arrange the following letters to make the correct words. Use the clues given.

1. Teacher
2. Farmer
3. Sailor
4. Chef
5. Pilot

b. Guess the picture to complete the sentence. Use the correct clues from the picture given.

1. Headmaster
2. Singer
3. Doctor
4. Postman
5. Butcher

II. Pedoman Penilaian

   a. Rubric speaking

Padangsidimpuan,   Januari 2015

Validator   **Researcher**

Sojuangon rambe, S.S, MPd   **Minarti**
NIP. 19790815 200604 1 003   **NIM. 10 340 0013**

CLUES AND PICTURES FOR LESSON PLAN QUESTION

1. He/she gives education/knowledge at school.
2. He/she works in the rice field.
3. He works in a big ship.
4. He/she works in the kitchen.
5. The man who flies a plane.

1.

2.

3.

4.

5.

Materi Pembelajaran

OCCUPATION

Bahasa Indonesia	Bahasa Inggris	Petunjuk
1. Bidan	1. Midwife	1. This woman helps a mother to take care her baby.
2. Direktur	2. Director	2. The head of a big company.
3. Dokter	3. Doctor	3. He/she works in the hospital.
4. Dokter gigi	4. Dentist	4. He/she helps you to take care of your tooth.
5. Dosen	5. Lecturer	5. He/she gives education/knowledge at university.
6. Guru	6. Teacher	6. He/she gives education/knowledge at school.
7. Kepala sekolah	7. Headmaster	7. The head of our school.
8. Koki	8. Chef	8. He/she works in the kitchen.
9. Kurir pos	9. Postman	9. He works in the post office.
10. Mekanik	10. Mechanic	10. This man works in a garage.
11. Menteri	11. Ministers	11. They help the president.
12. Pelaut	12. Sailor	12. He works in a big ship.
13. Pelayan	13. Servant	13. He/she always serves the customers.
14. Pelukis	14. Painter	14. He/she works with canvas.
15. Pemangkas rambut	15. Barber	15. The man who cuts somebody's hair.
16. Pengacara	16. Lawyer	16. He/she graduate of Law Faculty.
17. Penyanyi	17. Singer	17. He/she works with their voice.
18. Perawat	18. Nurse	18. She helps a doctor to take care of patient.
19. Petani	19. Farmer	19. He/she works in the rice field.
20. Pilot	20. Pilot	20. The man who flies a plane.
21. Penata rambut	21. Hairdresser	21. She cuts somebody's hair.

22. Polisi	22. Policeman	22. This man manages traffic lights and traffic jams.
23. Presiden	23. President	23. The head of our government.
24. Pustakawan	24. Librarian	24. He/she works in a library.
25. Sekretaris	25. Secretary	25. She works in an office.
26. Supir	26. Driver	26. He drives a car every day.
27. Tentara	27. Soldier	27. This man guards our country.
28. Tukang daging	28. Butcher	28. The man who sells meat.
29. Tukang kebun	29. Gardener	29. The man who works in the garden.
30. Wartawan	30. Journalist	30. This man look for some news.

Padangsidimpuan,   Januari 2015

Validator

Sojuangon Rambe, S.S, M.Pd
NIP. 19790815 200604 1 003

Gambar Materi Pembelajaran

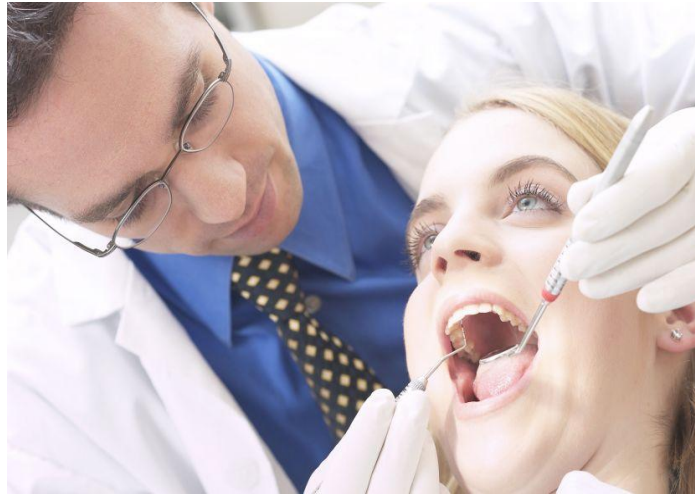<div align="center">

Occupation

</div>

1.

2.

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THE *Future* of NURSING

19.

