

**THE EFFECTIVENESS OF GUESSING GAME AND STAND UP
HAND UP PAIR UP IN TEACHING SPEAKING AT THE
SEVENTH GRADE OF MTS. NURUL MUJTAHIDIN MLARAK
IN ACADEMIC YEAR 2017/2018**

THESIS



BY

MILATUL KARIMAH

NIM. 210914006

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

MAY 2018

ABSTRACT

Karimah, Milatul. 2018. *The Effectiveness of Guessing Game and Stand Up Hand Up Pair Up in Teaching Speaking at the Seventh Grade of MTs. Nurul Mujtahidin Mlarak in Academic Year 2017/2018.* **Thesis**, English Education Department, Tarbiyah and Teachers' Training Faculty, State Institute of Islamic Studies Ponorogo, Advisor Wiwin Widyawati, M.Hum.

Key Word: Guessing game and Stand up Hand up Pair up, Speaking Skill

Speaking is one of the important skills that should be mastered by the learners in learning English. The learners are often measured their successful in language learning from how well they speak using English language. In order to make the students produce oral language, the teacher should create kinds of technique that can encourage the students to speak English. Guessing game and stand up hand up pair up (SUHUPU) is one of techniques that can encourage the learners to speak English and improve their speaking skill.

The purpose of this research is to examine whether there is a significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

This research applied quantitative approach and used the quasi experiment design. This research had two classes to be observed. They were experiment class and control class. The population of this research were the seventh grade students of Mts. Nurul Mujtahidin Mlarak in academic year 2017/2018 which consist of 46 students. While, the sample of this research were VII A as experiment class consist of 15 students and VII B as control class consist of 15 students. The data were taken by giving test and documentation. To analyze data, the researcher used t-test formula.

The result of this research showed that the experiment class has higher mean score in the post test than control class. The mean score of post-test in experiment class is 73,33 while the control class is 63. Besides, the result of t-test calculation showed that the value of t-test is higher than the value of t-table. The value of t-test is 4,928 while the value of t-table with $db = 28$ is 2,05.

Based on the result, it can be concluded that H_a is accepted and H_o is rejected. So, it means that there is significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

APPROVAL SHEET

This is to certify that sarjana's thesis of:

Name : Milatul Karimah
Student Number : 210914006
Faculty : Tarbiyah and Teachers' Training
Department : English Education
Title : The Effectiveness of Guessing Game and Stand Up Hand Up
Pair Up in Teaching Speaking at the Seventh Grade of MTs.
Nurul Mujtahidin Mlarak in Academic Year 2017/2018

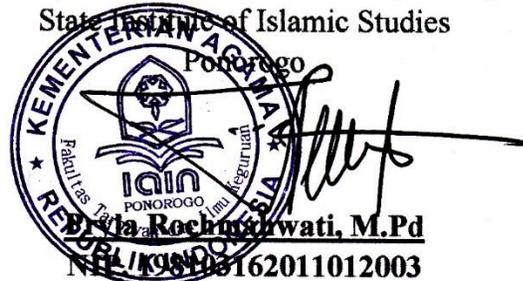
has been approved by the advisor and is recommended for approval and acceptance.

Advisor


Wiwin Widyawati, M.Hum
NIP. 197505212009122002

Date: May, 24th 2017

Acknowledged by
Head of English Education Department of
Tarbiyah and Teachers' Training Faculty
State Institute of Islamic Studies


Erva Rochmahwati, M.Pd
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC COLLEGE OF PONOROGO**

RATIFICATION

This is to certify that sarjana's thesis of:

Name : Milatul Karimah
Student Number : 210914006
Faculty : Tarbiyah and Teachers' Training
Department : English Education
Title : The Effectiveness of Guessing Game and Stand Up Hand Up
Pair Up in Teaching Speaking at the Seventh Grade of MTs.
Nurul Mujtahidin Mlarak in Academic Year 2017/2018

Has been approved by the board of examiners on

Day : Thursday
Date : June, 7th 2018

And has been accepted as the requirement for the degree the sarjana in English
Education on:

Day : *wednesday*
Date : *June, 27th 2018*

Ponorogo, June 27th 2018

Certified by

*Dean of Tarbiyah and Teachers' Training
State Institute of Islamic Studies Ponorogo*



Dr. Ahmadi, M.Ag.

NIP 196512171997031003

Board of Examiners

- | | | |
|----------------|-----------------------------|---|
| 1. Chairman | : Dr. Ahmadi, M.Ag | () |
| 2. Examiner I | : Dra. Aries Fitriani, M.Pd | (_____) |
| 3. Examiner II | : Wiwin Widyawati, M.Hum | () |

CHAPTER I

INTRODUCTION

A. Background of the Study

English is compulsory subject in the school. Many aspects that should be mastered by the learners, one of the aspects is speaking. Mastering speaking also becomes a priority for both the second and foreign language learners.¹ Thus, the learners are often measured their successful in language learning from how well they speak using English language. “Students of second/foreign language education program are considered successful if they can communicate effectively in the language”.²

The teacher has the important roles in teaching speaking in the class. The successful of speaking class is affected by the way the teacher teaches. The teacher must be an effective teacher so that the objective of the teaching and learning English can be achieved. To be an effective teacher the teacher must have professional knowledge and professional skill.³ Professional knowledge includes content knowledge, knowledge about learner and knowledge about curriculum. While professional skill includes communication skill, classroom management skill, and planning skill. Therefore, the selection of the strategy in

¹ Emma Rosana Febriyanti, “Teaching Speaking of English as a Foreign Language: Problems and Solution,” *Jurnal Bahasa dan Sastra*, Volume. 1 No. 2 (May, 2011), 133.

² Utami Widiati and Bambang Yudi Cahyono, “The Teaching of EFL Speaking in the Indonesia Context: the State of the Art,” *Jurnal Bahasa dan Seni*, Volume. 34 No. 2 (August, 2006), 269.

³ Roxana Moreno, *Educational Psychology* (Mexico: John Wiley & Sons, 2010), 12

teaching and learning must be thought seriously by the teacher. Besides, the classroom environment must be set properly so that the learners can enjoy the learning. Commonly strategy used by the teacher in the class is not interesting so make the learners are unmotivated in learning. When the students are unmotivated in learning, it will disturb their successful in learning English. This case also happens in MTs. Nurul Mujtahidin Mlarak.

Based on the observation at MTs. Nurul Mujtahidin Mlarak there are many problems that researcher found in the English learning process. First, many learners were unmotivated in learning process; they did not give attention when their teacher was teaching in the class. Second, the process of teaching and learning English was more focused on the national exam. The teaching was emphasized in material for UN. The teacher hoped the students could understand the text and then could answer the question and finally it ignored the speaking aspect.

The other problem was from the teaching technique that was used in the class. Commonly the teaching technique that the teacher used was conventional technique in which the teacher explains and the students listen. Conventional technique does not give the students opportunity to speak the target language in the class so that they are unusual to speak English. Moreover, the use of conventional technique makes the students get bored so that many students make a noisy in class. Besides, the process of the teaching English in the class did not

use the variety technique that can make the students enjoy and interest the learning so that they can be encouraged to speak English.⁴

Based on those problems, the teacher needs to apply a strategy or technique that can encourage the students to speak up in the class and enjoy the speaking class so that they can feel freely when they speak English. One of the alternatives is using game in the class. Andrew Wright stated that language learning is hard work and game can help and encourage the learners to sustain their interest and work. Besides, games also help the teacher to create context in which the language is useful and meaningful.⁵

One of the games that can be applied in language learning is guessing game. The basic rule of guessing game is eminently simple; one person knows something and another one wants to find out.⁶ It means that someone knows something and asks the other to guess what it is. When the guessing game is applied in the class, it will encourage the students to speak English because they must explain something until the other knows what it is.

In addition, the using of guessing game in teaching and learning English has some benefits, such as: it can encourage the students to speak more natural by using mimic and body language, it can motivate the students to speak up even in simple utterance, it makes the students to give explanation related to the topic

⁴ Observation and interview on 12th December 2017 in MTs. Nurul Mujtahidin

⁵ Andrew Wright, et al., *Game for Language Learning* (Cambridge: Cambridge University Press, 1979), 2

⁶ Friederike, K., *Keep Talking* (Cambridge: Cambridge University Press, 1994), 31.

and indirectly makes the students comprehend the topic, and it can build up the students' confident in speaking.⁷

According to the theory above, the researcher collaborates guessing game with one of activities in cooperative learning that is stand-up hand-up pair-up or SUHUPU. Stand up hand up pair up (SUHUPU) is one of structures in cooperative learning that has function as class building. Class building provides mutual support among all of the students in a class and creates a positive context for learning. In stand up hand up pair up structure, the students will interact with their classmate and it means that the students must get up from their seats and work with their classmate. Working with the classmate or work in peer has some benefits such as increase the motivation, improve communicative opportunities, and strengthen cross-culture understanding among the students.⁸ Besides, learning the language with getting up, moving around the classroom and interacting with classmate is usually fun time.⁹

There are some steps in applying stand up hand up pair up (SUHUPU): first, teacher asks students to stand up from their chair and then walk around in the class. When the students walk around, they must keep one hand high in the air. Then, when the teacher says pair-up, the student finds the closest friend for being his partner with doing a "high five" and put it down. Then, teacher may ask

⁷ Devi Anggreyni, "Improving Students' Speaking through Guessing Game Technique," *Jurnal Pendidikan Bahasa, Sastra, dan Seni*, Vol VX No. 1 (March, 2014), 6

⁸ Stephen J. Gaies, *Peer Involvement in Language Learning* (US : Prentice Hall Regents), 129

⁹ Spencer Kagan, *Cooperative Learning*, Kagan Publishing, 9.1

a question or give an assignment, and provides think time.¹⁰ Viewing from those activities, the researcher will put guessing game as a task in the SUHUPU assignment to make the learning more interesting.

