

The Use of Guessing Game in Teaching Speaking Descriptive Text at SMP Sunan Ampel Porong

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ABSTRACT

This study was aimed to the implementation and the students' responds of guessing game in teaching speaking through descriptive text at SMP Sunan Ampel Porong in the academic year 2018/2019. By applying descriptive qualitative method, the subjects of this study were the 7th grade students at SMP Sunan Ampel Porong. The data of this research were the facts written in the observation's results and the students' responds through the implementation of the guessing game viewed in the questionnaire items. The source of data of this research was the activity of teaching learning. The researcher was the primary instrument supported by the secondary instrument namely: observation field-note, observation checklist, and questionnaire. The result showed that the implementation of guessing game were: (1) the game activity could stimulate the students' willingness to involve the lesson, (2) the game activity could encourage the students to speak in English and (3) the teacher was easier to control the class condition. In regard to the students' responds, most of the students assumed that the guessing game clearly motivated them and it was fun activity. The researcher gave suggestions to 1) English teachers to conduct the class activities by providing students variation of activities, 2) students to pay more attention and more active in learning process, and 3) other researchers to explore the implementation of guessing game in other English skills.

Keywords: *guessing game, speaking, teaching speaking, descriptive text*

INTRODUCTION

Speaking, as one of the language skills which is related to the role of English as a foreign language in Indonesia, has the significant role for learners to be mastered. Brown and Yule (in Rini, 2012, p. 2) stated "The aim of speaking is primarily to communicate his message rather than to be enjoyable to the listener and when the message is the intention of speaking so the message must be assumed". Speaking is known as the production skill of language to carry out the ideas orally (Fauzi, Sulistyaningsih, & Prasetyo, 2018, p. 2). Thus, it is a challenging task for the English teachers to get their students in order to use English in the classroom during the English lesson. As the important and essential skill become skilled at students, in actual fact, a great number of Indonesian students still get difficulties to express ideas in communicating English orally (Anggreyni, 2014, p. 2). There are many complications factors in order to master the English speaking skill.

Most of students are not able to express their feeling and ideas in English by assuming that they still use Indonesian or mother tongue in communicating in the English class. The opportunity to practice English Speaking for Indonesian students is essential to be done in the learning activity. Though, asking students to practice speaking in English during the learning process is a challenging task for an English teacher. "There are several factors influencing students' willingness to speak English, such as familiarity with environment, lack of confidence, discomfort and fear of making mistake" (Zen, in Rabbani, Vianty, & Zuraida, 2016, p. 808). It

can be argued one of the important roles in teaching speaking is teacher's competence in conducting the learning activity effectively.

In putting into practice of teaching speaking, the teacher should be responsible for and prepare interesting topics and suitable techniques involved. "Playing games is one of the techniques done by English teachers in teaching speaking because game is one of the potential activities giving students feeling of self-strength of mind to express themselves" (Syahara, 2010, p. 2). Thus, game becomes a strategy can be used as a one of the effective ways to create a good circumstance during the learning activities. Students might appreciate the learning through games as fun activity. Brewster & Ellis (2002, p. 27) argued "Games are not only motivating and fun activity being involved in the classroom but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom".

Furthermore, there are many kinds of games can be implemented during the learning process. One of them is a guessing game. A guessing game is a kind of game to play involving interactions among of group of people. Klippel (in Fitriana, 2012, p. 31) argued that "Guessing game is a game in which participates compete individually or team in the identification of something indicated". Guessing game is also useful activity to encourage students' interaction in oral communication because it offers the creation of an enjoyable atmosphere in learning activities. In addition, games can be applied to help students learn better because the way they received the information is through an enjoyable learning process. In a short, it can be said that the implementation of this technique will be the effective way to teach speaking.

Considering the role of speaking as one of the English language skills that Indonesian junior high school students, the researcher believes that an effort should be done to help students improve their speaking performance. In line with Sulistyaningsih (2016, p. 50), teaching speaking has the important rules in order to teach students in producing the English speech sounds. The implementation of guessing games becomes one of the ways to enhance students speaking performance. Deesri (in Rabbani, Vianty, & Zuraida, 2016, p. 804) explains "Since students know how to play games, they may feel relax and it will make them feel free to communicate without worrying to make mistake". Concerning the explanation mentioned, it can be assumed that students who do not feel worry can reduce the stress condition and it can give impact to their speaking performance.

