CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes and discusses the data collected from the research. The aims of this research are to improve the students' speaking ability by using guess the word game and to explain the situation when using the guessing game in teaching speaking.

A. Research findings

After finding the problems faced by the students in English class, the researcher conducted a pre-test. The pre-test was done before doing the teaching learning process. The test was done in order to know the speaking ability the students. The mean of the student ' score in the pre - test was 35.71%, is presented below:

Table IV .1 The score of the student at the pre-test

NO	INITIAL	Correct Answer	Ideal Score	Converted Score
1	NS	15	25	80
2	SN	16	25	85
3	NC	18	25	75
4	TA	16	25	60
5	ND	22	25	50
6	YT	23	25	60

7	SH	21	25	70
8	SY	20	25	60
9	SM	19	25	75
10	SN	18	25	50
11	MS	18	25	40
12	PD	14	25	65
13	AM	13	25	60
14	AL	17	25	75
Total				905
Mean				64.64%
Percentage The Success				35.71%

From the analysis table score above, the researcher analyzes the data as below:

P= Total student who get score 75 minimum X 100%

Total student in the class

P= 5 X 100%

14

P= 35.71%

Based on the pre-observation and pre-test conducted by the researcher, it can be identified that the Speaking of the students class6 in Keeyamuddeen School was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher used guessing game to improve the students' Speaking ability.

2. Implementing the Action Research

a. Cycle 1

1) Planning

The following are the steps of planning activities.

a) Conversations with observers

There are many things that researchers share with observers. They are about choosing the topic that the classroom instructor will teach, which is suitable for students according to the curriculum and the appropriate speaking level for the sixth grade students.

Both observers and researchers agreed that there were three elements of English speaking to score: pronunciation, covering and principles of grammar of English speaking.

In order to find the correct information of the situation in the classroom during the teaching and learning process, the researcher has prepared an observation record for the observer

b) Create a lesson plan

The researcher must prepare a lesson plan as a guideline for teaching before proceeding. The researcher must prepare the material. He prepared documents from the internet and related books. The researcher selects the materials that are suitable for students according to the topics in the course. He selects the content about the game that is appropriate for the topic discussed in the lesson plan, which students can easily understand.

c) Preparing students' Worksheet

The purpose of preparing worksheet is to provide students with appropriate ways of directing attention to the lesson, and to focus the students' mind on the objectives of learning. In designing the students' worksheet the researcher adapted some materials by considering the students' level of language and activities that were challenging to do.

d) Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next cycle. Post-test was held at the end of each cycle covering three elements: pronunciation, memorization of the meaning of speaking English.

2) Action

In this step the researcher implemented the teaching technique using guessing game. In implementing the action, the researcher used the lesson plan that had been prepared before. The first cycle consisted of three meetings and post test.

a) First Meeting

The researcher conducted the first meeting on Tuesday, January, 15/2019,(08:00-09:00) in the calss6. The researcher was helped by Ms. Sureena Mahamasueree , the observer. The students of 5 had just finished doing fun walk, which is held monthly. The researcher waited for the students in the calss6. Two days prior to the meeting, when the pre-test was held, he had informed them to come to the room for English lesson. After all students had come to the room, the researcher greeted the students and checked the students' attendance. He did not introduce herself because he had done it in the pre-test two days before.

He started teaching by doing activities first. He gave himself to introduce students to the game and guess the content. He asked the students verbally. Some students actively participate in this brainstorming section. The researchers therefore played the Cinderella guessing game. They were very excited with the guessing game.Until they forgot the fatigue after a fun walk After playing the guessing game, the researchers asked the students, "What is the guessing game?" Then they answered "What is funny in English? "" What will happen next? " They actively participate to answer questions orally.

After that, the researcher distributed the worksheet and asked the students to pay attention to the worksheet. He explained one word at a time to explain the nature of the guessing game. He also explained the meaning of those words in Thai language and gave examples of how to pronounce those words.After that, the researcher read the descriptive text about the guessing game. The researchers asked the meaning of words in Thai language and students responded actively because they had played before. This helped them guess the meaning of the word.However, they do not understand the meaning of certain words. Students asked questions enthusiastically.