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APPENDIX X

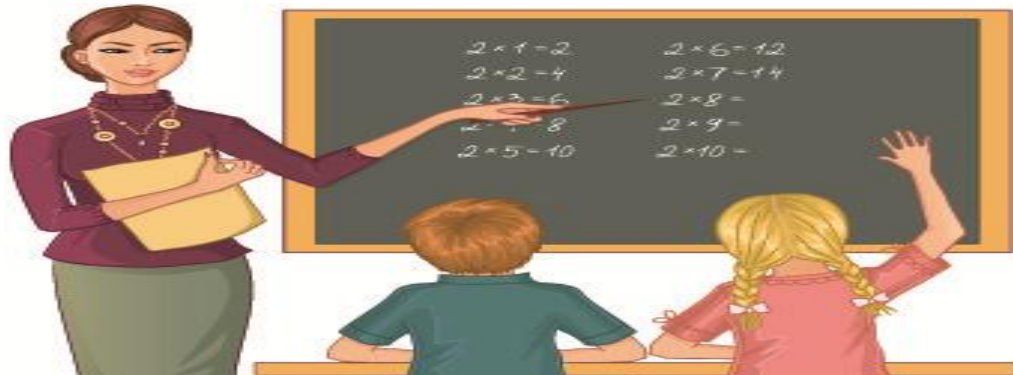**THE KEY ANSWER OF CYCLE 2 TEST**

a. Arrange the following letters to make the correct words. Use the clues given.	b. Guess the picture to complete the sentence. Use the correct clues from the picture given.
1. Librarian	1. Teacher
2. Barber	2. Chef
3. Singer	3. Painter
4. Nurse	4. Policeman
5. Soldier	5. Secretary
6. Servant	6. Lawyer
7. Butcher	7. Gardener
8. Dentist	8. Farmer
9. Midwife	9. Director
10. Driver	10. Headmaster
11. Postman	11. Ministers
12. President	12. Pilot
13. Doctor	13. Dentist
14. Secretary	14. Singer
15. Hairdresser	15. Driver

CLUES AND PICTURES FOR CYCLE 2 TEST

1. He/she works in a library.

2. The man who cuts somebody's hair.

3. He/she works with their voice.

4. She helps a doctor to take care of patients.

5. This man guards our country.

6. He/she always serves the customers.

7. The man who sells meat.

8. He/she helps you to take care of your tooth.

9. This woman helps a mother to care her baby.

10. He drives a car every day.

11. He works in the post office.

12. The head of our government.

13. He/she works in the hospital.

14. She works in an office.

15. She cuts somebody's hair.

1.

2.

3.

phillipmartin.info

4.

5.

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7.

8.

9.

10.

11.

12.

13.

14.

15.

Table of Rubric Speaking Score

No	Aspect	Identified	Score
1	Accent	0. Pronunciation frequently unintelligible.	1
		1. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
		2. "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.	3
		3. Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.	4
		4. No conspicuous mispronunciations, but would not be taken for a native speaker.	5
2	Grammar	0. Grammar almost entirely inaccurate phrases.	1
		1. Constant errors showing control of very few major patterns and frequently preventing communication.	2
		2. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
		3. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.	4
		4. Few errors, with no pattern of failure.	5
3	Vocabulary	0. Vocabulary inadequate for even the simplest conversation.	1
		1. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).	2
		2. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
		3. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.	4
		4. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5

4	Fluency	0. Speech is so halting and fragmentary that conversation is virtually impossible.	1
		1. Speech is very low and uneven except for short or routine sentences.	2
		2. Speech is frequently hesitant and jerky: sentence may be left uncompleted.	3
		3. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
		4. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	5
5	Comprehension	0. Understands too little for the simplest types of conversation.	1
		1. Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.	2
		2. Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
		3. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.	4
		4. Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.	5

Tabel Rubrik Penilaian Berbicara

No	Aspek	Kriteria	Skor
1	Logat	0. Pengucapan seringkali tidak jelas.	1
		1. Sulit dipahami karena sering membuat kesalahan pengucapan.	2
		2. Pengucapannya asing sehingga memerlukan konsentrasi untuk mendengarkannya dan terjadi kesalahan pengucapan yang kadang-kadang menimbulkan kesalahpahaman.	3
		3. Terjadi beberapa pengucapan yang aneh dan kadang-kadang terjadi kesalahan pengucapan yang tidak menyebabkan kesalahpahaman pada makna.	4
		4. Kesalahan pengucapan tidak ketara, meskipun tidak seperti dengan penutur asli.	5
2	Tata Bahasa	0. Tata bahasa hampir seluruhnya tidak tepat.	1
		1. Melakukan kesalahan yang terus-menerus pada pola-pola kunci tata bahasa dan sering menghambat komunikasi.	2
		2. Sering melakukan kesalahan pada pola-pola kunci tata bahasa yang menyebabkan sejumlah gangguan dan kesalahpahaman.	3
		3. Terkadang melakukan kesalahan pada pola-pola kunci tata bahasa tetapi tidak menyebabkan kesalahpahaman.	4
		4. Sedikit melakukan kesalahan dan tidak ada pola-pola tata bahasa yang salah.	5
3	Kosa kata	0. Kosa kata tidak memadai meskipun untuk percakapan yang sangat mudah.	1
		1. Kosa kata terbatas hanya untuk kebutuhan percakapan dasar seperti mengenai waktu, makanan, transportasi, keluarga dll.	2
		2. Pemilihan kata kadang-kadang tidak tepat, terbatasnya kosa kata menyebabkan sulit untuk berdiskusi tentang topik profesi dan sosial.	3