Based on the description above, the researcher interested in conducting the research about the effectiveness of using guessing game and stand up hand up pair up in teaching speaking.

B. Limitation of the Study

To avoid the far-ranging of the discussion, this study focuses on the seventh grade students of MTs. Nurul Mujtahidin Mlarak and the use of guessing game and stand up hand up pair up in teaching speaking in academic year 2017/2018.

C. Statement of the Problem

Concerning the background of the study, the researcher formulated the problems of the study as follow: “Is there any significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018?”

¹⁰ Ibid., 6.36

D. Objective of the Study

Based on the statement above, the objective of the study as follow: “To know the difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018”

E. Significances of the Study

This research is expected can give the significances both theoretically and practically in the teaching and learning process in English.

1. Theoretically, the findings of this study are expected to be able to enrich the theory about the using of guessing game and stand up hand up pair up in teaching speaking skill.
2. Practically
 - a. For the teacher
 1. The results of this research can give an alternative technique in teaching speaking for the students.
 2. This research can give the teacher' awareness to teach the students how to care others when they are conducting speaking performance. This, for example when they choose the partner of speaking, they will choose any friends.

- b. For the students
 - 1. The research can motivate the students to speak up in the class, so that they can improve their speaking skill.
 - 2. The research can make the students to improve their understanding to the others so that they can accept the differences among them and avoided discrimination. So, the students should have the principle that everyone in the class is OK to be a partner in speaking, as long as they have a motivation or interest in using English.
- c. For the reader, the research can be used as an additional reference when conducting a research in teaching English process, especially in improving speaking skill for the students.

F. Organization of the Thesis

The thesis will be divided into five chapters as follows:

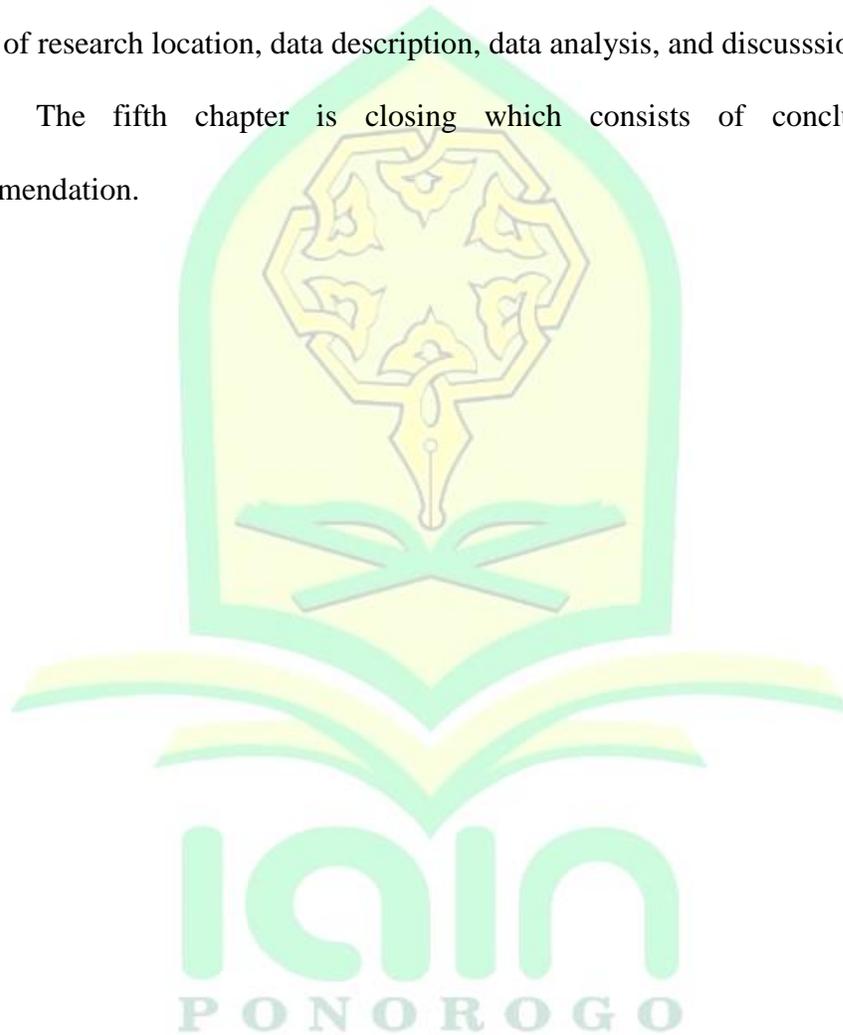
The first chapter is introduction, which contains of background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

The second chapter is review of related literature that consists of previous research findings, theoretical background, theoretical framework, and hypothesis.

The third chapter is research method, which consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is research result. This chapter contains the common data of research location, data description, data analysis, and discussion.

The fifth chapter is closing which consists of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are three previous research in the same field had been conducted by other researcher:

First is the research that was conducted by Dian Fitriana, the student of English Education Department, Languages and Arts Faculty, Yogyakarta State University under the title “Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the academic year of 2012/2013”. The objectives of this research were to introduce the guessing games as one of the media in the teaching and learning process of speaking and to discuss the effectiveness of using guessing games to improve speaking skills of class VII A students of SMP Muhammadiyah 1 Sayegan. This research categorized as action research. The guessing games were applied to improve the students’ skills in learning speaking English. The research steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The result of this study showed that the implementation of guessing games in the speaking class is believed effective to improve students’ skills to learn speaking English, maximizes students’ participation during the speaking activities, and reduces the students’ boredom on learning. This implied that the implementation of guessing

games gives the positive effects on improving students' skills in speaking English.¹¹

Second, the research that was conducted by Hari Supriyatna, the student of Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University (UIN) Syarif Hidayatullah Jakarta under the title "The Effectiveness of Guessing Game Technique in Teaching Vocabulary at Mts. Darussalam (An Experimental Study at the Second Grade of MTs Darussalam Academic Year 2013/2014)". The aim of this research was to make an effective teaching vocabulary to second grade students of *MTs Darussalam* by using guessing game. This research applied quantitative approach by using quasi experiment design. The technique of collecting data in this research was test. The test was consisted of two test; Pre-test and Post-test. The findings of this research stated that there was a significance in the students' score learning vocabulary using guessing game. It could be seen from the result of t_o ($t_{\text{observation}}$) is 5.48 and the result of t_{table} is 1.67 with the degree of freedom is 64. It means $t_o > t_t$.¹²

Third, the research that was conducted by Ibnu Fatawi, the students of English Department, Faculty of Arts and Letters, Pasundan University Bandung under the title "The Use of Guessing Game in Improving Students' Speaking Ability". The objective of this research was to find out the result of learning

¹¹ Dian Fitriana, "Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year of 2012/2013," (Thesis, Yogyakarta State University, 2013), 1

¹² Hari Supriyatna, "The Effectiveness of Guessing Game Technique in Teaching Vocabulary at Mts Darussalam (An Experimental study at the second grade of MTs Darussalam Academic Year 2013/2014)," (Thesis, UIN Syarif Hidayatullah Jakarta, 2014), 1

speaking English through guessing game at the eleventh grade students of SMA Pasundan 8 Bandung. This research used qualitative descriptive method. The result of this research stated that guessing game was quite good and effective way to improve students' speaking ability. It could be seen from the result of pre-test and post-test. The overall score of 18 students from the pre-test was 70 and the average score were 3.8, and the overall score of 18 students from post-test was 116 and the average score were 6.4.¹³

The researcher will continue the research still in the same field but rather different from the previous research. The researcher will collaborate the guessing game with one of the structures of cooperative learning that is stand up hand up pair up (SUHUPU). Besides, the researcher will conduct the research with objects the seventh grade students of Mts. Nurul Mujtahidin Mlarak in academic year 2017/2018.