After that, the researcher penetrated the students about the pronunciation of English speaking.While giving some corrections about the wrong pronunciation of some students They find it difficult to pronounce "old", "generous", "fat".Then the researcher closed the lesson. And he ended up saying goodbye.

b) Second meeting

The second meeting was held on Friday, January 18/2019 (10:00-11:00). The researcher started the lesson by greeting students and checking student participation. Then she reviewed the last meeting lesson. After that, he began teaching by doing activities first. She gives some advice about whether students like to play games or not, the games they usually play are what types of games and what they do. He asks students verbally.

The researcher played the guessing game "in the category of animals" and asked them to pay attention to asking. Then he began to ask questions. After that,

the researcher described the guessing game that offered that added fun. After that, the researcher distributed a worksheet. He read the example of the text above.

He asked students about the meaning of Thai words and students responded actively because there were some words involved in the guessing game. This helps them guess the meaning of the word in the text.The researcher then drilled the students to answer questions from the guessing game. The researchers pointed the students to repeat after that. Until they answered correctly, some people find it difficult to answer. "After that, the researcher closed the lesson. Then he graduated by saying goodbye.

c) Third meeting

The third meeting was held on Tuesday, January 22/2019,(08:00-09:00). The researcher started the lesson by greeting students and checking student participation Then she reviewed the last meeting lesson. The researcher asked a few questions taught in previous lessons to find out how well they memorized lessons.

The researcher played the guessing game. "In the fruit category" and ask them to pay attention to asking Then he began to ask questions. After that, the researcher described the predictive game that offered more fun. After that, the researcher distributed a worksheet. He read the example of the text above.

He asked students about the meaning of Thai words and students responded actively because there were some words related to guessing games. This will help them guess the meaning of the words in the text. The researchers then drill the

students to answer questions from the guessing game.The researchers pointed the students to repeat after that. Until they answered correctly, some people find it difficult to answer. Then he pointed out that some students wrote answers on the whiteboard. After the bell rings, he closes the teaching and announces that the next meeting will be tested later.

Table IV.2 *Observation of Teaching and Learning Process in Cycle 1*

Aspect	Comment
1. The activities of Teaching and Learning Process	The teacher had better point a student to answer rather than let them answer all at once. Besides, in the end of the meeting the researcher often forgot to review the lesson and let the students asks questions. She should do the review and let the students ask question.
2. Teacher's technique in delivering the materials	The researcher gives interesting pre-activities to attract the students' attention. The materials taught had fitted the learning objectives. Please do not speak more slowly in order the students to understand your explanation easily.
3. Classroom Management	The researcher was less firm in controlling the students. He should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson.
4. The use of media	The use for media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily.
5. The use of language	The researcher still very often used Indonesian when giving instruction to the students.
6. Classroom situation	The researcher give a lot feedback to the students.
7.Lesson plan and teaching materials	The researcher did not include scoring rubric and instruments by the evaluation stage within her lesson plan.

Observation is the process of collecting data as it was viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. There were two kinds of observation sheet, for the teacher's activity and for the student's activity. When the observation tokens place, the researcher collected the data of the eaching and learning process. That was drawn of observation sheet when the teacher joined in class. He was give sign in yes or no when suitable with observation. There were Pre-activity, Main activity and Post activity.

In general, using guessing games makes the student's focus more focused on the lesson. Using guessing games makes students motivated because of fun media, guessing games, helping students to enjoy these lessons, allowing students to understand the context that is clearer to better interpret the Students' enthusiasm can still be seen when playing guessing games. Most enjoy learning content.According to observers' notes, the researchers realized that he still had many weaknesses. Although the second meeting is better but there are still weaknesses that should be resolved in the next round.

4) Reflecting the Action

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process he did so far. He found that there was students' progression in speak English. Observation result showed that there were some improvements achieved by the students after doing the action.

