

**THE EFFECTIVENESS OF USING GUESSING GAME
TECHNIQUE TOWARD THE EIGHT GRADE STUDENTS'
SPEAKING SKILL AT MTs NEGERI BANDUNG**

THESIS



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**ENGLISH DEPARTMENT PROGRAM
STATE ISLAMIC INSTITUTE OF TULUNGAGUNG**

2016

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THESIS

Presented to
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MOTTO

*“The best pleasure in life is doing what
people say you cannot do”*

DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Mr. Samsuri and Mrs. Hanifah, who always give me motivation and always pray for my best.
2. My sisters, Mami Suryana Hanif and Siti Zulaikah, who always support me during the accomplishment of this thesis.
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“The Effectiveness of Using Guessing Game Technique toward the Eight Grade Students’ Speaking Skill at MTs Negeri Bandung” is my original work. It doesn’t corporate and plagiarize any material previously written or published by another person, except those indicate in quotations and references. Due to the fact that I am the only person who take responsible for the thesis if there is any objection or claim.

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ABSTRACT

Rahmawati, Dwi. Registered Number Student. 2813123055. 2016. *The Effectiveness of Using Guessing Game Technique toward the Eight Grade Students' Speaking Skill at MTs Negeri Bandung*. Thesis. English Education Program. State Islamic Institute of Tulungagung (IAIN). Advisor: Nany Soengkono Madayani, SS. M.Pd.

Keywords: Effectiveness, Guessing Game technique, Speaking Skill

Speaking skill is the students' ability in producing sounds, words, and utterances. Furthermore, speaking is one of dominant aspect in language learning, especially in learning English. Commonly, there are many problems faced by students in speaking English. Some of them have low self-concept like feeling nervous, shy, worry, and fear of making mistakes. Meanwhile, some of them did not concentrate, lack of vocabulary, and looked bored when they learned English in their class because the process of teaching and learning are monotonous. One of alternative technique in teaching to make the better condition in the class is by applying a game. Based on the statements, the researcher is interested to find out the effectiveness of using Guessing Game technique toward the eight grade students' speaking skill at MTs Negeri Bandung.

The formulation of the research problems were: 1) How is the students' speaking skill before being taught by using Guessing Game technique? 2) How is the students' speaking skill after being taught by using Guessing Game technique? 3) Is there any significant different score between students' speaking skill before and after being taught by using Guessing Game technique?

The purpose of the research were to: 1) know the students' speaking skill before being taught by using Guessing Game technique, 2) know the students' speaking skill after being taught by using Guessing Game technique, 3) know the significant different score between students' before and after being taught by using Guessing Game technique.

Research method: 1) The research design is pre-experimental design using quantitative approach with one group pretest-posttest, 2) The population of this research are all students of the eight grade students of MTs Negeri Bandung, 3) The sample is 8thC class consisting 42 students, 4) The sample is taken by using purposive sampling, 5) The research instrument is test (pretest-posttest), 6) The technique of data analysis is T-test. T-test is used to know whether hypothesis (H_a) is accepted or rejected.

The result showed that the mean scores of students before being taught by using guessing game technique were 15.38. Besides, the mean scores of students after being taught by using guessing game technique were 21.52. The T-score was 22.57, whereas the T-table with significance level 5% is 2.020. Therefore, T-score is bigger than T-table. This means that there is significant different score of students before and after being taught by using Guessing Game technique. Therefore, the alternative hypothesis (H_a) which states that there is significant

different score of the students before and after being taught by using Guessing Game technique at 8thC class is accepted. Besides, the null hypothesis (Ho) which states that there is no significant different score of students before and after being taught by using Guessing Game technique is rejected. So, it can be concluded that the use of Guessing Game technique is effective toward the eight grade students' speaking skill at MTs Negeri Bandung.

ABSTRAK

Rahmawati, Dwi. NIM. 2813123055. 2016. *The Effectiveness of Using Guessing Game Technique toward the Eight Grade Students' Speaking Skill at MTs Negeri Bandung*. Skripsi. Pendidikan Bahasa Inggris. IAIN Tulungagung. Pembimbing: Nany Soengkono Madayani, SS. M.Pd.