B. Theoretical Background

1. Speaking

a. Definition of Speaking

There are many definitions of speaking according to some experts. Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.¹⁴

¹³ Ibnu Fatawi, "The Use of Guessing Game in Improving Students' Speaking Ability," (Thesis, Pasundan University Bandung, 2014), 1

¹⁴ Gulden Kosar and Hasan Bedir, "Strategies-Based Instruction: A means of Improving Adult EFL Learners' Speaking Skills," *International Journal of Language Acedemy*, Vol. 3 No. 2, 2014, 13

Furthermore, speaking consists of producing systematic verbal utterance to convey meaning.¹⁵ It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. Rodli stated that speaking is a complex process of constructing meaning that involves producing, receiving and processing the information.¹⁶ From those definitions, the writer concludes that speaking is an interactive process among the people in which each of them has the aim to express his idea, thought and feeling to the others by using oral communication.

Speaking or oral communication has two functions that is transactional and interactional. Transactional function means that speaking is used to make the other understand what the message tells about or it can be said that speaking is used to convey information. The speaker focus on the message than to the participants. While interactional function means that speaking is used to interact with the others. It deals with social relation or it usually regarded as daily conversations. Interactional function focuses on the participants and the social relations among the participants. Related to this Brown said:

When spoken language is used for a primarily transactional function, what is primarily at issue, as in the case of the transactional written language, is the transference of information. The purpose of the speaker in speaking is

¹⁵ Kathleen Bailey, *Practical English Language Teaching Speaking David Nunan Series editor* (New York: Mc Graw Hill, 2005), 2.

¹⁶ Mohammad Rodli and Dian Desiana, "Improving the Students' Speaking Skill of the Eleventh Grade of SMK Gajah Mada Puri Mojokerto through Comic Strip," *Jurnal Pendidikan Maja Vidya*, Vol. 2 No. 1 (June, 2013), 1

primarily to communicate his message rather than to be nice to the listener. We could say that primarily interaction language is primarily *listener-oriented*, whereas primarily transaction language is primarily *message-oriented*.¹⁷

b. Components of Speaking

The components of speaking can be classified into four, as follows:

1. Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.¹⁸ So, it means that fluency not only the ability to speak fast but also it is relevant with the norms of native speech.

2. Vocabulary

Vocabulary can be defined, roughly, as the words we teach in foreign language.¹⁹ Vocabulary is one of the important aspects in speaking. Without sufficient vocabulary, someone cannot communicate with others effectively and automatically he finds difficulty to express his idea both in written or oral form.

¹⁷ Gillian Brown and Gorge Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 13

¹⁸ Kathleen Bailey, *Practical English Language Teaching Speaking*, 5

¹⁹ Penny Ur, *A Course in Language Teaching* (New York : Cambridge University Press, 1996),

3. Grammar

Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentence in the language.²⁰ Ur stated grammar in a simple term, it is the way words are put together to make correct sentence.²¹ By using grammar, our speech will be more understood the others easily.

4. Pronunciation

One key to success in learning to speak a foreign language is having good pronunciation.²² Pronunciation is the way to utter a word. It deals with stress, intonation, sounds, rhythm when we speak a word.

c. Basic Types of Speaking

There are some basic types of speaking:²³

a. Imitative

Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. In imitative task the students are expected to imitate or repeat what the teacher says.

²⁰ David Nunan, *Practical English: Language Teaching Grammar* (Singapore: Mc Graw Hill , 2005), 2

²¹ Penny Ur, *A Course in Language Teaching*, 75

²² Kathleen Bailey, *Practical English Language Teaching Speaking*, 65

²³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (New York: Longman, 2004), 141.

b. Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive

Responsive means that someone can respond what the other says or asks. In responsive task the students are expected to give the short reply to teacher's question. The responsive assessment task include interaction and test comprehension.

d. Interactive

Interactive speaking is nearly similar with the responsive. The difference between responsive and interactive speaking is in the length and complexity of the interaction. In interactive, the task sometimes includes multiple exchanges and/or multiple participants.

e. Extensive (monologue)

In extensive, the student has advanced in speaking. The extensive oral production tasks include speech, oral presentation, and storytelling.

2. Teaching Speaking

a. Definition of Teaching Speaking

Teaching speaking is an action to teach students to produce oral language or to express their idea, thought and feeling so that they can communicate with others. In the other word, “teaching speaking means teaching how to use the language for communication, for transferring ideas or feeling to other people.”²⁴ The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use.²⁵

In addition, teaching speaking means that the teacher teaches the EFL learner to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a mean of expressing, values and judgments, (6) use

²⁴ Luki Nugroho et al., “The use of Picture Series in Improving Students’ Speaking Recount Text Skill,” *Journal U-jet*, Vol. 4 No. 1, 2015, 3

²⁵ Samira Al Hosni, “Speaking Difficulties Encountered by Young EFL Learners,” *International Journal on Studies in English Language and Literature (IJSELL)*, Volume 2, Issue 6, (June, 2014), 22

the language quickly and confidently with few unnatural pauses, which is called as fluency.²⁶

Teaching speaking is an important thing that should be done, because many language learners are often measured their successful in language learning from how well they can speak using target language. Related to this, Richards said, “Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”.²⁷ To make the teaching speaking successful in the class, there are some principles in teaching speaking that must be fulfilled. There are seven principles in teaching speaking, they are:

1. Use technique that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency;
2. Provide intrinsically motivating techniques;
3. Encourage the use of authentic language in meaningful context;
4. Provide appropriate feedback and correction;
5. Capitalize on the natural link between speaking and listening;
6. Give students opportunities to initiate oral communication;

²⁶ Emma Rosana Febriyanti, *Teaching Speaking of English as a Foreign Language : Problems and Solution*, 135

²⁷ Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), 19

7. Encourage the development of speaking strategies.²⁸

b. Classroom Speaking Activities

There are many activities that can be done in teaching and learning English especially in speaking class. The activities used to promote the students to speak English. Several activities that can be done, such as:

a. Acting from a script

In this activity, the students can act out scenes from plays and/or their course book, sometimes filming the result. The students can act out of the dialogue that they have made or the script that has prepared by the teacher.

b. Communication game

Communication games are the games which are designed to encourage communication between students. There are many communication games that can be done. All of them are purposed to get the students talking as quickly and fluently as possible.

c. Discussion

In the discussion activity, the students can be given a topic then they are asked to discuss it in a small group in the class.

²⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, second edition (Longman), 275

Discussion makes the students to speak up and give their opinion related to the topic that is being discussed.²⁹

d. Simulation

In simulation, the individual participants speak and react as themselves, but the group role, situation, and task are given in an imaginary one. They usually work in small group, with no audience.

e. Role Play

Activity in role play is similar with the simulation, but the students are also allotted individual roles, so they are not acting as themselves, but as though they are someone else.³⁰ Role play can be used to encourage the students' general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes.³¹

c. Characteristics of the Successful Speaking Activities

Teaching speaking English is not easy. Making the students to speak up in the foreign language is not similar with making students to speak using mother tongue. There are some characteristics that show the

²⁹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (Longman), 271

³⁰ Penny Ur, *A Course in Language Teaching*, 132

³¹ Jeremy Harmer, *The Practice of English Language Teaching*, 274

successful teaching speaking in a class. The characteristics will be mentioned as follows:

1. Learners talk a lot

One common problem in speaking class is the students are reluctant to speak English. Therefore, the speaking class can be said success if the period of the time in class as much as possible is occupied by the learners talk.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participation. All get chance to speak, and contributions are fairly evenly distributed. Therefore, the task in speaking class should be designed in a way so that all the students have the same chance and contribution to speak the foreign or target language.

3. Motivation is high

The successful of speaking class can be seen from the students' high motivation in the learning process. Learner are eager to speak because they interest in the topic and they want to give speaking contribution in the class.

4. Language is an acceptable level

The speaking class can be said success if the learners express themselves in utterance that relevant, easily comprehensible to each other, show an acceptable level of language accuracy. So,

the task must be designed that can make the students complete the task successfully with the language that they have.³²

3. Speaking Assessment

In the speaking class, the teacher needs to measure the students' performance in speaking to know the result of the teaching and learning speaking process that has been done. In measuring the students' performance in the speaking aspect, the teacher needs to know some criteria.

There are two criteria that is used to rate students' performance namely accuracy and fluency in which the accuracy consists of grammar, vocabulary, and pronunciation.³³

Table 2.1 Penny Ur's Speaking Rubric Score

Score	Accuracy			Fluency
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammar in sentences and expression	Produce words correctly and in clear pronunciation	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Mostly use	Mostly	Good range	Speaks with

³² Penny Ur, *A Course in Language Teaching*, 120

³³ *Ibid.*, 135

	grammatical expression correctly but occasionally there is grammar slips	produce words in correct pronunciation but sometimes there is any error	of vocabulary	occasional repetition
3	Make obvious grammar mistake or make some grammar mistakes	Produces words with some error pronunciations	Adequate but not rich vocabulary	Speaks with some repetitions and hesitantly
2	Making many grammatical mistakes even in basic grammar	May have strong foreign accents or making many error pronunciations	Has a poor vocabulary	Speak slowly and hesitantly with frequent repetition
1	Little or no language produced	Little or no language produced	Little or no language produced	Little or no communication

4. Game for Language Learning

Learning foreign language is hard work,³⁴ so it needs the activities that are interesting and fun. Using game can make the learning fun and interesting. Game is an activity which is entertaining and engaging, often

³⁴ Andrew Wright, *Games for Language Learning*, 2.

challenging, and an activity in which the learners play and usually interact with others.³⁵ Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.³⁶ It can be said that using game is a solution to make the learners have motivation to learn and sustain their work in the classroom.