The researcher noted the students' improvement in mastering the vocabulary. First, the students could grasp the vocabulary meaning. In the beginning of the second and third meeting the researcher asked about the speak English in the previous meeting, and they still remembered the meaning of speak English that was taught in the previous meeting. There was an improvement in the pronunciation. Some students could pronounce the words that they were failed to pronounce when in the pretest or the words that they were mispronounced before. Second, there was an improvement in the students' score in the meaning of speak English test section. The result of the research can be seen in the table IV.3

Table IV.3 the students' Activities in the cycle I

No.	The description of students' activities	Checklist					Total score
		1	2	3	4	5	
1	The students notice teacher's explanation			✓			3
2	The students is enthusiastic to teacher's question			✓			3
3	The students ask to the teacher			✓			3
4	The students do the treatment			✓			3
5	The students by using media			✓			3
6	The students ask each other		✓				2
7	The class is running well		✓				2
8	The students to the duty from the researcher			✓			3
9	The students join the learning process well			✓			3
10	Students do the duty more spirit			✓			3

In which: Percentage

Poor   0% - 39%

Fair   40% - 59%

Average   60% - 74%

Good   75% - 84%

Excellent   85% - 100%

$$\text{Score} = \frac{28}{50} \times 100\% = 56\%$$

In cycle one, the mean score of the students increased. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 71.42%. It was better than the mean score of the pre-test which had been done before the action, 35.71%. The more detail result of post test 1 can be seen in table IV.4 The format of the test was still the same as the previous one (Pre Test).

Table VI .4 the score of the student at the post-test Cycle I

NO	INITIAL	Correct Answer	Ideal Score	Converted Score
1	NS	15	25	90

2	SN	16	25	85
3	NC	18	25	85
4	TA	16	25	80
5	ND	22	25	80
6	YT	23	25	80
7	SH	21	25	85
8	SY	20	25	80
9	SM	19	25	85
10	SN	18	25	65
11	MS	18	25	70
12	PD	14	25	70
13	AM	13	25	70
14	AL	17	25	80
Total				1105
Mean				79.0%
Percentage The Success				71.42%

From the analysis table score above, the researcher analyzes the data as below:

P= Total student who get score 75 minimum X 100%

            Total student in the class

P= 10 X 100%

     14

P= 71.42%

From the reflection of the observation result, the writer concluded that the implementation of teaching English using guessing game was able to improve the students' speaking ability. The teacher however still found several problems about speaking use and pronunciation in the first cycle, so he needed to conduct the second cycle. The problems in cycle one should be solved. It seemed necessary for her to use the same method but in different way.

b. Cycle Two

1) Revised Plan

Based on the results of the reflection above, it could be seen that the action showed both the positive results and weaknesses. Therefore, the researcher thought that it was necessary to make the next planning and to conduct the next cycle in order to solve the problems and the weaknesses that appeared in the first cycle. In the next cycle the researcher made a revised plan to teach speaking in Cycle 2 based on the observation and reflection from teaching learning process in Cycle 1 and planned to conduct four meetings in Cycle 2. The topic in Cycle 2 is Descriptive text.

First of all, the researcher planned to concern more on the speaking use by giving some more exercises on it. To improve students' speaking use in Cycle 2 the researcher had them make some sentences and to fill incomplete sentences with the words explained/involved in the guessing game, so that they knew the meaning of the words and they would feel it easier to make sentences and to fill the incomplete sentences. The researcher gave more time to practice the use of vocabulary in Cycle

2. In each meeting, there were 2 tasks for practicing the use of speaking, in Cycle 1 there was only one task.

Next, the researcher would focus on pronunciation by doing more drilling and more focus on the students whose pronunciation was still poor. To improve students' pronunciation, the researcher to play guessing game teach some words. Then, he did repetition of the words' pronunciation, drilled the students, and had them practice pronouncing the words randomly. He then pointed some students who still got difficulty in pronunciation. The researcher would give more time to practice pronunciation in Cycle 2, every meeting there was two tasks for pronunciation practice, unlike in cycle 1 in which there was only one task.

The researcher also planned on giving warning and punishment to the students who did not pay attention to the lesson by giving some questions dealing with words' meaning, pronunciation, and use. She would also give the students the equal chance to ask questions.

2) Action

a) First Meeting

The researcher conducted the first meeting on Friday, January 25/2019, (10:00-11:00) in Room AVI. The researcher was helped by Ms. Sureena Mahamasueree, the observer. The researcher came first, and waited for the students in Class 6. After all students had come into the room, the researcher greeted the students and checked the students' attendance.

He told the topic they would study, Describing Mountain. He started teaching by doing some pre-activities; He gave some guided questions about the mountain, he asked the students orally. "Who knows what the game is guessing?", "Class, have played the guessing game", "What do you think of this game?", "Do you often play this game?" Actively in brainstorming this time although most respond to questions using Thai language.

