

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the description of data, findings of the study, the analysis, and the discussion based on the results of the study.

A. The Description of Data

In this section, the researcher presents the students' speaking skill before and after being taught by using guessing game technique. In the process of collecting data, the researcher used test as an instrument. The test was given to all students of 8th C class as a single-group. The test contained of 10-15 questions which the students must answer those questions orally. The researcher presented and analyzed the data through two kinds of tests, they were pretest and posttest. Those tests were conducted to the single-group, 8th C class that consists of 42 students. The pretest was given before being taught by using guessing game technique and posttest was given after being taught by using guessing game technique.

The pretest was held on March 1st 2016 at 08.20-10.00 a.m., the researcher gave 10 questions that the students must answer orally. The researcher called the students one by one to come in front of the class and sat in front of the researcher's table. Then, the researcher gave that questions which the students must answer orally (interview). The total of questions were 10. The topic of that about holiday (past time). After giving pretest, the

researcher gave treatment to the students. The researcher did the treatments three times. First, the treatment gave on March 2nd 2016 at 07.00-07.40 a.m. in the classroom. The researcher divided students into six groups. Then, she told to the students about what they are going to learn that day. After that, she explained about the material that they are going to learn that day. Then, she asked one of students of the groups to come in front of the class and took a lottery paper. The student (player) gave clues about 'verb' which written in the lottery paper to the groups as much as possible. The researcher gave chance to his/her (player) to practice speaking while giving clues to others along five minutes. The groups must guess the word competitively. If the other students can guess it correctly, the chance to take a lottery paper and give clues about the word will be continued by the next player. The groups that guess the word correctly will get ten points. The student who picked up the lottery paper changed into the next group. The group that got the higher point was the winner. The second treatment was held on March 2nd 2016 at 07.40-08.20 a.m. While, the last treatment was held on March 8th 2016 at 08.20-09.00 a.m. The steps of giving treatment is same from the first treatment until the last treatment.

Besides, the posttest was held on March 8th 2016 at 09.00-09.40 a.m. until March 15th 2016 at 08.20-09.00 a.m. The form and the steps of test was similar with the pretest. The researcher asked the students to come forward in front of the class one by one. Then, the researcher gave some questions that they must answer orally. The total of the questions were 15 but the students

must answer 10 questions only. The topic of the questions were about recount.

The students' speaking achievement was scored using oral language scoring rubric. The aspects of speaking that are rated on the rubric are accent, grammar, vocabulary, fluency, and comprehension. The researcher also determined the standard performance that defines into four categories; they are excellent, good, average, poor and very poor.

1. Description of Proficiency of Students Before being Taught by Using Guessing Game

In this section, the researcher presented the students' speaking ability before being taught by using guessing game technique. In this presentation, the researcher presented and analyzed the collected data through pretest which are administrated to 42 students. The descriptions are presented in the table below:

Table 3.1 The Students' Speaking Score Before being Taught by Using Guessing Game Technique

No.	Subject	Aspects of Speaking					Total Score	Category
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1.	A	3	3	4	3	3	16	Average
2.	B	2	2	4	2	2	12	Poor

3.	C	2	2	3	3	2	12	Poor
4.	D	3	5	4	3	3	18	Average
5.	E	4	5	4	4	3	20	Average
6.	F	2	3	4	3	3	15	Poor
7.	G	2	2	4	2	3	13	Poor
8.	H	3	3	4	3	3	16	Average
9.	I	3	4	4	3	4	18	Average
10.	J	3	3	4	3	3	16	Average
11.	K	3	3	5	3	3	17	Average
12.	L	3	3	4	3	3	16	Average
13.	M	3	3	3	2	3	16	Average
14.	N	3	3	4	2	2	14	Poor
15.	O	3	3	4	3	3	16	Average
16.	P	2	3	3	2	2	12	Poor
17.	Q	3	3	5	3	3	17	Average
18.	R	3	3	4	3	3	17	Average
19.	S	2	3	3	2	2	12	Poor
20.	T	3	4	4	3	3	17	Average
21.	U	4	3	5	4	4	20	Average
22.	V	3	3	5	3	3	17	Average
23.	W	3	3	4	3	3	16	Average
24.	X	2	2	3	2	2	11	Poor
25.	Y	2	2	4	2	2	12	Poor
26.	Z	3	3	4	3	3	16	Average
27.	AA	3	3	4	3	3	16	Average
28.	BB	2	2	5	2	2	13	Poor
29.	CC	3	4	5	3	3	18	Average
30.	DD	3	3	4	3	3	16	Average
31.	EE	3	2	4	3	3	15	Poor
32.	FF	3	3	4	3	3	16	Average
33.	GG	3	2	4	2	3	14	Poor
34.	HH	2	3	4	2	2	13	Poor
35.	II	3	3	4	3	3	16	Average
36.	JJ	3	3	4	3	3	16	Average
37.	KK	3	3	4	3	2	15	Poor