		3. Kosa kata pada umumnya bisa digunakan untuk membahas topik-topik non-teknis dalam sejumlah bidang.	4
		4. Kosa kata professional, luas dan tepat, secara umum dapat digunakan untuk membahas topik-topik dalam situasi yang bermacam-macam.	5
4	Kelancaran	0. Berbicara terbata-bata dan terputus-putus sehingga percakapan tidak mungkin terjadi.	1
		1. Berbicara sangat lambat dan tidak tepat, kecuali untuk kalimat pendek atau kalimat sehari-hari.	2
		2. Sering berbicara ragu-ragu dan tersendat-sendat, dengan menggunakan kalimat yang tidak lengkap.	3
		3. Terkadang berbicara ragu-ragu, dengan sedikit ketidaksesuaian yang disebabkan oleh pengungkapan yang berbeda dan pengelompokan kata-kata.	4
		4. Berbicara mudah dan lancar, meskipun kecepatan dan keselarasan kemampuannya tidak sama dengan penutur asli.	5
5	Pemahaman	0. Sulit memahami walaupun untuk percakapan yang sederhana.	1
		1. Hanya memahami percakapan yang pelan dan sederhana atau hanya memahami percakapan yang biasa dan topik-topik turis, memerlukan pengulangan yang terus-menerus.	2
		2. Memahami perkataan yang disebutkan dengan hati-hati dan agak disederhanakan dengan pengulangan dan pengucapan kembali yang cukup banyak.	3
		3. Cukup memahami pembicaraan yang normal, tetapi kadang-kadang memerlukan pengulangan kembali.	4
		4. Memahami semua percakapan kecuali untuk sejumlah kosa kata yang jarang dipakai dan pengungkapan yang cepat dan kurang jelas.	5

Padangsidimpuan,   Mei 2015

Validator

<u>Sojuangon Rambe, S.S, M.Pd</u>
NIP. 19790815 200604 1 003

Interviews to the students in cycle 1

ACCENT

1. Kakak perhatikan pengucapan adik sulit dipahami karena sering membuat kesalahan pengucapan, apa masalah adik?

   (I looked your pronunciation frequent gross errors and a very heavy accent make understanding difficult, what is your problem?)

   Answer:

   Karena saya kurang mengerti dengan bahasa inggris, apa lagi cara ngomongnya makanya saya tidak bisa mengucapkannya. Masalahnya bahasa inggris bukan bahasa keseharian saya.

GRAMMAR

1. Kakak perhatikan adik melakukan kesalahan yang terus-menerus pada pola-pola kunci tata bahasa dan sering menghambat komunikasi, apa masalah adik?

   (I looked your grammar constant errors showing control of very few major patterns and frequently preventing communication, what is your problem?)

   Answer:

   Karena saya tidak mengerti tata bahasa dalam bahasa inggris kalau sudah dipraktekkan untuk berbicara. Masalahnya saya tidak menghapal rumus-rumusnya, kalau ditulis saya ngerti karena bisa nanyak sama kawan.

VOCABULARY

1. Kakak perhatikan kosa kata adik terbatas hanya untuk kebutuhan percakapan dasar, apa masalah adik?

   (I looked your vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc), what is your problem?)

Answer:

Karena saya malas menghapal kata-kata bahasa inggris. Masalahnya kata bahasa inggris susah dihapalnya. Apa lagi kata-kata dalam pelajaran yang di ajarkan semalam susah-susah kata-katanya.

FLUENCY

1. Kakak perhatikan berbicara adik sangat lambat dan tidak tepat, kecuali untuk kalimat pendek atau kalimat sehari-hari, apa masalah adik?

   (I looked your speech is very low and uneven except for short or routine sentences, what is your problem?)

   Answer:

   Saya tidak pandai menyebutkannya dan saya kurang mengerti. Masalahnya saya tidak pernah berbicara dalam bahasa inggris.