The researcher then played the guessing game. In the guessing game, there was a text line to explain the, for example when it. Then, he asked the students to pay attention to some activities that can be done on a based on the guessing game. After showing the guessing game, the researcher asked the students to do Task 1 in the worksheet, in which they had to write the name of the guessing game After that, she read the descriptive text of he asked the students the meaning of the words in Thai, and the students answered actively because some words in the text were explained in the, After practicing pronunciation, the researcher asks students to answer 2 questions in the worksheet But they are confused about how to answer the question in the game. So he asks the students to answer their questions.

The researcher then asked the students to complete the 4th mission (to answer questions from the guessing game). She went around the classroom to help students who found it difficult to answer. From the ringing of the bell, the researchers told the students that the fourth mission was used for homework, and then she finished teaching.

b) Second Meeting

The researcher conducted the second meeting on Monday, January 28/ 2019,(09:00-10:00) in the Class 6. As usual, after the researcher greeted the students and checked the students' attendance, then he reviewed the lesson of the last meeting. Teacher pointed some students and asked question to them to check whether they remembered the previous lesson or not. Most of them still remembered the question about Animal. Because in the last meeting the researcher had given homework, the researcher asked ten students to write their sentences. Teacher checked and corrected the students' sentences.

He told the topic they would study, Describing. He started teaching by doing some pre-activities; he gave some guided questions about, he asked the students orally. Some students participated actively in this brainstorming section although most of them answered using Thai language.

The researcher then played the guessing game. After that, he read the explanatory text. He asked students about the meaning of words in Thai language and students responded actively because of some words in the text. Has been explained this helps them guess the meaning of the word in the text. After that, the researcher explained the words in the text and in the question box. Then he pointed out to some students the meaning of the word in question. Students responded actively because they felt that the answer was easy due to explaining the question. Some words in this, even if they answer with wrong pronunciation after that, he gave an example of how to pronounce in the question box. The researcher then punched the students to pronounce the words and point out some students who are still difficult to pronounce.

Then fix some mistakes of students. Difficult to pronounce "Octopus "," Tao "After completing the pronunciation practice, the researcher asks students to answer the question in Task 3 (playing the word guessing game) on the sheet in five minutes. After giving the correct answer to the 3rd mission, the teacher asks the students to do the 4th mission. They have to translate the sentences into Thai. Even if they use the dictionary, they still find it difficult to answer the 4th mission. So the researchers went to help. Students who find it difficult to complete the 4th mission after having some students write an answer on the whiteboard and give the correct answer Teacher examines and corrects student sentences From time to time, the researcher ended the lesson and said goodbye.

c) Third Meeting

The researcher conducted the third meeting on Tuesday, January 29/2019,(08:00-09:00) in The Class 6. The researcher was helped by Ms. Sureena Mahamasueree as the observer. The researcher came first to and waited for the students in the Class. The students had just finished doing ceremony, which is held weekly. After all students had come to the room, the researcher greeted the students and checked the students' attendance.

He told the topic what they would study, Describing the City. She started teaching by doing some pre-activities. As soon as possible, he reviewed the last meeting by gave some guided questions about the mountain, he asked the students orally. Most of them answered using Thai language. The researcher told their answer in Thai into English.

The researcher then played the guessing game, then he asked students to play. The researcher explained the meaning of words in the guessing game, after that, he read the descriptive text. He asked the students the meaning of some words in Thai, and the students could answer it because some words in the text were used in the guessing game and was explained by the researcher. This helped them guess the meaning of the words in the text. After that the researcher explained the words in the text and in the guessing game. Then he pointed some students and asked them the meaning of the words. After that, he gave example of how to pronounce words in the guessing game and in the word then the researcher drilled the students on pronouncing the words, and pointed some students who still got difficulty in pronunciation, then gave some corrections on students' mispronouncing some words.

3) Observation

In Cycle 2, SM still acted as the observer. Just like in Cycle 1, in this cycle the researcher prepared an observation form to be filled by the observer in each meeting. Those observation forms are very useful as the basic for observing the action and as researcher's materials for reflection. The aspects to observe were also the same: the development of teaching and learning activity, teacher's technique in delivering the materials, classroom management, and use of media, language use, and classroom situation. The English teacher, as the observer, gave some input and suggestion to the researcher. The following is the summary of the observer's comment.