38.	LL	3	3	4	3	2	15	Poor
39.	MM	3	3	4	3	3	16	Average
40.	NN	3	3	5	3	3	17	Average
41.	OO	2	3	3	2	3	13	Poor
42.	PP	3	3	3	3	3	15	Poor
							$\sum X =$ 646	

The table above is the students' score in pretest, when they got the test before the researcher gave them the treatment. Based on the result above, it shows that the minimum score of the students are 12. While, the maximum score are 20. There were 17 students include to poor category and 25 students include to average category.

2. Description of Proficiency of Students After being Taught by Using Guessing Game

In this section, the researcher presents the results of posttest after the students given treatment by using guessing game technique. The descriptions are presented in the following table:

Table 3.2 The Students' Speaking Score After being Taught by Using Guessing Game Technique

No.	Subject	Aspects of Speaking					Total Score	Category
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1.	A	4	4	5	5	4	22	Good

2.	B	3	3	5	4	3	18	Average
3.	C	4	4	5	4	3	20	Average
4.	D	4	5	5	4	4	22	Good
5.	E	4	5	6	4	4	23	Good
6.	F	4	4	5	4	4	21	Good
7.	G	3	4	5	4	4	20	Average
8.	H	4	4	5	4	4	21	Good
9.	I	5	4	5	5	4	23	Good
10.	J	5	4	5	4	4	22	Good
11.	K	4	4	5	4	4	21	Good
12.	L	4	4	6	5	4	23	Good
13.	M	4	4	5	4	4	21	Good
14.	N	3	4	5	4	3	19	Average
15.	O	4	4	5	4	4	21	Good
16.	P	4	4	5	4	3	20	Average
17.	Q	4	4	6	5	4	23	Good
18.	R	5	4	6	5	5	25	Excellent
19.	S	4	4	5	4	4	20	Average
20.	T	4	4	5	4	4	22	Good
21.	U	5	5	6	5	5	26	Excellent
22.	V	4	4	6	4	4	22	Good
23.	W	4	4	5	4	4	21	Good
24.	X	3	4	5	5	3	20	Average
25.	Y	3	4	5	4	4	20	Average
26.	Z	4	4	5	4	4	21	Good
27.	AA	5	4	6	4	4	23	Good
28.	BB	3	3	5	4	3	18	Average
29.	CC	4	4	6	4	4	22	Good
30.	DD	5	4	6	5	5	25	Excellent
31.	EE	3	3	5	4	4	19	Average
32.	FF	3	4	6	4	4	21	Good
33.	GG	4	4	6	5	4	23	Good
34.	HH	4	4	6	4	3	21	Good
35.	II	5	4	6	5	4	24	Good
36.	JJ	4	3	5	4	4	20	Average
37.	KK	4	4	6	4	4	22	Good
38.	LL	4	3	5	4	3	19	Average
39.	MM	4	3	6	4	5	22	Good
40.	NN	4	4	6	5	4	23	Good
41.	OO	5	4	6	5	4	24	Good

42.	PP	4	4	5	4	4	21	Good
							$\sum Y =$ 904	

The table above is the students' score in posttest, when they got the test after the researcher gave them the treatment. Based on the table, it shows that the minimum score of the students are 16. Besides, the maximum score of the students are 26. There were 12 students include to average category, 27 students include to good category, and 3 students include to excellent category.