COMPREHENSION

1. Kakak perhatikan adik hanya memahami percakapan yang pelan dan sederhana atau hanya memahami percakapan yang biasa dan topik-topik turis, memerlukan pengulangan yang terus-menerus, dan adik juga memerlukan pengulangan yang berkelanjutan dan pengungkapan dengan cara lain, apa masalah adik?

   (I looked your comprehension understands only low, very simple speech on common social and tourist topics; requires constant repetition and rephrasing, what is your problem?)

   Answer:

   Karena saya tidak ngerti apa yang kawan bilang, susah mengikuti apa yang kawan bilang. Masalahnya saya tidak pernah berbicara dalam bahasa inggris.

Padangsidimpuan,   Mei 2015

Students of VII-10

<u>Adanly Sofian Syahputra</u>

Interviews to the students in cycle 1

ACCENT

1. Kakak perhatikan pengucapan adik sulit dipahami karena sering membuat kesalahan pengucapan, apa masalah adik?

   (I looked your pronunciation frequent gross errors and a very heavy accent make understanding difficult, what is your problem?)

   Answer:

   Karena saya belum paham dengan pengucapan bahasa inggris,. Masalahnya karena saya tidak suka dengan guru bahasa inggrisnya, makanya pelajarannya pun saya gak suka.

GRAMMAR

1. Kakak perhatikan adik melakukan kesalahan yang terus-menerus pada pola-pola kunci tata bahasa dan sering menghambat komunikasi, apa masalah adik?

   (I looked your grammar constant errors showing control of very few major patterns and frequently preventing communication, what is your problem?)

   Answer:

   Karena saya tidak paham tata bahasa dalam bahasa inggris. Masalahnya saya kurang memahami bagaimana menanyakan sesuatu dalam bahasa inggris.

VOCABULARY

1. Kakak perhatikan kosa kata adik terbatas hanya untuk kebutuhan percakapan dasar, apa masalah adik?

   (I looked your vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc), what is your problem?)

Answer:

Karena kalau tentang kata-kata dalam berkomunikasi saya kurang hapal. Masalahnya saya malas bahkan tidak pernah menghapal kata-katanya kalau tidak dipaksa sama gurunya.

FLUENCY

1. Kakak perhatikan berbicara adik sangat lambat dan tidak tepat, kecuali untuk kalimat pendek atau kalimat sehari-hari, apa masalah adik?

   (I looked your speech is very low and uneven except for short or routine sentences, what is your problem?)

   Answer:

   Karena saya tidak pernah berbicara dalam bahasa inggris. Masalahnya ya karena saya tidak berbicara bahasa inggris kalau sehari-hari.

COMPREHENSION

1. Kakak perhatikan adik hanya memahami percakapan yang pelan dan sederhana atau hanya memahami percakapan yang biasa dan topik-topik turis, memerlukan pengulangan yang terus-menerus, dan adik juga memerlukan pengulangan yang berkelanjutan dan pengungkapan dengan cara lain, apa masalah adik?

   (I looked your comprehension understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing, what is your problem?)

   Answer:

   Karena saya tidak mengerti bahasa inggris. Masalahnya saya tidak pernah berbicara bahasa inggris sama kawan-kawan, pake bahasa batak.

Padangsidimpuan,   Mei 2015

Students of VII-10

<u>Risman</u>

Interviews to the students in cycle 1

1. Kenapa adik tidak memperhatikan ketika guru menjelaskan materi pembelajaran, apa masalah adik?

   (Why do you not focus when teacher explain the material, what is your problem?)

   Answer:

   Saya tidak mengerti bahasa inggris.

2. Kenapa adik mondar mandir di dalam kelas, apa masalah adik?

   (Why do you walk around in the class?)

   Answer:

   Saya bosan nunggu giliran dipanggil.

3. Kenapa adik membuat keributan di dalam kelas, apa masalah adik?

   (Why you make disturbance in the classroom, what is your problem?)

   Answer:

   Saya tidak membuat keributan, saya mau bertanya sama kawan apa bahasa inggrisnya "bisa jadi, bisa tidak".

Padangsidimpuan,   Mei 2015

Students of VII-10

<u>Anggi</u>

Interviews to the students in cycle 1

1. Kenapa adik tidak aktif ketika belajar bahasa inggris, apa lagi dalam berbicara, apa masalah adik?

    (Why do you passive when study English, especially in speaking, what is your problem?)

    Answer:

    Saya takut salah, kalau salah saya malu sama kawan-kawan nti mereka ngetawain saya.

    Padangsidimpuan,   Mei 2015

    Students of VII-10

    <u>**Awaliyah**</u>

2. Kenapa adik tidak aktif ketika belajar bahasa inggris, apa lagi dalam berbicara, apa masalah adik?

    (Why do you passive when study English, especially in speaking, what is your problem?)