Table IV.5 *Observation of Teaching and Learning Process in Cycle II*

Aspect	Comment
1. The activities of Teaching and Learning Process	The researcher got better in the time management so that he could enough time lat the students review the lesson and ask question. Overall, the teaching learning process was good.
2. Teacher's technique in delivering the materials	The researcher gives interesting pre-activities to attract the students' attention; use as what she did in cycle. The materials taught had fitted the learning objectives.
3. Classroom Management	The researcher was less firm in controlling the students. He should be more firm in giving punishment to the students who made noise and did not pay attention to the lesson.
4. The use of media	The use for media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily.
5. The use of language	The researcher still very often used Thai when giving instruction to the students.
6. Classroom situation	The researcher made some interesting exercises about the conversation for the students that made the students attracted and actively answer the question. Conversation the student fell enjoy and no pressure in doing the exercises.
7. Lesson plan and teaching materials	The researcher had included scoring rubric and instruments by the evaluation stage within her lesson plan. The materials were relevant syllabus and fifth graders.

Observation is the process of collecting data as it was viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. There were two kinds of observation sheet, for the teacher's activity and for the student's activity. When the observation tokens place, the researcher collected the data of the teaching and learning process. That was drawn of observation sheet when the teacher joined in class. He was give sign in yes or no

when suitable with observation. There were Pre-activity, Main activity and Post activity.

From the table above, it can be seen that there was an improvement from Cycle 1 to Cycle 2 from the points of view: classroom activity development, classroom management, the use of language, classroom situation and lesson plan.

.4) Reflecting the Action

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some improvements between the first cycle and the second cycle.

In Cycle 2, the researcher found some improvements. The teaching learning process became more effective than before. The class was also well-managed. The students were more enthusiastic and become more active in joining the class because they felt comfortable with the guessing game. It was proved by the students reducing their noise and paid attention to the lesson, they were easy to ask to come in front of the class, and they answered teacher's questions actively, the next point was the students' progress in determining details information that they can find from the guessing game. When the researcher reviewed what they had seen in the most of the students could mention the details information about the guessing game. It was because guessing game stimulated them to be relax to learn speaking, it made the students feel enjoy and no pressure in doing the exercises. Besides, they became more active because they were able to answer questions and tasks given by the researcher. It was because all questions and answers could be learnt through the

guessing game. They paid attention to the guessing game, so they can easily answer the questions.

There were also some improvements in students' speaking ability. The students were more able to use the speaking words. It was shown by the students' exercises in their worksheet which had only fewer mistakes in make sentences or in another exercise in using speaking words. The students' pronunciation were also improved, the quantity of students who can pronounce certain words correctly was increased. The improvement of students' speaking ability and classroom situation were summarized in table VI.6 as follows:

Table IV.6 the students' Activities in the cycle II

No.	The description of students' activities	Checklist					Total score
		1	2	3	4	5	
1	The students notice teacher's explanation				✓		4
2	The students is enthusiastic to teacher's question			✓			3
3	The students ask to the teacher				✓		4
4	The students do the treatment			✓			3
5	The students by using media					✓	5
6	The students ask each other				✓		4
7	The class is running well				✓		4
8	The students to the duty from the researcher				✓		4
9	The students join the learning process well				✓		4
10	Students do the duty more spirit				✓		4

In which: Percentage

Poor   0% - 39%

Fair   40% - 59%

Average   60% - 74%

Good   75% - 84%

Excellent   85% - 100%

$$\text{Score} = \frac{39}{50} \times 100\% = 78\%$$

Table VI .7 the score of the student at the post-test Cycle II

NO	INITIAL	Correct Answer	Ideal Score	Converted Score
1	NS	15	25	90
2	SN	16	25	90
3	NC	18	25	90
4	TA	16	25	85
5	ND	22	25	85
6	YT	23	25	85
7	SH	21	25	90

8	SY	20	25	85
9	SM	19	25	90
10	SN	18	25	80
11	MS	18	25	80
12	PD	14	25	70
13	AM	13	25	85
14	AL	17	25	85
Total				1200
Mean				85.71%
Percentage The Success				92.85%

One of the indicators that the action is successful is the improvement of the students' mean-score. The mean score of the pre-test was 35.71%. While the mean score of the post-test in cycle 1 was 71.42%. And the mean score of the post-test in cycle 2 was 92.85%. From the comparison between the mean score of the pre-test and post-test, it can be identified that the implementation of guessing game could improve students' speaking ability. The more detail result of post-test 2 can be seen in Table IV.7. The format of the test was still the same as the previous one (pre-test and post-test 1).