Kata kunci: Effectiveness, Guessing Game, Speaking Skill

Kemampuan speaking adalah kemampuan siswa dalam menghasilkan suara, kata, dan ucapan. Oleh karena itu, speaking menjadi salah satu aspek yang dominan dalam pembelajaran bahasa, khususnya dalam Bahasa Inggris. Biasanya, ada banyak masalah yang dihadapi oleh para siswa dalam hal berbicara menggunakan Bahasa Inggris. Beberapa dari mereka memiliki konsep diri yang rendah, seperti perasaan gugup, malu, khawatir, dan takut membuat kesalahan dalam berbicara. Disamping itu, beberapa dari mereka tidak konsentrasi, kosa kata kurang, dan terlihat bosan ketika mereka belajar Bahasa Inggris dalam kelas mereka karena proses belajar mengajar speaking dalam kelas tersebut monoton. Salah satu tehnik dalam mengajar yang bisa membuat kondisi kelas menjadi lebih baik adalah dengan menampilkan permainan. Berdasarkan pernyataan tersebut, peneliti tertarik untuk menemukan keefektivan dari penggunaan tehnik Guessing Game terhadap kemampuan speaking siswa kelas delapan pada MTs Negeri Bandung.

Rumusan masalah penelitian sebagai berikut: 1) Bagaimana kemampuan berbicara siswa sebelum diajar menggunakan tehnik Guessing Game? 2) Bagaimana kemampuan berbicara siswa sesudah diajar menggunakan tehnik Guessing Game? 3) Adakah perbedaan yang signifikan antara sebelum dan sesudah diajar menggunakan tehnik Guessing Game?

Tujuan penelitian ini adalah: 1) Untuk mengetahui kemampuan berbicara siswa sebelum diajar menggunakan tehnik Guessing Game. 2) untuk mengetahui kemampuan berbicara siswa sesudah diajar menggunakan tehnik Guessing Game. 3) untuk mengetahui perbedaan yang signifikan antara sebelum dan sesudah diajar menggunakan tehnik Guessing Game.

Metode penelitian: 1) Desain penelitian ini adalah pre-eksperimental dengan menggunakan pendekatan kuantitatif. 2) Populasi penelitian adalah seluruh kelas 8 MTsN Bandung. 3) Sampel penelitian adalah seluruh siswa kelas 8C yang terdiri dari 42 siswa. 4) Pengambilan sampel adalah dengan menggunakan tehnik sampel bertujuan. 5) Instrumen penelitian ini adalah tes (pretest-posttest). 6) Teknik analisis data yang digunakan yaitu T-test. T-test digunakan untuk mengetahui apakah hipotesis (H_a) diterima atau ditolak.

Hasil dari penelitian ini menunjukkan bahwa jumlah skor rata-rata speaking siswa sebelum diajar menggunakan tehnik Guessing Game adalah 15.38. Sementara itu, jumlah skor rata-rata speaking siswa yang diperoleh sesudah diajar menggunakan tehnik Guessing Game adalah 21.52. Hasil hitungan T-score adalah 22.57, sedangkan T-table dengan tingkat signifikansi 5% adalah 2.020. Jadi, T-score lebih besar dibandingkan T-table. Ini berarti bahwa ada perbedaan skor yang

signifikan antara sebelum dan sesudah diajar menggunakan tehnik Guessing Game. Oleh karena itu, Ha (Hipotesis alternatif) yang menyatakan bahwa ada perbedaan skor speaking antara sebelum dan sesudah diajar menggunakan tehnik Guessing Game terhadap siswa kelas 8C MTsN Bandung diterima, dan Ho (Hipotesis nol) yang menyatakan bahwa tidak ada perbedaan skor yang signifikan antara sebelum dan sesudah diajar menggunakan tehnik Guessing Game ditolak. Sehingga, hal itu dapat disimpulkan bahwa penggunaan tehnik Guessing Game tersebut efektif terhadap kemampuan speaking siswa kelas delapan pada MTs Negeri Bandung.

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The writer realize that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. May Alloh give blessed to us so this thesis can be useful for the reader.

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The Writer

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