    Answer:

    Saya malu maju kedepan, soalnya kawan saya laki-laki.

    Padangsidimpuan,   Mei 2015

    Students of VII-10

    <u>**Silva Windari**</u>

APPENDIX XIV

LIST OF INTERVIEW

Interviews to the students

ACCENT

1. Kakak perhatikan pengucapan adik seringkali tidak jelas, apa masalah adik?

   (I looked your pronunciation frequently unintelligible, what is your problem?)

2. Kakak perhatikan pengucapan adik sulit dipahami karena sering membuat kesalahan pengucapan, apa masalah adik?

   (I looked your pronunciation frequent gross errors and a very heavy accent makes understanding difficult, what is your problem?)

3. Kakak perhatikan pengucapannya adik asing sehingga memerlukan konsentrasi untuk mendengarkannya dan terjadi kesalahan pengucapan yang kadang-kadang menimbulkan kesalahpahaman, apa masalah adik?

   (I looked your foreign accent requires concentrated listening and mispronunciation, which do not interfere with understanding, what is your problem?)

4. Kakak perhatikan terjadi beberapa pengucapan adik yang aneh dan kadang-kadang terjadi kesalahan pengucapan yang tidak menyebabkan kesalahpahaman pada makna, apa masalah adik?

   (I looked your marked foreign accent and occasional mispronunciation which do not interfere with understanding, what is your problem?)

GRAMMAR

1. Kakak perhatikan tata bahasa adik hampir seluruhnya tidak tepat, apa masalah adik?

   (I looked your grammar almost entirely inaccurate phrases, what is your problem?)

2. Kakak perhatikan adik melakukan kesalahan yang terus-menerus pada pola-pola kunci tata bahasa dan sering menghambat komunikasi, apa masalah adik?)

   (I looked your grammar constant errors showing control of very few major patterns and frequently preventing communication, what is your problem?)

3. Kakak perhatikan adik sering melakukan kesalahan pada pola-pola kunci tata bahasa yang menyebabkan sejumlah gangguan dan kesalahpahaman, apa masalah adik?

   (I looked your grammar frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding, what is your problem?)

4. Kakak perhatikan adik terkadang melakukan kesalahan pada pola-pola kunci tata bahasa tetapi tidak menyebabkan kesalahpahaman, apa masalah adik?

   (I looked your grammar occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding, what is your problem?)

VOCABULARY

1. Kakak perhatikan kosa kata adik tidak memadai meskipun untuk percakapan yang sangat mudah, apa masalah adik?

   (I looked your vocabulary inadequate for even the simplest conversation, what is your problem?)

2. Kakak perhatikan kosa kata adik terbatas hanya untuk kebutuhan percakapan dasar seperti mengenai waktu, makanan, transportasi, keluarga dll, apa masalah adik?

   (I looked your vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc), what is your problem?)

3. Kakak perhatikan pemilihan kata adik kadang-kadang tidak tepat, terbatasnya kosa kata adik menyebabkan sulit untuk berdiskusi tentang topik profesi dan sosial, apa masalah adik?

(I looked your choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics, what is your problem?)

4. Kakak perhatikan kosa kata adik pada umumnya bisa digunakan untuk membahas topik-topik non-teknis dalam sejumlah bidang?
(I looked your professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions?)

FLUENCY

1. Kakak perhatikan berbicara adik terbata-bata dan terputus-putus sehingga percakapan tidak mungkin terjadi, apa masalah adik?
(I looked your speech is so halting and fragmentary that conversation is virtually impossible, what is your problem?)

2. Kakak perhatikan berbicara adik sangat lambat dan tidak tepat, kecuali untuk kalimat pendek atau kalimat sehari-hari, apa masalah adik?
(I looked your speech is very low and uneven except for short or routine sentences, what is your problem?)

3. Kakak perhatikan adik sering berbicara ragu-ragu dan tersendat-sendat, dengan menggunakan kalimat yang tidak lengkap, apa masalah adik?
(I looked your speech is frequently hesitant and jerky: sentence may be left uncompleted, what is your problem?)

4. Kakak perhatikan adik terkadang berbicara ragu-ragu, dengan sedikit ketidaksesuaian yang disebabkan oleh pengungkapan yang berbeda dan pengelompokan kata-kata, apa masalah adik?
(I looked your speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words, what is your problem?)

COMPREHENSION

1. Kakak perhatikan adik sulit memahami walaupun untuk percakapan yang sederhana, apa masalah adik?

   (I looked your comprehension understands too little for the simplest types of conversation, what is your problem?)