Aiming the main discussion of this research, the researcher focused on the implementation of guessing game in teaching speaking through descriptive text for the seventh grade students at SMP Sunan Ampel Porong regarding they had various problems of speaking accomplished. Descriptive text became the focus of the learning material regarding the seventh grade of the students at SMP Sunan Ampel Porong was available during the research conducted based on the lesson plan in the curriculum 2013 available. The reason for using guessing games in speaking activity is to give more opportunities for students to practice in speaking during the times allocated. The researcher assumed that guessing games are the combination of language practice and fun activity.

This research mainly discussed the implementation of guessing game and students' responds in applying the guessing game in teaching speaking descriptive text for the seventh grade students at SMP Sunan Ampel Porong. Thus, this research was very significant to be conducted with the aim of knowing how the implementation of guessing game in the process of teaching speaking descriptive text and the students' responds about the implementation of guessing game involved in the class activities. As a result, the researcher decided to take the

title “The Use of Guessing Game in Teaching Speaking Descriptive text at SMP Sunan Ampel Porong”.

Research Questions

Based on that issues mentioned, the researcher took the problems which were classified into:

1. How is the implementation of guessing game in teaching speaking through descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019?
2. What are the students responds toward the implementing of guessing game?

Objectives of the Study

Related to the problems formulated, this study had two purposes:

1. To describe the implementation of guessing game in teaching speaking through descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019.
2. To describe the students responds toward the implementing of guessing game.

LITERATURE REVIEW

1. Speaking

Speaking is one of the four language skills that is taught in the teaching of English which becomes the important skills to be mastered. Mastery of speaking is needed for communication efficiency. Brown (1994, p. 253) claimed that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. It means that speakers talk in order to have some effect on their listeners. By speaking to other people, speakers try to make their communication run well by understanding what conversation being done. They ask them questions to get them to provide information.

Widdowson (1994, p. 11) stated “Speaking is the movements of the speech organs produce sounds which are perceived by the ear involving how and what something is said, in which both are fundamental to effective expression”. Means that speaking is a creative process in which both receptive and productive skill taking a part in any situation happened. Speaking ability is productive skill because one carries out the activity for using his speech organs successfully, while it is receptive skill because it needs someone else to listen what has been said in order to react what have been heard before successfully. Furthermore, “Speaking is related to the ability to speak fluently not only in terms of knowledge of language features, but also the ability to process information and language on the situation and context involved” (Harmer, in Maqfirah, Fitriani, & Chairina, 2018, p. 92). Thus, speaking can be said as a way to express someone’s ideas through the conversation done by the speaker(s) and the listener (s).

2. Teaching Speaking

Teaching is education means that education is a process of renewal of the meaning of experience, that will probably one occur in the ordinary association or association of people adult with young people, may also occur in a deliberate and institutionalized to generate social sustainability (Dewey, 2004, p. 47). This process involves the oversight and development of minors and the group in which they live in. Consequently, teaching speaking should improve students communication skill, because through speaking students express themselves in the form of communication.

In teaching speaking, the teacher play important role which means that he or she is a facilitator helping the students to speak English fluently and focus of teaching speaking is to improve the oral production of students in real life situation (Pulverness and Williams, in Fitriana, 2012, p. 17). In line with Bailey (2005:79), “There are three main reasons for getting students to speak, namely: to provide students with practice in using English in real life situations, to inform the teacher and the students about the students’ progress and to get information about the students speaking problems”. The teacher is instrumental in helping students learn to speak fluently and should carefully consider the following. Teachers should motivate students to practice as much as possible. The more often the students use the language, the more automatic and natural their language become. Teachers should give students a chance for speaking.

The goal of teaching speaking is to get students to communicate effectively and efficiently. Effective and efficient communication are the result of providing enough language input (Harmer, 2001). In addition, the teacher can accomplish the effective and efficient communication by using English when giving instruction, giving simple commands, reading passage out loud, and so forth assessments of students’ performance can come from teacher or from students themselves (Harmer, 2001, p. 100). The most effective teachers are those who can vary their styles which means that they are flexible so they can include a great number of strategies of the teaching-learning situation that may be developed (Fitriana, 2012, p. 21). Additionally, the teachers’ characteristics will greatly influence the quality of the teaching-learning process. Teachers can assess their students’ performances by giving some ways. In line with Fitriana (2012, p. 20) argued that there are three ways in conducting assessments to students in speaking activity namely: (1) by giving comments, (2) by giving marks and grades and (3) by giving report.