B. Data Analysis

The data analysis was done in order to know the different score of the students' achievement in speaking skill before and after being taught by using guessing game technique. Below, the researcher provides the table about the list of students' total score in pretest and posttest to make ease in identifying mean and T-test, as follow:

Table 3.3 The List of Students' Improvement before and after being Taught by Using Guessing Game Technique

No.	Subject	Pretest (X)	Posttest (Y)	D (Y-X)	D (Y-X) ²
1.	A	16	22	6	36
2.	B	12	18	6	36
3.	C	12	20	8	64
4.	D	18	22	4	16
5.	E	20	23	3	9
6.	F	15	21	6	36

7.	G	13	20	7	49
8.	H	16	21	5	25
9.	I	18	23	5	25
10.	J	16	22	6	36
11.	K	17	21	4	16
12.	L	16	23	7	49
13.	M	16	21	5	25
14.	N	14	19	5	25
15.	O	16	21	5	25
16.	P	12	20	8	64
17.	Q	17	23	6	36
18.	R	17	25	8	64
19.	S	12	20	8	64
20.	T	17	22	5	25
21.	U	20	26	6	36
22.	V	17	22	5	25
23.	W	16	21	5	25
24.	X	11	20	9	81
25.	Y	12	20	8	64
26.	Z	16	21	5	25
27.	AA	16	23	7	49
28.	BB	13	18	5	25
29.	CC	18	22	4	16
30.	DD	16	25	9	81
31.	EE	15	19	4	16
32.	FF	16	21	5	25
33.	GG	14	23	9	81
34.	HH	13	21	8	64
35.	II	16	24	8	64
36.	JJ	16	20	4	16
37.	KK	15	22	7	49
38.	LL	15	19	4	16
39.	MM	16	22	6	36
40.	NN	17	23	6	36
41.	OO	13	24	11	121
42.	PP	15	21	6	36
		$\Sigma X = 646$	$\Sigma Y = 904$	ΣD $= 258$	ΣD^2 $= 1712$

a. Identifying Mean

From the table score above, the mean of students' score can be found by applying the following formula:

$$MD = \frac{\sum D}{N} = \frac{258}{42} = 6.14$$

Mean from X dan Y:

$$MD X = \frac{\sum X}{N} = \frac{646}{42} = 15.38$$

$$MD Y = \frac{\sum Y}{N} = \frac{904}{42} = 21.52$$

b. Identifying T-score

Meanwhile, to find the T-score based on the presented data, the calculation is done by using the following formula:

$$\begin{aligned}
 t &= \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{6.14}{\sqrt{\frac{1712 - \frac{(258)^2}{42}}{42(42-1)}}} \\
 &= \frac{6.14}{\sqrt{\frac{1712 - \frac{66564}{42}}{42(42-1)}}} \\
 &= \frac{6.14}{\sqrt{\frac{1712 - 1584.86}{1722}}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{6.14}{\sqrt{\frac{127.14}{1722}}} \\
 &= \frac{6.14}{\sqrt{0.074}} \\
 &= \frac{6.14}{0.272} \\
 &= 22.57
 \end{aligned}$$

c. Degree of freedom

$$\begin{aligned}
 f &= N - 1 \\
 &= 42 - 1 \\
 &= 41
 \end{aligned}$$

C. Hypothesis Testing

- a. If the T-score is bigger than T-table (5%), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant influence of using Guessing Game technique toward the eight grade students' speaking skill at MTs Negeri Bandung. It also means that there is different score to the students before and after being taught by using Guessing Game technique. So, the guessing game technique is accepted and effective for teaching speaking.
- b. If the T-score is smaller than T-table (5%), the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is

no significant influence of using Guessing Game technique toward the eight grade students' speaking skill at MTs Negeri Bandung. It also means that there is no different score to the students before and after being taught by using Guessing Game technique. So, the Guessing Game technique is rejected and not effective for teaching speaking.

From the result of the data analysis, the computation of T-test formula of the pretest score and the posttest score was 22.57 and the value of T-table at level of significance 5% and the degrees of freedom 41 is 2.020. This means that the result of T-score is higher than T-table. Therefore, there is significant different score of students before and after being taught by using Guessing Game technique. This means that the alternative hypothesis (H_a) which states that there is significant different score of students before and after being taught by using Guessing Game technique is accepted. Meanwhile, the null hypothesis (H_0) which states that there is no significant different score of students before and after being taught by using Guessing Game technique is rejected. These finding mean that Guessing Game technique gives effect to the eight grade students in speaking skill. Thus, teaching speaking by using guessing game technique was effective toward the eight grade students' speaking skill at MTs Negeri Bandung.