2. Kakak perhatikan adik hanya memahami percakapan yang pelan dan sederhana atau hanya memahami percakapan yang biasa dan topik-topik turis, dan adik juga memerlukan pengulangan yang terus-menerus, apa masalah adik?

   (I looked your comprehension understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing, what is your problem?)

3. Kakak perhatikan adik memahami perkataan yang disebutkan dengan hati-hati dan agak disederhanakan dengan pengulangan dan pengucapan kembali yang cukup banyak, apa masalah adik?

   (I looked your comprehension understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing, what is your problem?)

4. Kakak perhatikan adik cukup memahami pembicaraan yang normal, tetapi kadang-kadang memerlukan pengulangan kembali, apa masalah adik?

   (I looked your comprehension understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing, what is your problem?)

Interviews to the students

EXTERNAL FACTORS

1. Kenapa adik tidak mencatat materi pembelajaran, apa masalah adik?

   (Why do you not write the learning material, what is your problem?)

2. Kenapa adik tidak memperhatikan ketika guru menjelaskan materi pembelajaran, apa masalah adik?

   (Why do you not focus when teacher explains the material, what is your problem?)

3. Kenapa adik mondar mandir di dalam kelas, apa masalah adik?

   (Why do you walk around in the class, what is your problem?)

4. Kenapa adik membuat keributan di dalam kelas, apa masalah adik?

   (Why you make disturbance in the classroom, what is your problem?)

5. Kenapa adik permisi?

   (Why do you go permission?)

6. Kenapa adik tidak aktif ketika belajar bahasa inggris, apa lagi dalam berbicara, apa masalah adik?

   (Why do you passive when study English, especially in speaking, what is your problem?)

Padangsidimpuan,   Mei 2015

Validator

Sojuangon Rambe, S.S, M.Pd

NIP. 19790815 200604 1 003

APPENDIX XV
TRANSCRIPTION OF STUDENTS' SPEAKING ABILITY TEST
IN CYCLE 1

Direction:
- First question, it was talked about the un-arrangement letters. It would be arranged into the correct word one, the clues was given. The question is to student 2.
- Second question talked about guessing the picture to complete the sentence. Student used the correct clues from the picture was given. The question is to student 1.

A. PAIR 1

1. Adanly Sofian

1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. He said "partner" as in "patner", it must be ['pɑ:tn∂]. And "wood" as in "wod", it must be [wud].

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He can not build a sentence if the student 2 said more clues for the question. For example: "from wood", it must be "it made of from wood".

3) Vocabulary: Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc). He said "from *kayu*", he did not know the English of *kayu*.

4) Fluency: Speech is very low and uneven except for short or routine sentences. For example: "mmm,,,, partner,,,,,,,,, of eee,,,, door. For eh from wood.

5) Comprehension: Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing. Some time he can not respond the order of student 2 to give more clues.

2. **Yunita Permata Sari**

   1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding. She said "has" as in "has", it must be [hæz] and "building" as in "building", it must be ['bildiŋ].

   2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. For example: she said the subject with object.

   3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. She said "me live in it", it must be "I live in it".

   4) Fluency: Speech is frequently hesitant and jerky: sentence may be left uncompleted. She always said mmm,,,,,.

   5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

B. **PAIR 2**

   1. **Ahmad Fauzi**

      1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. He said "partner" as in "paner", it must be ['pɑ:tn∂] and "table" as in "table", it must be ['teibl].

      2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He can not build a sentence if the student 2 said more clues for the question.

      3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. He only can say the familiar word that he knows.

      4) Fluency: Speech is very low and uneven except for short or routine sentences. He always said mmmm,,,,, or said yes or no.

5) Comprehension: Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing. He can not respond the order of student 2 to give more clues.

2. **Yuli Annita**

   1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding. She said "there" as in "tere", it must be [$\partial \acute{\varepsilon} \partial$].

   2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. For example: she did not know the preposition, she said we write the lesson with the…. It must be we write the lesson on the ….

   3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

   4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

   5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

C. **PAIR 3**

   1. **Alfan Andista**

      1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding. He said "inside" as in "inside", it must be ['insaid].

      2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

      3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

2. Yolanda Uli Margareth

1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.

2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

D. PAIR 4

1. Ali Sahbana

1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. He said "food" as in "fod", it must be [fu:d]. And "eat" as in "eat", it must be [i:t].

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. For example: "use when eat" it must be "it used when eat".

3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social

topics. He did not know what the English word so he said in Indonesian. For example: "partner garpu" it must be "partner of fork".

4) Fluency: Speech is frequently hesitant and jerky: sentence may be left uncompleted. For example: he want to said fork but he did know the English.

5) Comprehension: Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. He can not respond the order of student 2 to give more clues with long time.