3. Descriptive Text

Description is a type of written text which has specific function in order to give descriptions about an object (human or non human) (Pardiyono, 2007, p. 34). It has social function which is to describe a particular person, place, or thing. Descriptive gives some impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. the point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

Anderson & Anderson, 1998, p. 26), “Descriptive text describes particular person, place, or things which means that descriptive text is designed especially about a person, a place, or things”. Furthermore, descriptive text to tell about the subject by describing its feature without including personal opinions. Based the definitions mentioned, in this research, the characteristic features of a person, an animal or a particular thing become the focus of descriptive text. Meanwhile, the point is that descriptive text gives a description of something in particular in order to help the people perceive it through words. Therefore, it can argued descriptive text is a text which describes the features of someone, something, and certain place in the purpose to describe a particular person, place, or thing.

4. Guessing Game

Richard and Schmidt (in Ningati, 2017, p. 40), “a game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players and communication between players by spoken or written language”. Thus, games can help and encourage many learners to endure their interest and work

in learning process. There are many types of games. One of them is guessing game. Guessing game is one of games that can be played in teaching a language. Game is a natural means that can be utilized to deliver subjects to the learners, especially for young learners (Klimova, 2015).

Klippel (in Maqfirah, Fitriani, & Chairina, 2018, p. 93), "Guessing game is a game in which the object is to guess some kinds of information, such as: a word, a phrase, a title, and the location object". There are some kinds of guessing game Animal Guessing Clues can consist of colours ("It is yellow and black"), numbers ("There are three in this room/ on the flashcard"- if they know the cards already or can see them all), sizes and shapes ("It is round/ big/ very small"), numbers plus body parts ("It has eight legs"), sizes and shapes plus body parts ("It has a long neck"), or personality and other adjectives ("It is quiet/ loud/ scary"). Moreover, the roles of guessing game can be described as follows: (1) dividing the students into several teams; (2) choosing a leader to show the characteristics' pictures given in the games; (3) giving one clue by the leader about the pictures; (4) showing the characteristics of the picture by his or her gesture or body language to the other teams; (5) involving the discussion and guessing what the leader's show about the characteristic from the picture; (6) guessing the answers of the game when the leader have finished to show about the picture, member of the group try to guess what it is.

RESEARCH METHODOLOGY

1. Research Design

The researcher applied descriptive qualitative method in completing this research by the aims to describe the implementation and the students' responds toward guessing game in teaching speaking descriptive text. The data of this research are formed by description of words instead of number. Creswell (2012, p. 12) argued "The descriptive qualitative is one of research designs relating to the form of texts instead of numeric form". Thus, in this research conducted, the researcher concluded the findings of this research were described by description of the results found based on the data examined. This research applied qualitative approach. Isaac and Michael (in Sugiarto, 2013, p. 30), stated "Qualitative method is a method describing systematically the facts and the characteristics of given phenomenon or area of interest, factually and accurately by involving the subject's experiences and perspectives in order to obtain the data of the study". It is clear that this research applied qualitative approach, because the research was conducted in order to describe the implementation and the students' responds guessing game through the teaching speaking class activity.

2. Research setting

The setting of this research was in SMP Sunan Ampel Porong located in Jl. Raya Kesambi No. 7 Dsn. Kesambi Kec. Porong Kab. Sidoarjo, East Java.

3. Subjects

Obtaining reliable and valid data of the implementation and the students' responds of the implementation of guessing game in learning activities involved, this research used the entire subjects as needed in the research. A subject is "a group of individuals who have the same characteristic involved" (Creswell, 2012: 382). The subjects of this research are all of the seventh grade students of 7C class at SMP Sunan Ampel Porong consisting 27 numbers of students. Moreover, the seventh grade students of 7C class students were chosen

regarding they were in doing the class activity in descriptive text lesson based on the lesson plan of the seventh grade available.

4. Instruments

The researcher used certain instruments in conducting this research namely:

a. Researcher

The primary instrument of this research was the researcher himself. Moleong (2010, p. 121) claimed “As the main instrument, the researcher becomes the important one as the designer, data collector, data analyst, data interpreter, and reporter of the research findings”. The researcher has the important role in this research because he obtained and examined the data within the research.

b. Observation Field Note

In order to collect the data, researcher will use observation field note. The researcher used the observation field note to record the facts and the results of observation.

c. Questionnaire

The set of questionnaire was one of important instruments used by the researcher in order to know students' responds through the implementation of guessing game in teaching speaking descriptive text at SMP Sunan Ampel Porong. The researcher distributed the questionnaire to the seventh grade students of 7C Class at SMP Sunan Ampel Porong. The questionnaire items were in Indonesian language in order to get easier answering all of the items provided. Questionnaire items were used as the source of the data which was examined. Meanwhile, the students' responds based on the questionnaire items were used as the data for the research.