From the analysis table score above, the researcher analyzes the data as below:

P= Total student who get score 75 minimum X 100%

Total student in the class

P= <u>13 X 100%</u>

     14

P= 92.85%

5) Revised Plan

The researcher decided to stop the cycle since the result in the last cycle had shown better improvements of students' speaking ability. Thus, the researcher did not revise the plan.

B. Discussion

The successful solving problem of students' speaking ability of keeyamuddeen School was supported by selecting strategy properly. strategy in improving students' speaking ability. The findings of this research was showed that the researcher only need two cycles to make this strategy was successful. Australian Parliamentary Debate served the students to learn speaking in term of matter, manner, and method. Those aspects were actually the key way of students' speaking problem. 35.71%, 71.42% and 92.85%

Fuadah,Ulil.2016. Improving Students' Speaking Ability of Keeyamuddeen School by using guess the word game.

In speaking, students have to know what they want to speak out. They have to be trained how to point out the content of discussion critically. Students should

be introduced with global issues then analyse it to find the substantive case. Thinking critically during speaking will encourage students to improve their prior knowledge so that they have large insight as the learner. Matter is the content of the speech. Matter includes arguments, evidence presented to support those arguments, examples and analysis. By caring the researcher's instruction, the students can speak by employing their matter during debate exhibition. It helped them about what they want to argue or rebut, so no time was wasted during the debate.

The problems identified were the students' speaking ability which was low and the classroom situation which was not alive proved by the students' interest and motivation are low as well. The researcher proposed a solution to the problems that was using guess the word game in teaching speaking. The implementation of guessing game in speaking class consisted of two cycles; the first cycle consisted of four meetings and the second cycle consisted of two meetings. In each meeting the students' speaking ability improved, so did the classroom situation because the students' motivation and interest increased. Two major aspects in students' improvement are: 1) the students' competence in speaking ability, 2) the classroom situation when guessing game were implemented in speaking class.

1. Improvement of Students' Speaking ability

Guessing game improved the students' speaking ability. The improvement showed that the students were able to pronounce the word correctly. Before the research, the students mispronounced words because they had not been familiar

with pronouncing English words, so they read the English word according to the letters.

In teaching pronunciation, the teacher of the class acted as the model pronouncing words. This technique was less attractive. Besides, there was no guarantee that the way pronounced the words was correct, since he is not English native speaker. Answering to this problem, guessing game gives not only visual stimuli but also audio stimuli to the students, and guessing game give modeling of correct pronunciation as well. After they had been taught by using animation videos several times, the researcher found that the students have fewer mistakes in pronouncing the words. By using the narrator from the game, it is very useful to emphasize the use of certain scene in guessing game. Teacher repeats it continuously so that the students had enough chance to be familiar with how to pronounce certain words by repeating after it.

The next problem that was improved is the ability of memorizing the meaning or names of object. After taught using guessing game several times, we found that the students have fewer mistakes in answering teacher's question related to the lesson about the meaning of words/object. In the beginning of Cycle 1, the students still found it difficult memorize words, but by the guidance from the researcher using guessing game, which give a description to help them learn the meaning speaking, they improved. By the final meeting, they could easily memorize words' meaning. It was shown by their ability to answer the questions given by the researcher to let them review what they had learnt the previous meetings in the beginning stage of each meeting. By this finding, the researcher

concludes that in order to memorize the meaning of words easier, the students need something real and clear to help them to visualize speaking that they are learning. Then, guessing game provide picture that represent the meaning of the object. Prior to the research, the students had difficulties to remembering the meaning of speaking because there were no media which helped them to visualize the meaning of speaking. By using the media, the students can easily memorizing the meaning of the speaking when answering teacher's question related to the lesson about the meaning of words/object.