D. Discussion

From the data analysis, the objectives of this research is to know the effectiveness of using Guessing Game technique toward the eight grade

students' speaking skill at MTs Negeri Bandung in Academic Year 2015/2016.

In order to achieve the objectives of the research, the researcher conducts an experimental research with one-group pretest-posttest design. The research procedures was done during the teaching and learning process. It divides into three steps. The first step was giving pretest to the students in the purpose to know the students' speaking skill before being taught by using Guessing Game technique. The researcher got the students' score in pretest by giving some questions that they must answer orally (interview). The second step was giving treatment to the same students by applying Guessing Game technique in teaching speaking. In the process of giving treatments, the researcher used a topic about verb in the simple past tense as teaching material with implementing Guessing Game technique. The last step was giving posttest to the students in order to know the students' speaking skill after given treatment by using Guessing Game technique.

Based on the research finding, it showed that the mean scores seem significant different between pretest that using traditional or no method and posttest that using Guessing Game technique. The mean score of students before they were taught by using Guessing Game technique was 15.38. Besides, the mean score of the students after being taught by using Guessing Game technique was 21.52. It means that the result of posttest score is higher than the result of pretest score. Furthermore, based on the result of the statistical computation using T-test, the result shows that there is any

significant different score between pretest and posttest achievement. The result of T-test was 22.57. If the T-test is compared to the T-table with the degree of freedom 41 as stated in hypothesis testing, the T-test 22.57 is higher than the T-table 2.020. Therefore, based on the hypothesis testing, H_a is accepted and H_o is rejected, the theory is verified. It means that Guessing Game technique is effective for teaching speaking.

Wright as cited in Rizal (2012) stated that game attracts students interest motivation, stimuli to involve in teaching learning process without any doubtless. Students would not stuffy, boring, sleepy, and similar problems because they are asked to take part during the lesson. Their attention would be focused on the materials being presented without being making any other. So, we can get opinion that game can motivate students to be active and get good score for the students' achievement.

Guessing Game technique is an alternative way of teaching that can make the better condition in the class. In line with the theory of Klippel (1984:31), he stated that Guessing Game are true communicative situations as such are very important for foreign language learning. It generally liked by students all of ages because it combines language practice with fun and excitement.

Before the students were taught by using Guessing Game technique, they looked shy and often worried to make mistakes when they spoke using English. They were also lack of vocabulary. The result of that can be seen in the students' score in pretest. After getting treatment, the students became

more enthusiastic and motivated to speak. They looked so spirit and confidence when presenting the material. They tried to express their idea when they tried to give clues about verb in Simple Past Tense as the topic of the material. They could practice and improve their speaking skill without inhibitions. Consequently, the score of students in the aspects of speaking after being taught by using Guessing Game technique is better and higher.

In line with Hidayat (2015) as stated in the previous chapter, there are some advantages of using Guessing Game technique in teaching speaking. First, the use of Guessing Game can be a new technique in teaching and learning process. Related to this research, actually this technique has not been implemented yet in the eight grade students of MTs Negeri Bandung before this research was done. Exactly, it could be used as a new technique in learning English in order to avoid the monotonous ways of teaching. Second, the use of Guessing Game technique can make the students happy in speaking English. It was showed that the students were more enthusiastic in learning English enjoyable and happily. They try to speak English without feeling shy and worried. Third, the use of Guessing Game technique can create the well condition and enjoyable in the class. Those statement are right, because the students became active while the process of teaching learning. They tried to speak English and having good interactions in the group.

Furthermore, Guessing Game technique can motivite and increase the students to speak English easily. It showed by their spirit and enthusiastic when they tried to guess the word in the game. Besides, they could express

their idea and practice speaking by giving clues about the certain word in front of the class. At the last, the use of Guessing Game technique can enlarge knowledge, enrich vocabulary, receive and sending message. Beside increasing their speaking skill, the use of Guessing Game technique could increase their vocabulary because it used some words for guessing.

Based on the result above, it means that the use of Guessing Game technique in teaching speaking gives positive effect to students' speaking skill. It has been verified by the result of data analysis that there is significant different score between students' speaking skill before and after being taught by using Guessing Game technique. Thus, it can be concluded that the use of Guessing Game technique is effective toward the eight grade students' speaking skill at MTs Negeri Bandung.