5. Source of data and data

The data of this research were the facts written in the observation conducted and the students' responds through the implementation of the guessing game viewed in the questionnaire items. Meanwhile, the source of data of this research was the activity of teaching learning.

6. Data collection procedures

The data of this research were taken by observation. Firstly, observation was used to know the condition of students' speaking before and after implementing the guessing game strategy. Secondly, the data were taken by questionnaire items chosen by the students. Then, the researcher examined the data found in the observation done. Lastly, the researcher drew the conclusion based on the data findings.

7. Data analysis

The analysis of the gathering data, some steps of analyzing based on the instruments will be used in the following procedures:

a. Field note

Firstly, the researcher collected the data taken from observation the class of the 7th grade students then the researcher identified the findings focusing the implementation of guessing game in teaching speaking descriptive text. Lastly, the researcher drew the conclusion based the data examined as viewed in the results findings of this research.

b. Questionnaire

The first step in analyzing the collected data was noting the results of questionnaire. There were some degrees of agreement for each statements namely 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. As the way to conclude the data, the researcher examined the most degree of agreement chosen. After having collected numbers of degree of agreement, the researcher described the results shown in percentage in relation to each questionnaire statement. The questionnaire and descriptive results were described and classified based on the categories to complete the final result. The next step was to draw the conclusion of this research.

RESEARCH FINDINGS AND DISCUSSION

After examining the research findings, the researcher discussed the implementation and the students' responds of guessing game in teaching speaking descriptive text at SMP Ampel Porong in academic year 2018/2019.

1. The implementation of Guessing Game in Teaching Speaking Descriptive Text to the 7th Grade Students at SMP Sunan Ampel Porong in Academic Year 2018/2019

In attempt to answer the first formulated problem of this research covering the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong, the researcher presented the data based on the results findings in the observation conducted on February 13th, 2019 and the second observation was on February 16th, 2019 which is supported by Lee's theory and related theories. The basic elements in any formal learning situation are the teacher, the student and the lesson. The observation process at SMP Sunan Ampel Porong was presented in this discussion based on the researcher's experience through the learning process of teaching speaking by the English teacher of the 7C class. During the observation conducted, the researcher focused on the implementation of using guessing game through the descriptive text in teaching speaking. The schedule of English lesson for seventh grade of 7C is every Wednesday started from 07.20 – 08.45 a.m. and Saturday started from 8.05 – 10.05 a.m. The material teaching process presented was Descriptive Text.

Since the students were energetic and love playing, guessing game was suitable to motivate them in learning English so it is applicable in teaching speaking descriptive text. They felt happy to play guessing games in learning activity of speaking through the descriptive text lesson. The guessing games could also make the lesson more interesting for the students, so they could enjoy learning English. The implementation of guessing games in every activity of the English lesson was successful conducted.

2. The Students' Responds toward the Implementing of Guessing Game in Teaching Speaking Descriptive Text

In conducting this research, the researcher applied three instruments in order to gain the data to be examined namely: (1) field note, and (2) questionnaire. The three instruments were used to answer the students' responds toward the implementation of guessing game in teaching speaking as follow:

a. Field Note

In the observation done by the researcher, using field note as the first instrument was applied in order to know the students' responds. To identify the existing problems to the seventh

grade students at SMP Sunan Ampel Porong, the researcher observed the English learning process in the class by noting the activities involved (field note: see appendix ix). In the observation, the class was noisy before the learning process began. Then, it became silent when the English teacher came to the class. After that, the teacher opened the class by greeting as the opening of the lesson conducted. Only some students answered the greeting. The teacher started the lesson by reviewing the material given in the previous meeting, asking questions to the students related to the previous lesson, giving the introduction of the descriptive text lesson by introducing the guessing game.

When the teacher explained the lesson about the descriptive text, some students did not pay attention to the teacher. They looked bored which could be seen that they put their heads on the table. In this situation, the teacher introduced the guessing game to stimulate them in learning process. Then, the students began to pay attention through the role of guessing game. The class began more active regarding they were excited to the material of the lesson. At the beginning, the teacher played the guessing game by giving the picture and the clues related to the descriptions of the pictures. The students were asked by the teacher to answer what the pictures were. The students were enthusiasm in playing the guessing game. After that, the teacher gave the lesson about the descriptive text. The teacher asked the students to describe the picture in the guessing game in front of the class. In the end, the teacher gave conclusion to the lesson and gave homework to the students related the descriptive text. Then, the teacher ended the lesson by greeting.

b. Questionnaire

Questionnaire was used by the researcher to get the students' responds through the implementation of guessing game in teaching speaking of the descriptive text. In this study, there were 10 statements posted to the questionnaire. Every degree of agreement chosen was discussed in this research. All of the statements in the questionnaire items related to the students' responds of guessing game in teaching speaking of the descriptive text.