2. **Yolanda Natalia**

1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.

2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

E. **PAIR 5**

1. **Andi Erianto**

1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication.

3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

2. **Tua Hutasuhut**

1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. He said article of "the" as in "tehe" it must be [∂i:] and he said "light" as in "laik" it must be [lait].

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He can not build a sentence if the student 2 said more clues for the question. For example: "from kaca and bersinar", it must be "it made of from glass and shine".

3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. He did know what the English word so he said in Indonesian.

4) Fluency: Speech is frequently hesitant and jerky: sentence may be left uncompleted. He always stopped when speak and said eeeeeee.

5) Comprehension: Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

F. **PAIR 6**

1. **Anggi Siregar**

1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. He said "where" as in "were" it must be [wɛ̇ə].

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. He can not build a sentence and also silent.

3) Vocabulary: Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).

4) Fluency: Speech is very low and uneven except for short or routine sentences.

5) Comprehension: Understands only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing.

2. Silva Windari

1) Accent: Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. She said "sweep" as in "swep" it must be [swi:p] and "broom" as in "brom" it must be [bru:m].

2) Grammar: Constant errors showing control of very few major patterns and frequently preventing communication. She can not build a sentence with the correct sentence in English.

3) Vocabulary: Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

TRANSCRIPTION OF STUDENTS' SPEAKING ABILITY TEST

IN CYCLE 2

Direction:

- First question, it was talked about the un-arrangement letters. It would be arranged into the correct word one, the clues was given. The question is to student 2.
- Second question talked about guessing the picture to complete the sentence. Student used the correct clues from the picture was given. The question is to student 1.

A. PAIR 1

1. Alfan Andista

1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

2) Grammar: Few errors, with no pattern of failure.

3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

2. Putra Halomoan

1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

2) Grammar: Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

B. PAIR 2

1. Sakinah Riska Putri

1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

2) Grammar: Few errors, with no pattern of failure.

3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

2. Yuli Annita

1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

2) Grammar: Few errors, with no pattern of failure.

3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

C. PAIR 3

1. Salonika Sarumaha

1) Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.
2) Grammar: Few errors, with no pattern of failure.
3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.
4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

2. Chindy Siahaan

1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.
2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

D. PAIR 4

1. **Elizabeth Siregar**

   1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

   2) Grammar: Few errors, with no pattern of failure.

   3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

   4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

   5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

2. **Shara Angelina**

   1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

   2) Grammar: Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

   3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

   4) Fluency: Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

   5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

E. **PAIR 5**

1. **Awaliyah Pohan**

   1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.

   2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

   3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

   4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

   5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

2. **Yunita Permata Sari**

   1) Accent: No conspicuous mispronunciations, but would not be taken for a native speaker.

   2) Grammar: Few errors, with no pattern of failure.

   3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

   4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

   5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

F. **PAIR 6**

1. **Ahmad Fauzi**

   1) Accent: Marked "Foreign Accent" and occasional mispronunciation which do not interfere with understanding.

2) Grammar: Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

3) Vocabulary: Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion any non-technical subjects with some circumlocutions.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.

2. **Andi Erianto**

1) Accent: "Foreign Accent" requires concentrated listening and mispronunciation which do not interfere with understanding.

2) Grammar: Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

3) Vocabulary: Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency: Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5) Comprehension: Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

APPENDIX XVI

The Comparative Result of Students' Speaking Ability Score between
Cycle 1 Test and Cycle 2 Test

No	Students' Initial	Grade		D=X-Y	$\sum D = D - M_D$	$\sum D^2$
		Cycle 1	Cycle 2			
1.	A1	40	68*	28	2.93	8.58
2.	A2	44	80	36	10.93	119.46
3.	A3	80*	92	12	-13.07	170.82
4.	A4	52	84	32	6.73	45.29
5.	A5	68	80	12	-13.07	170.82
6.	A6	40	68*	28	2.93	8.58
7.	A7	52	76	24	-1.07	1.14
8.	A8	64	80	16	-9.07	82.26
9.	A9	52	88	36	10.93	119.46
10.	A10	48	76	28	2.93	8.58
11.	A11	52	88	36	10.93	119.46
12.	A12	56	88	32	6.93	48.02
13.	A13	76*	88	12	-13.07	170.82
14.	A14	52	88	36	10.93	119.46
15.	A15	40	68*	28	2.93	8.58
16.	A16	56	84	28	2.93	8.58
17.	A17	40	68*	28	2.93	8.58
18.	A18	76*	92	16	-9.07	82.26
19.	A19	60	88	28	2.93	8.58
20.	A20	76*	92	16	-9.07	82.26
21.	A21	56	88	32	6.93	48.02
22.	A22	52	80	28	2.93	8.58
23.	A23	68	92	24	-1.07	1.14
24.	A24	76*	92	16	-9.07	82.26
25.	A25	80*	96	16	-9.07	82.26
26.	A26	68	92	24	-1.07	1.14
	TOTAL	1524	2176	652	- 0.02	1614.99
	MEAN	58.61	83.69	$M_D = 25.07$	$\sum D = -0.00076$	$\sum D^2 = 62.11$
	PERCENTAGE	23.07%	84.61%			

