

ABSTRACT

Husna, Nuril Asma'ul. Student Registered Number 126203211061. 2025. *The Effectiveness of Using Guessing Games in Teaching Speaking Skill towards the Seventh Grade Students at SMPN 1 Srengat Blitar*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd.

Keywords: *the effectiveness, guessing games, speaking skill*

Speaking skills are an important part of learning English because a person's English fluency is often measured by their speaking ability. However, many students find it hard to speak fluently because they lack motivation and the lessons are not interesting. Traditional teaching methods often do not encourage students to speak actively, which makes them feel shy and less confident. One fun and effective way to help students practice speaking is by using guessing games. These games make learning more interactive and enjoyable, helping students feel more relaxed and willing to speak in English. This study aims to find out whether there is a significant difference in students' speaking skills before and after being taught using guessing games in the seventh grade at SMPN 1 Srengat Blitar in the academic year 2024/2025. The research is based on the Communicative Language Teaching (CLT) approach, which focuses on interaction as a main part of language learning.

This study used a quantitative research method with a pre-experimental design, specifically a one-group pre-test and post-test design. In this design, one group of students was given treatment and their speaking performance was compared before and after the treatment. The sample of the research was class VII-D, which consisted of 32 students (15 male and 17 female). The research instrument was an oral speaking test that assessed pronunciation, grammar, vocabulary, fluency, and comprehension, with each aspect being evaluated separately. Data were collected through pre-test and post-test scores, then analyzed using SPSS version 29 through a paired sample t-test.

The results of this study showed a significant improvement in the students' speaking skills, as reflected in the increase in their mean scores from 8.84 in the pre-test to 14.84 in the post-test. The paired sample t-test results further supported this finding, with a significance value (sig. 2-tailed) of 0.001, which was smaller than the p-value of 0.05 ($0.001 < 0.05$). This indicates that the difference in speaking performance before and after the treatment was statistically significant, meaning that the guessing games had a positive impact on students' speaking skills. The acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_0) provided strong evidence that using guessing games, effectively improved the speaking skills of the seventh-grade students at SMPN 1 Srengat Blitar. This finding supports the idea that interactive activities, such as guessing games, can boost student participation and improve various aspects of speaking.

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Keywords: *keefektifan, permainan tebak-tebakan, kemampuan berbicara*

Keterampilan berbicara merupakan bagian penting dalam belajar bahasa Inggris karena kefasihan Bahasa Inggris seseorang sering diukur dari kemampuan berbicaranya. Banyak siswa kesulitan berbicara lancar karena kurangnya motivasi dan pembelajaran yang tidak menarik. Metode tradisional sering kali tidak mendorong siswa aktif berbicara, sehingga mereka merasa malu dan kurang percaya diri. Salah satu metode menyenangkan dan efektif untuk membantu siswa berlatih berbicara adalah permainan tebak-tebakan (*guessing games*). Permainan ini membuat proses belajar lebih interaktif dan menyenangkan, sehingga siswa merasa lebih nyaman dan termotivasi untuk berbicara dalam Bahasa Inggris. Penelitian ini bertujuan mengetahui apakah terdapat perbedaan signifikan dalam keterampilan berbicara siswa sebelum dan sesudah diajar menggunakan *guessing games* pada siswa kelas VII SMPN 1 Srengat Blitar tahun ajaran 2024/2025. Penelitian ini mengacu pada pendekatan *Communicative Language Teaching* (CLT) yang menekankan pentingnya interaksi dalam pembelajaran bahasa.

Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental, yaitu pre-test dan post-test satu kelompok. Satu kelompok siswa diberikan perlakuan, dan kinerja berbicara mereka dibandingkan sebelum dan sesudah perlakuan. Sampel penelitian adalah siswa kelas VII-D sebanyak 32 siswa (15 laki-laki dan 17 perempuan). Instrumen penelitian berupa tes lisan yang menilai pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman, yang dinilai secara terpisah. Data dikumpulkan melalui skor pre-test dan post-test, lalu dianalisis menggunakan SPSS versi 29 dengan uji t sampel berpasangan.

Hasil penelitian menunjukkan peningkatan signifikan pada keterampilan berbicara siswa, terlihat dari kenaikan skor rata-rata dari 8.84 pada pre-test menjadi 14.84 pada post-test. Hasil uji t sampel berpasangan mendukung temuan ini, dengan nilai signifikansi (sig. 2-tailed) sebesar 0,001, lebih kecil dari nilai p 0,05 ($0,001 < 0,05$). Ini menunjukkan perbedaan kinerja berbicara sebelum dan sesudah perlakuan signifikan secara statistik, berarti permainan tebak-tebakan berdampak positif terhadap keterampilan berbicara siswa. Penerimaan hipotesis alternatif (H_a) dan penolakan hipotesis nol (H_0) menjadi bukti kuat bahwa penggunaan *guessing games* efektif meningkatkan keterampilan berbicara siswa kelas VII SMPN 1 Srengat Blitar. Temuan ini mendukung gagasan bahwa aktivitas interaktif seperti *guessing games* dapat meningkatkan partisipasi dan meningkatkan berbagai aspek keterampilan berbicara.