In the English as a Foreign Language (EFL) teaching and learning, it has often been viewed as the most demanding of the four skills (listening, speaking, reading and writing) (Fitriana, 2012, p. 35). There are many factors that may cause English to be difficult for most students and also for the teacher. On the other hand, the teachers also face the difficulties of finding the appropriate activities that can support the English learning process in their classes.

Based on the results findings in this study as seen in the table 4.1, it clearly shows that in the first statement, most of the students assumed that English is difficult to be learnt, 3 students (12.50%) chose strongly agree, 14 students (58.33%) chose agree, 7 students chose disagree (29.17%) and strongly disagree. Then, the second statement tells about the students' problem when they learn English. It is clearly shown that 22 students (91.67%) chose agree, only 2 student (8.33%) chose disagree, and none chose strongly agree and strongly disagree. Focusing on the result of this research, it can be concluded that English is difficult to be learnt for the 7th grade students at SMP Sunan Ampel regarding they had some problems in understanding of English as a foreign language.

Cognitive respond is respond that related with the skill and someone information towards something (Steven: in Pratiwi, 2013). Based on the definition above it can be said that cognitive respond is the respond that related with students ability and knowledge. In this research, understanding in English was difficult to be learnt by the students because they had problems faced based on their ability and knowledge they mastered. According to Bygate (2000, p. 3), "One of the basic problems in foreign-language teaching is to prepare learner to be able

to use the language. It is also stated that how this preparation is done, and how successful it is, depends very much on how teachers understand the purposes of learning”.

Statement 3 focused on the type of learning English which is stated “Do you like learning speaking by using descriptive text?” The result of this research showed that the 23 students agreed that they like to learn speaking descriptive text but there was only 1 student (4.17%) did not like to learn it. It shows that most of the students (23 students) positively respond to the statement. Meanwhile, there were still one student disagreed that he/she did not like learning speaking by implementing of descriptive text.

A guessing game can create a true communicative situation and it is important for foreign language practice with fun and excitement (Klippel, in Syahara, 2010, p. 35). Thus, it is clear that students can enjoy the learning activity through guessing games. It arouses considerable interest and encourages the learners to communicate because it is the combination between language practice, fun activities and excitement.

The statement 4 tells about “Do you need new model in learning English?” It’s seen that there were 4 students (16.67%) chose strongly agree, 6 students (25.00%) chose agree. Meanwhile, there were 12 students (50.00%) chose disagree, and 2 students chose strongly disagree. Means that most of the students needed new model of learning process conducted by their teacher. In line with Cameron (in Syahara, 2010, p. 3) “Starting to learn English at an earlier age may not bring automatic improvement to proficiency levels, unless the teacher’s education and secondary language teaching both adapt to meet the challenges of the new situation”. Thus, as the English teacher, she had to provide new atmosphere by implementing new model in order to achieve the goals of learning.

The statement number five tells about the implementation of guessing game in teaching speaking that is stated “Is the implementation of guessing game can be applied in learning English process especially in speaking?” The result finding showed that most of the students (18 students) assumed that guessing game can be implemented in teaching speaking although there were still 5 students (20.83%) chose disagree and 1 student (4.14%) chose strongly disagree. It is assumed that guessing game is not familiar yet among the students at SMP Sunan Ampel Porong. Guessing game gives students chances to use English orally (Fitriana, 2012, p. 23). It means that students can practice and develop their ability to speak in English because it provides fun and relax activity. Based on the explanation mentioned, it can be argued the implementation of guessing game is applicable in teaching speaking.

The statements number 6 and 7 related to the main discussion of this research about the implementation of guessing game. Based on the result of this research, it is clearly seen that most of the students agreed that guessing game is suitable in teaching speaking through descriptive text. “Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice.” (Richard in Fitriana, 2012, p. 32). The results showed there were 21 students agreed that guessing game was applied in teaching descriptive text. It can be assumed that guessing game had positive respond from the student regarding the effectiveness in teaching speaking descriptive text.