Before the study, it was found that students had low speaking scores. The improvement of their speaking ability could be seen from the improvement of students' scores from cycle to cycle. The mean score in pre-test was 35.71%, the mean score in Cycle 1 was 71.42%, and the mean score in Cycle 2 was 92.85%. The improvement of the speaking scores is illustrated by Graph VI.1.
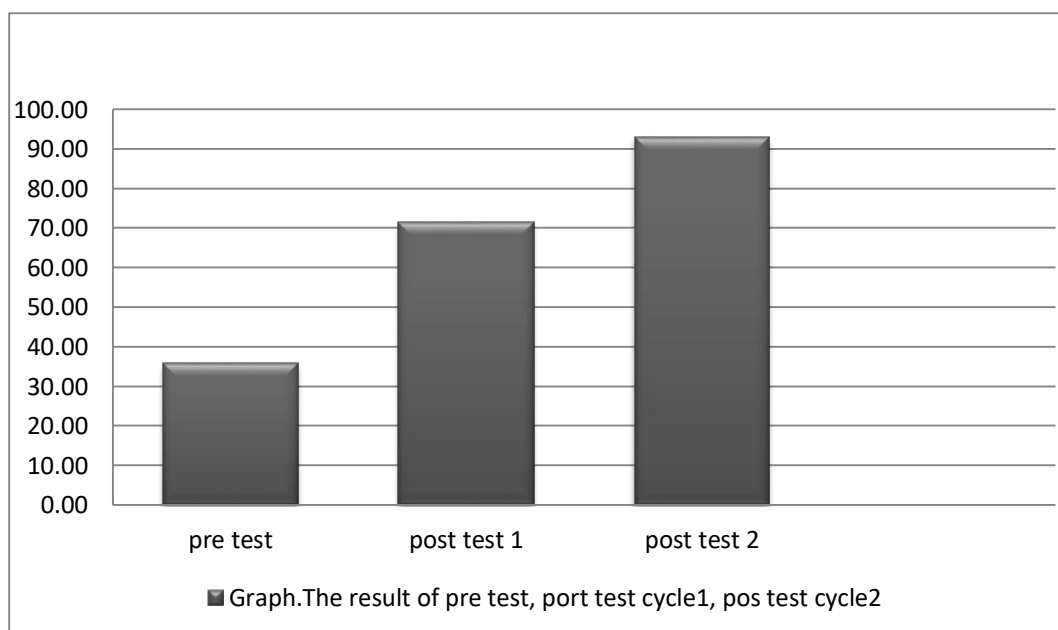
Graph VI.1 The result of pre-test, post-test cycle 1, post-test cycle 2

Based on the graph above, it can be concluded that the students had a better achievement at the test in cycle 2. Their score increased from Cycle 1 to 2.

2. Improvement of Classroom Situation

The finding on the teaching and learning process shows that there was a change of situation before and after the implementation of guessing game. First, the teaching and learning process using guessing game was more alive; the students were more enthusiastic and become more active in joining the class because they felt comfortable with the guessing game. For example, students are more diligent and more active. After using this media, the students were easy to ask to come in front of the class, and they answered teacher's questions actively. Besides, the students' progress in determining details information that they can find from the game. In addition, the teaching and learning process became more interactive, proved by the interaction occurred between the researcher and the students in the classroom. For example, when the researcher asked the students some questions dealing with the game they had just seen, the students directly raise their hands meaning that they wanted to answer the questions. Therefore, guessing game help stimulate interaction between teacher and students.

a. Guessing game improve students' competence in pronouncing the words

Nurhayati (2016) mentions that pronunciation is one of elements that need to be taught in teaching speaking. She says "The learner has to know how a word is pronounced (its pronunciation) and what it looks like (spelling)". These are fairly obvious characteristics, and one or the other will be perceived by the learner when

encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned". On the other hand, Roger (1995: 43) says that pronunciation is one of the difficulties of learning speaking.

Nurhayati (2015) creating encouragement among students to speak up and to write is not easy. It is seen on their responses of joining speaking and writing class; most students suppose that speaking and writing English are difficult especially to utter and organize their ideas freely. Problems of speaking include inhibition, nothing to say, low participation, mother-tongue use; writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. However to cope with these problems, this study offers the variation performance in delivering ideas or activities through writing a script and conducting a guessing game.