*: *The students who passed the KKM (75) in cycle 1*

*: *The student that did not pass the KKM (75) in cycle 2*

DOCUMENTATION OF RESEARCH

The Researcher Was Explaining the Material in the Cycle I

The Researcher Was Monitoring the Students in the Cycle I

The Researcher Was Asking the Students to Practice the Guessing Games Technique In The Front Of the Class in the Cycle I

Students' Learning Process in the Cycle I

STUDENTS' LEARNING PROCESS IN THE CYCLE II

ENGLISH TEACHER AS A COLLABORATOR

THE RESEARCHER WAS ASKING THE STUDENTS TO SAY "I LIKE ENGLISH" TOGETHER LOUDLY IN THE CYCLE II

THE RESEARCHER WAS ASKING THE STUDENTS TO PRACTICE THE GUESSING GAMES TECHNIQUE IN THE FRONT OF THE CLASS IN THE CYCLE II

Nomor : In. 19/E.8b/TL.00/ 1204 /2015   Padangsidimpuan, 13 Mei 2015

Hal   : *Mohon Bantuan Informasi*

        Penyelesaian Skripsi.

Kepada

Yth. Kepala

SMP Negeri 5 Padangsidimpuan

       Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama	:	Minarti
NIM	:	103400013
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI
Alamat	:	Komplek Pondok Haji/UGN Sihitang LK.IV

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Students' Speaking Ability by Using Guessing Games at Grade VII SMP Negeri 5 Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

       Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

                               a.n. Rektor

                               Dekan

                               Hj. Zulhimma, S.Ag., M.Pd

                               NIP. 197207021997032003

Nomor	: In.19/E1.5/PP.00.9/Skripsi/1560/2014	Padangsidimpuan, 06 Oktober 2014
Lamp	:	Kepada Yth :
Perihal	: *Pengesahan Judul dan Pembimbing Skripsi*	Bapak/Ibu

1. Eka Sustri Harida, M.Pd
2. Sojuangon Rambe, S.S, M.Pd
di-
Padangsidimpuan

Assalamu'alaikum Wr.Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut :

Nama	:	**Minarti**
Nim	:	10.340.0013
Sem/Tahun Akademik	:	IX (Sembilan) 2014 / 2015
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	**Improving Students' Speaking Ability by Using Guessing Games at Grade VII SMP Negeri 5 Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Sekretaris Jurusan Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

a.n Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Lembaga

Dr.Lelya Hilda, M.S.i
NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING II

Sojuangan Rambe, S.S.,M.Pd
NIP. 19790815 200604 1 003

SURAT KETERANGAN
NOMOR 422/ 162 /SMP.5/2015

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidimpuan di Padangsidimpuan, menerangkan bahwa:

Nama	:	**MINARTI**
NIM	:	103400013
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI
Alamat	:	Komplek Pondok Haji /UGN Sihitang LK.IV

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidimpuan pada tanggal 18 Mei 2015 sampai dengan selesai, guna untuk melengkapi penelitiannya yang berjudul :

"IMPROVING STUDENT'S SPEAKING ABILITY BY USING GUESSING GAMES AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN, sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidimpuan Nomor : In. 19/E.8b/TL.00/1294/2015 tanggal 13 Mei 2015.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidimpuan, 09 Juni 2015
Kepala SMP Negeri 5 Padangsdimpuan

M. IDRIS
NIP. 19570625 198303 1 004

CURRICULUM VITAE

A. Identity

Name : Minarti

Reg. No : 10 340 0013

Place / Birthday : Pergajahan Hulu / September, 07th 1992

Sex : Female

Religion : Islam

Address : Komplek Pondok Haji Sihitang Lk. IV

B. Parents

Father's name : Sukar

Mother's name : Nuriati

C. Family

Husband's name : Andi Rezki Rambe

Child's name : Muhammad Yasin Rizky Rambe

D. Educational Background

1. Elementary School : SD Negeri 200212 Padangsidimpuan (2004)

2. Junior High School : SMP Negeri 5 Padangsidimpuan (2007)

3. Senior High School : SMK Negeri 1 Padangsidimpuan (2010)

4. Institute : IAIN Padangsidimpuan (2015)