Game has some roles in language learning such as gives an opportunity for intensive language practice, offers a context in which language is used menaingfully and as a means to an end, and acts as a diagnostic tool for the teacher.³⁷ From those explanation it is clear that game has many roles in language learning that is commonly can help the learners increase their ability in language learning.

5. The Variety Technique of Games

There are several games that can be used in language learning. Hadfield states that games make use of a variety of technique. Technique used include as follows:³⁸

a. Information gap

In these activities student A has access to some information which is not held by Student B. Student B must acquire this information

³⁵ Ibid., 1

³⁶ Gordon Lewis, *Games for Children* (New York: Oxford University Press), 5.

³⁷ Jill Hadfield, *Beginners' Communication Game* (Longman), 10.

³⁸ Ibid., 8

to complete a task successfully. The games may be played in pairs or in small groups, where all the members of the group have some information.

b. Guessing game

The activities in this game are very simple. In the guessing game, one player has the information and the others guess what it might be.

c. Search game

In this game everyone in the class has the piece of information. The players must get all the available information to fill a questionnaire or to solve the problem.

d. Matching game

This game involves matching pairs of card or picture, where everyone must circulate until they find a partner that has the same category of picture or card.

e. Exchanging games

In this activities, every players has the information or idea which he can exchange with the others. This game has the purpose to make an exchange of information or idea which is satisfactory to both sides.

f. Arranging game

This game also called ordering game in which the players have to arrange specific items to make in order. Items that are arranged can be picture card, events in narrative, or even the players themselves.

6. Guessing Game Technique

Guessing game is one of the games that can be applied in the speaking class. It has the simple activities that can encourage the students to speak up in the class. A guessing game is a game to guess an object such as a word, a phrase, a title, or things by giving some clues to the guesser as much as possible. The basic standard of applied guessing game is eminently simple; one person knows something then the others must guess what it is.³⁹ The guessing game can encourage the students to speak because they must explain what they know to the other until the other can guess it.

Guessing game is true communicative situation and such are very important for foreign language practice with fun and excitement.⁴⁰ They are generally liked by students of all ages because it combines language practice with fun and excitement. Besides, the use of guessing game has some benefits, such as: it can encourage the students to speak more natural by using mimic and body language, it can motivate the students to speak up even in simple utterance, it makes the students to give explanation related to the topic and indirectly make the students comprehend the topic, and it can build up the students' confidence in speaking.⁴¹ From those discussion, it can be said that guessing game is a good technique that can be used in the

³⁹ Friederike, K., *Keep Talking*, 31.

⁴⁰ *Ibid.*, 31

⁴¹ Devi Anggreyni, "Improving Students' Speaking through Guessing Game Technique," *Jurnal Pendidikan Bahasa, Sastra, dan Seni*, Vol VX No. 1 (March, 2014), 6

speaking class because it can encourage the students to speak up in a fun way.

7. Advantages of Using Game in Language Teaching

The using game in language learning has some advantages, they are:

- a. Games give a variety of tool to facilitate the teaching-learning process. In other word, teacher can use game as one of the complementary task of a syllabus.
- b. Games are flexible. It means that games can be used for teaching any aspect of language. One game can be used to teach two or three aspects of language in the same time.
- c. Games make the lesson less monotonous, because they provide variety activities which maintain students' attention and interest in language learning
- d. Games raise the students' motivation. Games make the learners enjoy the learning so much and they will motivated to learn.
- e. Games make students produce language subconsciously. This means that the students learn any aspect of language at the same time, they will focus their attention on how to success in playing and they become the winner. As the result the students produce the language without worrying if they are doing right or wrong, they just to produce it.

- f. Games stimulate students' participation and give them confidence. It means that students will act out fully in the game, they will do anything that they can do in order to get the best score. They usually feel more confident with their performance.⁴²

8. Cooperative Learning

a. Definition of cooperative learning

Cooperative learning is one of the approaches in teaching and learning in which the students are organized in a small group with the purpose they can work together. Cooperative learning is a method in which requires pupils to work together in small groups to support each other to improve their own learning and that of others.⁴³

Cooperative or collaborative learning essentially involves students leaning from each other in group. Students will have more good relationship with the other in cooperative learning. Besides, they also can help the other or share what they know so that their task can be finished. Working in cooperative learning makes the students have positive interdependence and accountability in a group. Related to this,

⁴² Martines Sanchez, *Interactive Games in The Teaching-Learning Process of a Foreign Language*, 2007, 50-51

⁴³ Wendy Jolliffe, *Cooperative Learning in the Classroom* (London: Paul Chapman Publishing, 2007), 3.

to be truly cooperative, learning should consist of key elements and two of these are particularly vital:

1. Positive interdependence

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others to complete the task. It is a feeling of ‘one for all and all for one’.

2. Individual accountability

This means that each member of the group is accountable for completing his or her part of the work. It is important that no one can ‘hitchhike’ on the work of others. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.⁴⁴

b. Structure in Cooperative Learning

A structure is the way the teacher organizes the interaction in the classroom at any moment. The structure describes the relationship of the teacher, the students, and the learning content—how interactions are structured.⁴⁵ In applying cooperative learning in the class, the teacher needs a structure to organize the class that is appropriate with

⁴⁴ Ibid., 3

⁴⁵ Spencer Kagan, *Cooperative Learning*, Kagan Publishing, 5.2

the objective of the learning. Structure in cooperative learning can be said how to use cooperative learning instructional strategies. There are many structures in cooperative learning and every structure has its function, such as structure for classbuilding, teambuilding, social skills, communication skills, and decision-making.

First, structure for classbuilding has the function to make the learners know, accept, and like each other. The learners are expected to accept all of their classmates without differentiate one and another. They feel a sense of belonging and inclusion. The class becomes “our class.”

Second, the structure for teambuilding has the function for teammates know, accept, and like each other more. In structure for teambuilding, the learners are organized to do team work that consists of some students. They are expected to feel a sense of team identity, mutual support, belonging, and inclusion. Cooperative learning structure as teambuilding also used to teammates bond.

Third, structure for social skill has the function to improve the students' social skill. It means that the structure makes the students become more polite and cooperative. They are able to resolve conflicts and understand and accept points of view different from their own. Students are more respectful and responsible.

Fourth, the structure function for communication skill; it is used to improve the students' ability to accurately send and decode oral, written, and non-verbal messages. In structure for communication skill, Students interact with others in ways that foster acquisition of communication skills.

The last, the structure for decision-making has the function to make teams and classes learn to seek win-win solutions that meet the needs of all students. In structure for decision making Students verbalize and show respect for all points of view, then make a decision that seeks consensus.⁴⁶

9. Stand Up Hand Up Pair Up (SUHUPU)

a. Definition of Stand Up Hand Up Pair Up (SUHUPU)

Stand up hand up pair up or SUHUPU is one of the structures in cooperative learning. Cooperative learning is the kinds of learning in which the students do their work in group or with their classmate. Cooperative learning with other students can be more effective than independent learning.⁴⁷ Cooperative learning would encourage learners to have higher achievement than competitive or individualistic learning

⁴⁶ Ibid., 6.15

⁴⁷ Martyn Long, *The Psychology of Education* (London : Routledge, 2000), 142

as it offers learners opportunities that enable them to increase their self-esteem and to become more intrinsically motivated.⁴⁸

There are many structures in cooperative learning and every structure has its function. Some of cooperative learning structures are fan-n-pick, quiz-quiz-trade, roundrobin, stand up hand up pair up, talking chips, rallycoach, numbered heads together, and many other structures. Stand up hand up pair up (SUHUPU) is one of structures that has the function as class building. Classbuilding provides mutual support among all of the students in a class and creates a positive context for learning. For a structure to be a “classbuilding” structure, students must interact with classmates. It means students are up out of their seats, working with classmates beyond their immediate team. Getting up, moving about the classroom, and interacting with classmates is usually a fun time.⁴⁹ There are many purposes in applying cooperative learning in class building structure, that is the students are hoped to know and like the others, building the class identity; students feel their class is unique, increasing mutual support among the students, and

⁴⁸Montasser Mohamed Abdel Wahab Mahmoud, “The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students,” *Journal of Language Teaching and Research*, Vol. 5 No. 3 (May, 2014), 616

⁴⁹ Spencer Kagan, *Cooperative Learning*, 9.1.

valuing difference in which the students are hoped to appreciate and accept the other who has different values and characteristic with them.⁵⁰

The basic standard of applying stand up hand up pair up based on Kagan is the students get up from their seat, walk around in the class and put their hand up, and when the teacher asks pair up they must do high five and pair up with the student that is nearest from him. After the student has partner, the teacher gives a task in which the student must do it. After the time is up the teacher repeats the structure and makes the students have the other partner.

b. The Purposes of Stand-Up Hand-Up Pair-Up (SUHUPU)

Stand up hand up pair up (SUHUPU), which has been explained above is one of cooperative learning structures. There are many purposes of stand up hand up pair up or SUHUPU as a classbuilding in cooperative learning. The purposes of this structure will be mentioned as follows:⁵¹

- a. Opportunity to interact with peers
- b. Provide structured oral language development for students
- c. A quick opportunity to get up out of their chairs and talk with another partner

⁵⁰ Ibid., 9.3.