In this research, the implementation of guessing game had positive respond from the students of the 7th grade at SMP Sunan Ampel Porong as seen in the statement 8 that guessing game can be able to increase the students speaking skill. The result showed that most of the students agreed that guessing game suitable in teaching speaking descriptive text. There were 5 students (20.83%) chose strongly agree, 17 students chose (70.83%) chose disagree. Meanwhile, there was 1 student (4.17%) chose disagree and 1 student (4.17%) chose strongly disagree. (Lee, 2005) says, “Among the number of guessing games which can be applied at various age level

in general, the challenge to guess arouses considerable interest and encourages the learners to communicate....” Thus, it is clear that the guessing game can encourage students to speak in English during learning speaking descriptive text activities.

Moreover, in this study guessing games are designed to be implemented in the English teaching and learning in speaking lesson through the descriptive text. The concept of guessing games which was given priority to students’ involvement and cooperation during the learning process in order to provide benefits for the students to improve their speaking skill. Philip (1997) argued “Guessing Game is useful to present speaking to students because it makes students will be easy to memorize the words found”. It can motivate and encourage students to speak gradually.

Statement 9 dealt with the students’ confidence as the proof of motivation in the implementation of guessing game during the learning English. The result showed that there were 12 students (50.00%) chose strongly agree, 9 students (37.50%) chose agree, 2 student (8.33%) chose disagree and 1 student chose strongly disagree. Most of the students assumed that the implementation of guessing game in speaking class through descriptive text clearly motivated them in learning English.

“Guessing game technique can help the students to produce own utterances focused on the object because this game trains the students to use interrogative sentences, many kinds of interrogative sentences” (Anggreyni, 2014, p. 5). Through guessing game technique the students were motivated to speak out even in simple utterances. When the students can guess the pictures, they feel satisfied and it is useful to build up their confident in speaking.

The result of the last statement (“*Apakah metode guessing game pada materi deskriptive text aspek speaking dapat mendorong anda untuk lebih berani melakukan percakapan dalam Bahasa Inggris?*”), there were 22 students agreed that guessing game was motivating and encouraging them in learning English as the implementation in speaking class through descriptive text. Meanwhile, there were still 2 students disagreed about it. Guessing game technique in English class gave contribution to the both students and teacher. In part of students, these activities had chance to speak and motivated students. The process of teaching and learning process using guessing game technique to improve students’ speaking skill overall was succeed.

CONCLUSION AND SUGGESTION

1. Conclusion

The implementation of guessing game in teaching speaking descriptive text done by the English teacher of the 7th grade at SMP Sunan Ampel was well-implemented. The researcher identified some strengths and weaknesses of playing guessing game in teaching speaking descriptive text. There are some strengths of using guessing game in teaching speaking namely: (1) the game activity can stimulate the students’ willingness to follow the lesson, (2) the game activity can encourage the students to speak in English and (3) the teacher is easier to control the class condition. It can be said that guessing game is suitable to be applied for both the students and the teacher in learning process. Meanwhile, the weaknesses of applying a guessing game technique that can be observed such as: the involvements of the students are not equal which is considered by some aspects: there were still many shy students in playing the game, the students who answered the question were only the clever or smart students and the girls are more enthusiastic than the boys.

English is difficult to be learnt for the 7th grade students at SMP Sunan Ampel regarding they had some problems in understanding of English as a foreign language. Most of the students needed new model of learning process conducted by their English teacher. Furthermore, guessing game can be implemented in teaching English speaking because students can practice and develop their ability to speak in English since the English teacher could manage the class by providing fun activity. The guessing game could encourage the students to speak in English during class activities. Most of the students assumed that the guessing game in speaking class through descriptive text clearly motivated them in learning speaking.

2. Suggestion

This part presented some suggestions that will hopefully give a new idea to provide better understanding in the thesis writing directed to:

a. Teachers

English teacher might make available clear information about the implementation of guessing game in teaching speaking through the descriptive text lesson. Positively, they will be developing and improving their techniques as appropriate strategies applied in learning process especially in speaking class. It is also recommended to the English teachers to conduct the class activities by providing and preparing the students about variation activities.

b. Students

Students should pay more attention to learn English and more active in involving classroom activities. As a result, they can be able to develop their English skills properly especially in speaking skill.

c. Other Researchers

Other researchers can explore this study by using other methods. It is also suggested that other researchers can conduct the similar research by investigating the relationship between the students' enthusiastic towards the implementation of guessing game in teaching writing or other English skills.

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