The problem highlighted in this research is the low pronunciation ability of Kindergarten students in Keeyamuddeen School that is caused by (1) the uninteresting activities in learning English; (2) the students' difficulties of English pronunciation; (3) the students' low motivation in learning. The theoretical review includes the young learners' characteristics, games in language and games for young learners. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In this research, the researcher acts as the teacher who conducts the action research in the classroom and she is helped by the classroom teacher and collaborator. In collecting the data, the researcher uses observational

technique supported with tests. In analysing the data, the researcher uses the field notes, teacher's diaries, students' work supported with the cassette recording and photograph, then also compares the result of the students' pre-test and post-test to answer the research questions. It indicates significant improvement in the result of pre-test and post-test of cycle 1 and 2.

This article speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Nurhayati, 2016). 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. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and for example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language.

Guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely. (Nurhayati,2015). 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. According to "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. "Based on the

definition, it can be conclude 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.

Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must important function is to give practice in communication. (Nurhayati, 2016). 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. 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 animals profession or people in different age groups (baby, child, teenager, young adult, elderly person). "Real guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention. "Another advantages 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 the students to communicate in English because the game are combination between language and practice with fun and excitement.

This article aims at presenting research finding on a classroom action research in which researcher applied guessing game technique on improving the effectiveness of teaching speaking skill at class6 of Keeyamuddeen School. The research was conducted in two cycle's involved 14 students. The collecting the data the researcher was helped by collaborator. The instruments used were observation,

interview and speaking test. The finding of the research showed that guessing game technique better improved the process of teaching speaking skill on descriptive text at class6 of Keeyamuddeen School. Besides, based on observation and interview the research found out that students' motivation, students' confidence and group discussion in applying guessing game technique were some mayor factors which influenced the improvement.

The writer conducts an action research entitled "Improving Student's speaking Through Guessing Games Technique in Descriptive Text in Speaking". The sample of this research is the class6 of Keeyamuddeen School. The technique employed in this research is guessing games. The procedure of the research consists of identifying the problem, planning action, implementing, observing, reflecting the result of the observing and revising the plan. The result of this research showed that guessing games improve student's vocabulary in descriptive text. In conclusion, the use of guessing games technique in teaching English can improve the vocabulary of the class6 of Keeyamuddeen School.

b. Guessing game improve students' competence in memorizing the meaning of speaking

(Cued in Nurhayati, 2015) also says that meaning is one of elements that need to be taught in teaching speaking, in order to memorize the meaning of word more easily, the students and something real and clear to help them to visualize speaking that they are learning. Similar to the benefits of Guessing game by Witch and Schuler as a verbal illustration for the point of pronunciation above, in this point

guessing game also act the same way, but on the point of memorizing the meaning of words, guessing game were used as a visual illustration.

In this research guessing game helped the students to memorize the meaning of the words, because guessing game provide pictures that represent the meaning of objects. By using guessing game, the students can easily memorize the meaning of the speaking when answering teacher's question related to the lesson about the meaning of words/objects. It is related to the use of media teaching by Levies & Lentz (1982) that is on the cognitive point. Cognitive is related to the achievement in catching, memorizing, showing, sharing everything to the other. Media help the student to be easier in catching the target of learning process.

The research was based on a preliminary study on the causes of the improving students' speaking ability of Keeyamuddeen School one of the indicators that the action is successful is the improvement of the students' mean-score. The mean score of the pre-test was 35.71%. While the mean score of the post-test in cycle 1 was 71.42%. And the mean score of the post-test in cycle 2 was 92.85%. From the comparison between the mean score of the pre-test and post-test, it can be identified that the implementation of guessing game could improve students' speaking ability. The more detail result of post-test 2 can be seen in Table IV.7. The format of the test was still the same as the previous one (pre-test and post-test 1).

c. Guessing game improve the students' competence in using the speaking

Students should acquire an adequate number of words and should know how to use them accurately. To support the students' learning how to use speaking

accurately, the researcher used guessing game from 'Disney Magic English'. Within the game, there were some text lines explaining each scene in the game. For example, "there are many fish under the sea" and "elephants live in the forest". These can be used to teach the students how to make a sentence. By doing so, the researcher could insert some explanation about grammar and word choice to the students. It is more interesting to the students than having them see their teacher writing a sentence on the board. By using this media, after the research had been implemented the students were able to make sentences correctly according to their level. This finding is confirmed by Wittich and Schuller suggesting guessing game are suitable to explain the concepts of literature and grammar (1962: 137-139).