⁵¹ Igeng Sanggita, "The Effect of Using Stand-Up Hand-Up Pair-Up (SUHUPU) Strategy on Students' Motivation in Speaking English at Mts Hasanna Pekanbaru," (Thesis, UIN SUSKA Riau, 2014), 32

- d. Students are affectively engaged in the activity and talking with a new partner
- e. A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students
- f. Students pair/share information such as: review of lesson, prediction, reflection, restatement of concept, etc.

10. Teaching Speaking Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU)

From the theory of guessing game and stand up hand up pair up (SUHUPU), it is clear that teaching English as foreign language is not simple as the first language, so it needs technique that can make the students become interested in learning. Game is one of the solutions. Moreover, the students are also interested in working in the class if they are instructed to work in a group with their classmates. In most of class activities, students are prefer working in group to working in individual. So, in this research the researcher choses one of structures in cooperative learning to make students become interested in learning. Viewing from the theory of guessing game and stand up hand up pair up (SUHUPU), the researcher will use them in teaching speaking. The process that will be done to conduct guessing game and stand up hand up pair up (SUHUPU) are by following some steps. They are:

1. The teacher asks the students to stand up.
2. The students walk around the room and keep one hand high in the air
3. The teacher asks the students to pair up
4. Students pair up with a friend that close to him/her with doing a “High five” and then put their hands down.
5. The teacher gives the task to every couple.⁵²
6. One student must describe a word/phrase and the other one must guess what it is.
7. After the students can guess the word/phrase, the teacher asks the students to change the role, one who has described must become the guesser.
8. After all have finished, the teacher repeats the structure.

C. Theoretical Framework

Variable X= guessing game and stand up hand up pair up (SUHUPU)

Variable Y= speaking skill

This research has two variables. They are using guessing game and stand up hand up pair up (SUHUPU) as a free or independent variable, then speaking skill as a suspended or dependent variables.

Speaking is one of the language skills that must be mastered by the students because it is the most important aspect in foreign language learning. The

⁵² Spencer Kagan, *Cooperative Learning*, 6. 36

learners are often measured their successful in language learning from how well they speak using English language. In order to make the students produce oral language, the teacher should create kinds of techniques so that the students encouraged to speak English.

Guessing games based on the principle is one knows information and another must to guess it. There are many variations of guessing games that can be applied. The teacher can vary it with the other activities so it can be more interesting in the classroom.

Stand up hand up pair up (SUHUPU) is one of the structures in cooperative learning that has the function as classbuilding. In classbuilding the students will interact and work with their classmate in a fun way.

The writer assumes that speaking lesson is more effective and interest with the activities that are fun and make the student to work with their classmate such as guessing game and stand up hand up pair up (SUHUPU) technique. Guessing game and stand up hand up pair up (SUHUPU) technique is expected can improve the students' speaking skill.

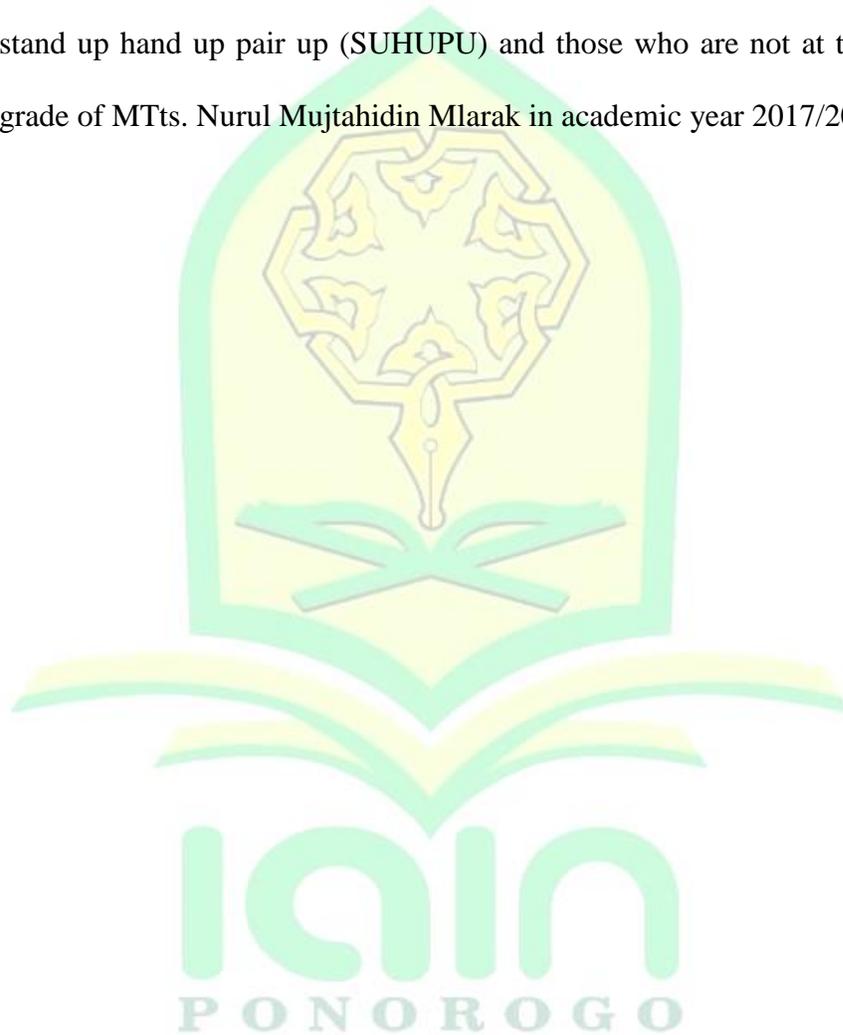
D. Hypothesis

In studying the topic, there are two hypotheses. The two hypotheses are as follows:

1. Alternative Hypothesis (H_a): there is significant difference in the speaking ability between the students who are taught by using guessing game and

stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

2. The Null Hypothesis (H_0): there is no significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.



CHAPTER III

RESEARCH METHOD

The research method is used to guide the research in order to work systematically. The research method involves a set of research activities that is conducted by the researcher. It consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

In this study, the researcher used quantitative research. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁵³ According to Daniel Muijs quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).’⁵⁴

This research was conducted in quasi-experimental research. There are three kinds of quasi experiment method; nonequivalent (pretest and posttest)

⁵³ John W. Cresswell, *Research Design Qualitative, Quantitative and Mixed Method Approach* (USA: SAGE publication, 2009), 4

⁵⁴ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (London: British Library Catalog in Public Data, 2004), 1

control-group design, single-group interrupted time-series design, control-group interrupted time-series design.⁵⁵ In this research the researcher used nonequivalent (pretest and posttest) control-group design. It means that the researcher chose two classes; one class as a control group and the second one is experiment group.

The research design could be described as follows:

Group A O1-----X-----O2

Group B O3-----O4

Notes:

Group A : Experimental Class (the class which is taught by using guessing game and stand up hand up pair up)

Group B : Control Class (the class which is taught by using lecturing technique)

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experimental class after using guessing game and stand up hand up pair up

O4 : Post-test for the control class after using lecturing technique

⁵⁵ John W. Cresswell, *Research Design Qualitative, Quantitative and Mixed Method Approach*, 161.

In this research, the researcher gave a treatment to the experiment class that used guessing game and stand up hand up pair up technique in teaching speaking. While in the control class the researcher did not use it. The researcher taught the control class using lecturing technique. Before the researcher gave the treatment, the researcher gave speaking pretest in both groups. The speaking pretest was conducted to know the level of students' speaking ability before they were given a treatment. Then after the researcher gave a treatment, the researcher gave a post-test to both group. The speaking post-test was purposed to know the students' speaking ability after giving treatment, whether it increases or not. Then the result of students' post-test in group which was taught by guessing game and stand up hand up pair up strategy was compared with the group which was not taught using it.

B. Population and Sample

1. Population

Population is the whole object of the research. Population is defined as all members of any well-defined class of people, events, or objects.⁵⁶ All member of research object in which the sample is taken is called population. The population of this research were all students of the seventh grade in MTs. Nurul Mujtahidin Mlarak that consists of 46 students.

⁵⁶ Donald Ary, *Introduction to Research in Educational* (USA: Dasworth Cengge Learning), 148.

2. Sample

A sample is a portion of a population.⁵⁷ Sample is part of population that is selected to represent the population. While, sample technique is the procedure of taking part the population will be used as the sample. In this research the researcher used cluster random sampling when took the sample. Cluster random sampling involves the random selection group that is already exists.⁵⁸

The sample of this research was the students of the seventh grade of MTs. Nurul Mujtahidin Mlarak that consists of 30 students. The researcher selected the class experiment and class control by using lottery. The experiment class consists of 15 students, while the control class consists of 15 students.

C. Instrument of Data Collection

Data is the most important thing in the research, to get the data the researcher must arrange the instrument that is appropriate. In this research, the instrument of data collection was test. Types of test that was used in this research was oral test that consisted of two questions. The question were about descriptive text in which the students were asked to describe some pictures and one of their friends. The data in this research were the result of test and taken from oral test.

⁵⁷ Ibid., 148.

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2006), 122.

The assessment of the oral test was adopted from rubric for speaking. Before the instrument was used in this research, the researcher tested the instrument with two tests. The first test was test of validity and the second test was test of reliability.

1. Validity

The validity was essentially a demonstration that a particular instrument in fact measures what it purports to measure.⁵⁹ Test validity was defined here as the degree to which a test measures what it claims, or purports, to be measuring.⁶⁰ In determining the validity of an instrument, the researcher used formula Karl Pearson Product Moment:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Notes :

r_{xy} = coefficient correlation between variable X and Y

n = total respondent

$\sum XY$ = the total of result multiplication between score X and Y

$\sum X$ = the total score of X

$\sum Y$ = the total score of Y

To make easier in counting the validity of the instrument and to avoid the mistake, the researcher used SPSS program version 16.

⁵⁹ Louis Cohen et.al., *Research Methods in Education* (New York : Rutledge, 2007), 133

⁶⁰ James Dean Brown, *Testing In Language Programs* (United States of America: Prentice Hall Regents, 1996), 231

With df or db is $n-r$ ($16-2$) = 14 in 5% significance, the price of r table is 0, 497. When the price of r_{xy} or r count was smaller than r table, it could be concluded that the items test were not valid instrument. In the other hand, if the price of r_{xy} or r count was bigger than r table, it could be concluded that the items test were valid instrument. Thus, the item could be said as a valid instrument if the coefficient of correlation (r count) of magnitude more than 0, 497.

In determining validity and reliability of the instrument, the researcher took the total sample 16 respondents from the other class. In this validity test, the researcher gave 2 questions for this class. The researcher used the speaking scoring rubric to assess the students' speaking performance. Thus, the researcher calculated the validity test from four scoring rubric of speaking, those are fluency, vocabulary, grammar, and pronunciation. The table below would show the score of students speaking test for measuring validity and reliability.

Table 3.1 Students' Speaking Score for Measuring Validity and Reliability

No	Name	Fluency	Vocab	Grammar	Pronunciation	Total
1.	Adjib Alansah	20	20	15	15	70
2.	Aldi Putra	15	20	15	15	65
3.	Ariyan M Rofi'i S	15	15	15	15	60

4.	Feri Jainanda	20	20	20	20	80
5.	M. Darul F	20	20	15	20	75
6.	Rizal Farhani	15	15	20	15	65
7.	Cheren Faiza A	15	15	15	15	60
8.	Deni Ardi Kusuma	20	20	15	15	70
9.	Amelia Yuliantika	20	20	20	20	80
10.	Sendika Rizki P	20	15	15	15	65
11.	Muh. Sifa Kurnia I	15	20	15	15	65
12.	Bayu Aris Pradana	15	20	15	15	65
13.	Marsya Nopita S	20	15	15	20	70
14.	Reza Irya Fransiska	20	20	20	15	75
15.	Rihmatul Kasanah	15	15	15	15	60
16.	Hendrik F	15	15	15	15	60

The result of the validity research instrument showed that all questions or scoring rubric were valid.⁶¹ Finally the result of the calculation validity instrument could be concluded in table as follows:

⁶¹ See appendix 2

Table 3.2 The Result of Validity Calculation

Item	“r” calculated	“r” table	Notes
Fluency	0, 804	0, 497	Valid
Vocabulary	0, 661	0, 497	Valid
Grammar	0, 628	0, 497	Valid
Pronunciation	0, 737	0, 497	Valid

2. Reliability

Reliability is defined as the extent to which the results can be considered consistent or stable.⁶² It means that if the same test are tested to the some different students in two different time, it will give the stable result or similar result. Douglas said a reliable test is the test that is consistent and dependable.⁶³ In counting the reliability the researcher uses SPSS program version 16 with Cronbach Alpha coefficient. Finally the result of the calculation reliability as follows:

⁶² James Dean Brown, *Testing In Language Programs*, 185.

⁶³ H. Douglas Brown, *Language Assesment* (New York: Longman, 2004), 20.

Table 3.3 The Result of Reliability Calculation

Case Processing Summary

		N	%
Cases	Valid	16	100.0
	Excluded ^a	0	.0
	Total	16	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.668	4

As a benchmark of high and low reliability, there are some indicators as follows: 0,800-1,000= very high, 0,600-0,799= high, 0,400-0,599= enough, 0,200-0,399= low and 0,000-0,199= very low.

Based on those indicators, it can be said that the reliability of this instrument is high.

D. Technique of Data Collection

Technique of data collection is all of ways which are used by the researcher to get data in the research. In this research, the researcher used some techniques to collect the data. The techniques as follows:

1. Test

Test is methods of measuring of person's ability, knowledge, or performance in a given domain.⁶⁴ The test in this research were divided into two parts, they were pre-test and post-test. Pre-test was used to know the students' previous level of the speaking skill, while the post-test was used to know the students' level of their speaking ability after the researcher gave a treatment of using guessing game and stand up hand up pair up in teaching speaking.

2. Documentation

Documentaion is a way of getting information or data through notes, transcript, book, newspapers, magazines, agenda, and so forth. In the research, the documentation technique was used to get the data about students' name, vision and mission, goals, facilities, infrastructures, and organization of MTs. Nurul Mujtahidin Mlarak.

E. Technique of Data Analysis

Analysis data is processing the data obtained by using formulas or rules that are applicable to research design or approach that was taken. In this research, the researcher used t-test to analyze the data. But, before the researcher used t-test, the researcher applied assumption test, namely normality test and homogeneity test:

⁶⁴Ibid., 3.

1. Normality test

Normality test is a test to know whether the sample that is taken from population has the normal distribution or not. There are many ways to conduct normality test that is Kolmogorov-Smirnov, Lilieforsc, and Chi Square.⁶⁵ In this research the researcher uses SPSS program version 16 with Kolmogorov-Smirnov to analyze the normality.

2. Homogeneity test

Homogeneity test is test which is used to know whether sample that is taken from population has the homogeneous variance or not. This test is needed before we compare two groups or more.⁶⁶ In this research the researcher uses SPSS program to analyze the homogeneity.

3. T-test

After conducting the assumption test, then the researcher analyzed data using t-test. T-test is used to compare the students' speaking ability who were taught using guessing game and stand up hand up pair up and who were not. The formula of t-test as follows

$$t_0 = \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}}$$

Notes:

M_x = Mean of group 1

M_y = Mean of group 2

⁶⁵ Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 204

⁶⁶ Ibid., 212

$SE_{M_x - M_y}$ = Error standard between two samples

In the analyzing of t-test, the researcher also used SPSS program. After the researcher got the result from the SPSS program, the hypothesis test was conducted:

1. Alternative Hypothesis (Ha): there is significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.
2. The Null Hypothesis (Ho): there is no significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

In testing the hypothesis, the researcher used the standards or rules as follows:

1. If the probability value or Sig (2-tailed) < 0.05 or $t_{test} > t_{tabel}$, Ha is accepted and Ho is refused.
2. If the probability value or Sig (2-tailed) > 0.05 or $t_{test} < t_{tabel}$, Ha is refused and Ho is accepted.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. The History of MTs. Nurul Mujtahidin Mlarak

Islamic Education Foundation "Nurul Mujtahidin" Mlarak is an institution which equalizes the curriculum with curriculum that has already determined by the Ministry of Islamic Education especially in Ponorogo. MTs. Nurul Mujtahidin is one of the private education institutions in Gunungsari Mlarak, Ponorogo, which actually had been founded on 1st August 1964. For the first time, this school named by Mambaul Ulum that was held at night, from 07.00 – 09.00 pm in Bader mosque that is located at Gontor village. At that time, this school only taught religion material particularly Islam. Then in 1967, the school's name was changed become Tarbiyatul Mualimin Al-Islamiyah (TMI) which located at Madrasah Ibtidaiyyah Tarbiyatul Atfal (MTA) Gontor. Unfortunately, TMI only endured for two years; from 1967-1969. This thing happened because the teachers went to other region or country to study.

After the vacuum of school activities for several years, some of Gontor prominent figures had initiation to rebuild the school. Finally, on 1st August 1971, the school was built that located at Mr. Soimun's house. The

school was held in the morning. After 1974, this school was changed become PGA and this school was still located at Mr. Soimun's house.

The difficulty of the place to held the education in Gontor made some people initiated to give their field for school. One of them is Mr. Sobari; a teacher in Mlarak Elementary School. After several days, some Gontor prominent figures discussed it and finally on 14th August 1975 the school moved to Mr. Sobari's house in Mlarak. A year later, some of educators and the community agreed with the presence of the new schools. They tried to hold an approach with the community and the head of village to preserve the existence of the school. By the approaches that had been done by Mr. Abdul Khohar and some community leaders, then the approval of the presence of the school in Mlarak was received. Finally, the community built the school in the field that had been given by Mr. Misman, including Mr. Sobari, Mrs. Mesiyem, Mr. Pardi, Mrs. As. The land that was given to the school around 1250 meters.

Since the movement of this school in Gunung Sari Mlarak, the government gave more attention to this institution by giving some trainings to the teachers. Finally, based on the government regulation about the existence of PGA in every regency only one school, PGA school in Gunungsari was changed to MTs Nurul Mujtahidin on 31st December 1978 with Mrs. Soimun as a headmaster. Since MTs. Nurul Mujtahidin was built there some headmasters who lead MTs. Nurul Mujtahidin Mlarak:

- a. Soimun BA
- b. Drs. Abdullah Syukri
- c. Masyhuri
- d. Moh Yasir
- e. M. Djauhari
- f. Suwono, S.Ag
- g. Wiyono Aries, S.Pd.I

2. Vision and Mission of the School

a. Vision of MTs. Nurul Mujtahidin Mlarak

Achieving the graduation which is Islamic, faithful, learned, charitable so can have the good quality in IMTAQ and IPTEK with indicator as follows:

1. Islamic : has the loyalty to Islam
2. Faithful : has belief to Allah
3. Learned: has a high-quality of science in the IPTEK and IMTAQ as leader in the earth
4. Charitable : competent in doing worship and competent in society
5. Superior in IPTEK and IMTAQ: good achievement, good in Islamic religion, and good in society

b. Mission of MTs. Nurul Mujtahidin Mlarak

1. Growing attitude and Islamic charity
2. Applying of teaching and learning process based on CLT, PAKEM, and multiple intelligences
3. Developing students' Arabic and English language skill
4. Facilitating all extracurricular which had programmed
5. Helping and facilitating every students to know and develop his potency
6. Applying participative management which involves all the school society, manager, and committee
7. Providing and teaching some skills to the students so can be useful for society

3. The Geographical Location of MTs. Nurul Mujtahidin Mlarak

MTs. Nurul Mujtahidin Mlarak located at:

Street	: Jl. Pahlawan Suntari No. 31 A
RT	: I
RW	: I
Village	: Mlarak
Sub-district	: Mlarak
Regency	: Ponorogo

Province : East Java

Pos code : 63472

MTs. Nurul Mujtahidin Mlarak is located at the 50 m north of Mlarak market and 500 m north of Mlarak government office. School location is strategic which it takes place in the center of district government business. Many public services in there like: hospital, bank, fashion outlet, market, and hotspot area.

4. School Organization Structure of Mts. Nurul Mujtahidin Mlarak

School organization at MTs. Nurul Mujtahidin Mlarak contains: head of institute, school committee, headmaster, administration staff, vice of curriculum, vice of students, vice of infrastructure, vice of public relation, guardianship of class, teacher, students, and community.

5. Facilities and Infrastructure of Mts. Nurul Mujtahidin Mlarak

The successful of teaching and learning process is also influenced by the facilities and infrastructure. By the supporting of sufficient facilities and infrastructure, teaching and learning process can run smoothly. Facilities and infrastructure of MTs. Nurul Mujtahidin consists of 9 classroom, 1 headmaster room, 1 teacher room, 1 administration room, 1 students' organization room, 1 counseling room, 1 mosque, 1 canteen, 1 library, 1 computer laboratory, 1 science laboratory, 1 hall room, 1 health room, 1

sport field, 1 ceremony field, 1 parking area. All of them are in good condition

B. Data Description

The population of this research were all the students of the seventh grade MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018. The researcher took 30 students as the sample which divided into two groups that is experiment group and control group. Each group consists of 15 students.

In experiment group the researcher taught speaking by using guessing game and stand up hand up pair up (SUHUPU). While in the control group the researcher taught speaking by using lecturing technique.

1. The Schedule of the Research

This research was conducted in February 15th – March 9th 2018. It consisted of four meetings in every class. They were pre-test, first treatment and second treatment, and post-test. The schedule of the research could be seen in the table below.

Table 4.1 Experiment Class Schedule

Date	Activities
February, 15 th 2018	Pre-test
February, 22 nd 2018	First treatment
March, 2 nd 2018	Second treatment
March, 9 th 2018	Post test

Table 4.2 Control Class Schedule

Date	Activities
February, 15 th 2018	Pre-test
February, 23 rd 2018	First treatment
March, 2 nd 2018	Second treatment
March, 9 th 2018	Post test

2. Procedure of the Research in Experiment Class

In the experiment class, the researcher taught the students by using guessing game and stand up hand up pair up (SUHUPU). The learning process was done in a set of the learning process which involved pre-test, first treatment, second treatment, and post-test.

Firstly, the students were given pre-test to know their speaking ability before the researcher gave any treatment. The type of test that was used is oral test. There were 2 questions about descriptive text in which the students were asked to describe some pictures and one of their friends. It was hold on February, 15th 2018.

Secondly, the first treatment that was hold on February, 22nd 2018. The researcher taught the students using guessing game and stand up hand up pair up (SUHUPU). The material was descriptive text about animal. Before the researcher applied the guessing game and stand up hand up pair up (SUHUPU), the researcher gave the explanation about descriptive text

and how to implement the technique to the students. In applying guessing game and stand up hand up pair up (SUHUPU), the students were asked to stand up from their seat, walk around in the class and then pair up with any friend that close to him/her. After every students has partner, one member has to describe the picture and the other one has to guess it.

Thirdly, the second treatment that was hold on March, 2nd 2018. The material was descriptive text too, but in the second treatment the researcher used descriptive text about thing and person.

Fourthly, the students were given post-test. It was hold on March, 9th 2018. It was used to measure whether the use of guessing game and stand up hand up pair up (SUHUPU) is success or not in teaching speaking.

3. Procedure of the Research in Control Class

In the control class, the researcher taught the students by using lecturing technique. The procedure in control class was same with the procedure in experiment class. There are pre-test, first and second treatment with lecturing technique and post-test.

Firstly, the students were given pre-test; it was hold on February, 15th 2018. The type of test that was used is oral test. There were 2 questions about descriptive text in which the students were asked to describe some pictures and one of their friends.

Secondly, the first treatment that was hold on February, 23rd 2018. The researcher taught the students using lecturing technique. The material was descriptive text about animal. The researcher explains the material about descriptive text, gives every students a picture and asks them to describe the picture in front of the class.

Thirdly, the second treatment that was hold on March, 2nd 2018. The material was descriptive text too, but in the second treatment the researcher used descriptive text about thing and person.

Fourthly, the students were given post-test. It was hold on March, 9th 2018. The type of test that was used is oral test. There were 2 questions about descriptive text.

4. The Result of Students' Pre-Test in Experiment Class (7A)

The table below showed the score of students' pre-test who are taught by using guessing game and stand up hand up pair up (SUHUPU).

Table 4.3 Score of Students' Pre-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (7A)

No	Name	Fluency	Vocab	Grammar	Pronunciation	Total
1.	Afreza Firdaus	15	20	15	15	65
2.	Dimas Karunia S	10	15	15	15	55
3.	Fauzan	15	15	15	10	55

	Ahsan I					
4.	Findi Handika	10	15	10	15	50
5.	Iqbal Aldino	20	15	15	15	65
6.	M. Nur Hakim	20	15	15	15	65
7.	Muhammad Ihsan Saputra	15	15	15	15	60
8.	Wijanarko Ria S	20	15	15	15	65
9.	Anggita Aprilia D	15	15	15	15	60
10.	Anjar Rahmawati	15	15	15	15	60
11.	Clarissa Cindy H	15	20	15	15	65
12.	Eva Nur Laili	20	20	15	15	70
13.	Khoiru Nisa' Aufiah	20	15	20	15	70
14.	Septina Zakiya Amelia R	15	15	15	20	65
15.	Tia Nanda R	20	15	20	15	70

From the table above, it could be seen that the highest score of students' pre-test who are taught by using guessing game and stand up hand up pair up is 70; there are 3 students who got the highest score. While the lowest score is 50 and only one student who got the lowest score. The table

below showed the frequency distribution of the students' pre-test who are taught by using guessing game and stand up hand up pair up (SUHUPU).

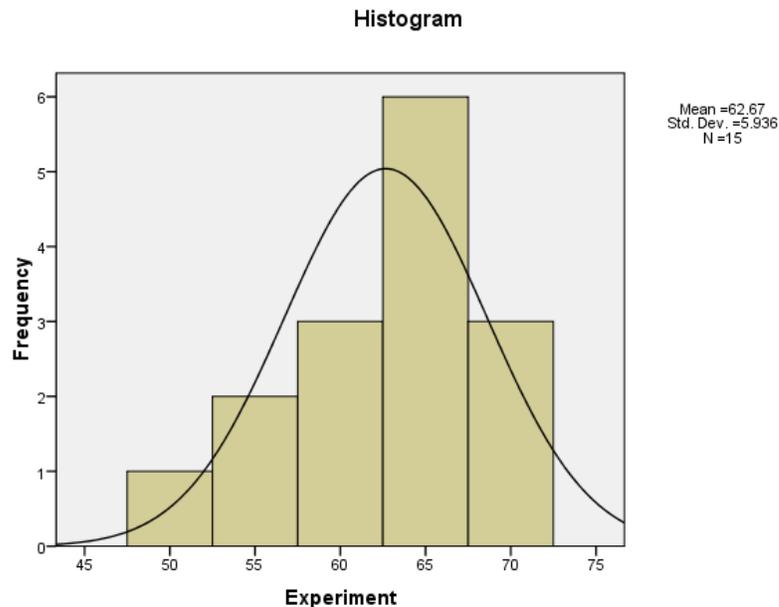
Table 4.4 Frequency Distribution of the Students' Pre-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	6.7	6.7	6.7
55	2	13.3	13.3	20.0
60	3	20.0	20.0	40.0
65	6	40.0	40.0	80.0
70	3	20.0	20.0	100.0
Total	15	100.0	100.0	

From the table above, it could be seen that the score of students' pre-test who are taught by using guessing game and stand up hand up pair up was varieties. There were 3 students got 70, 6 students got 65, 3 students got 60, 2 students got 55, and 1 student got 50. The histogram below showed the score of students' pre-test who are taught by using guessing game and stand up hand up pair up (SUHUPU).

4.1 Histogram for the Score of Students' Pre-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).



From the histogram above, it is stated that $M = 62, 67$ and $SD = 5, 94$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($62, 67 + 5, 94 = 69$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($57 - 69$) is categorized into medium
- 3) Less than $M - 1.SD$ ($62, 67 - 5, 94 = 57$) is categorized into low

It can be seen that the scores which are more than 69 is categorized into good, while the scores which are less than 57 is categorized into low, and the score between 57 - 69 is categorized into medium. The categorization can be seen clearly as follows:

Table 4.5 The Categorization of the Students' Pre-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

No	Score	Frequency	Percentage	Category
1	More than 69	3	20 %	Good
2	57 – 69	9	60 %	Medium
3	Less than 57	3	20 %	Low
Total		15	100 %	

From this table, it could be seen that the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) are 20% in the good category, 60 % in the medium category and 20 % in the low category.

5. The Result of Students' Pre-Test in Control Class (7B)

The table below showed the score of students' pre-test who are not taught by using guessing game and stand up hand up pair up.

Table 4.6 Score of Students' Pre-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (7B)

No	Name	Fluency	Vocab	Grammar	Pronunciation	Total
1.	Dani Maulana	15	15	15	15	60
2.	Decca Rifqi	20	20	15	15	70

	E					
3.	M. Dwi Prasetyo	15	15	15	15	60
4.	M. Farkul Muhsin	20	15	15	15	65
5.	Mohammad Wahab N	15	15	15	15	60
6.	M. Fata Maulana H	10	10	10	15	45
7.	Nanang Bayu W	20	15	15	15	65
8.	Pradina Kartika R	20	15	15	15	65
9.	Roy Aditia P	20	20	15	15	70
10.	Aulia Nur A	20	15	15	15	65
11.	Azizah Femi F	15	15	15	15	60
12.	Dwi Arti Muhnia S	15	15	15	15	65
13.	Nandini Erika W	10	15	10	15	50
14.	Silfia Handayani	15	15	10	15	55
15.	Siti Nurushobah	20	15	15	15	65

From the table above, it could be seen that the highest score of students' pre-test who are not taught by using guessing game and stand up hand up pair up is 70; there are 2 students who got the highest score. While the lowest score is 45 and only one student who got the lowest score. The table below showed the frequency distribution of the students' pre-test who

are not taught by using guessing game and stand up hand up pair up (SUHUPU).

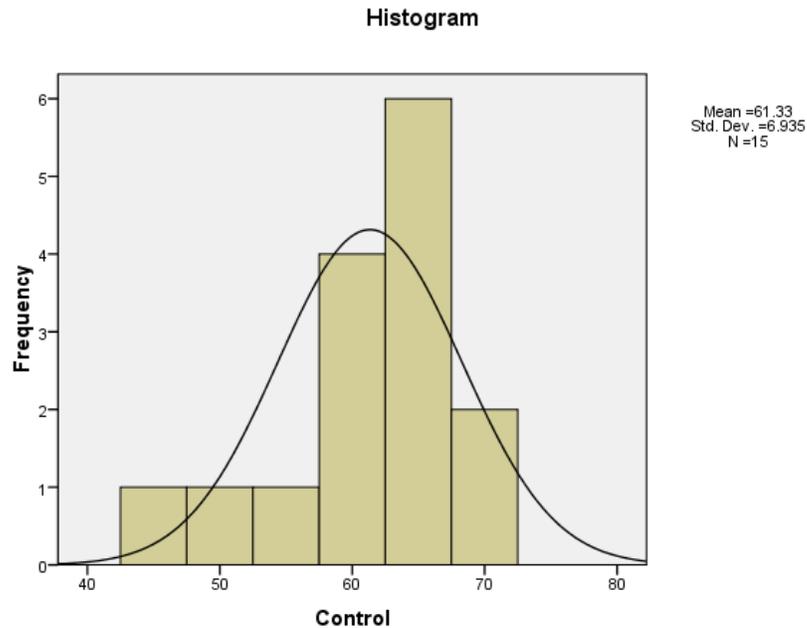
Table 4.7 Frequency Distribution of the Students' Pre-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	6.7	6.7	6.7
50	1	6.7	6.7	13.3
55	1	6.7	6.7	20.0
60	4	26.7	26.7	46.7
65	6	40.0	40.0	86.7
70	2	13.3	13.3	100.0
Total	15	100.0	100.0	

From the table above, it could be seen that the score of students' pre-test who are not taught by using guessing game and stand up hand up pair up was varieties. There were 2 students got 70, 6 students got 65, 4 students got 60, 1 student got 55, 1 student got 50, and 1 student got 45. The histogram below showed the score of students' pre-test who are not taught by using guessing game and stand up hand up pair up (SUHUPU).

4.2 Histogram for the Score of Students' Pre-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).



From the histogram above, it is stated that $M = 61,33$ and $SD = 6,94$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($61,33 + 6,94 = 68$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($54 - 68$) is categorized into medium
- 3) Less than $M - 1.SD$ ($61,33 - 6,94 = 54$) is categorized into low

It can be seen that the scores which are more than 68 is categorized into good, while the scores which are less than 54 is categorized into low, and the score between 54 - 68 is categorized into medium. The categorization can be seen clearly as follows:

Table 4.8 The Categorization of the Students' Pre-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

No	Score	Frequency	Percentage	Category
1	More than 68	2	13, 3 %	Good
2	54 – 68	11	73, 4 %	Medium
3	Less than 54	2	13, 3 %	Low
Total		15	100 %	

From this table, it could be seen that the students who are not taught by using guessing game and stand up hand up pair up (SUHUPU) are 13, 3 % in the good category, 73, 4 % in the medium category and 13, 3 % in the low category.

6. The Result of Students' Post-Test in Experiment Class (7A)

The table below showed the score of the students' post-test who are taught by using guessing game and stand up hand up pair up.

Table 4.9 Score of Students' Post-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (7A)

No	Name	Fluency	Vocab	Grammar	Pronunciation	Total
1.	Afreza Firdaus	20	20	20	20	80
2.	Dimas Karunia S	20	20	15	20	75

3.	Fauzan Ahsan I	20	20	15	15	70
4.	Findi Handika	15	15	15	20	65
5.	Iqbal Aldino	20	20	15	20	75
6.	M. Nur Hakim	20	15	15	20	70
7.	Muhammad Ihsan Saputra	20	20	15	20	75
8.	Wijanarko Ria S	20	15	20	15	70
9.	Anggita Aprilia D	20	20	15	15	70
10.	Clarissa Cindy H	20	20	20	15	75
11.	Eva Nur Laili	20	20	15	20	75
12.	Khoiru Nisa' Aufiah	20	20	20	20	80
13.	Anjar Rahmawati	15	20	20	15	70
14.	Septina Zakiya Amelia R	20	20	20	20	80
15.	Tia Nanda R	20	20	15	15	70

From the table above, it could be seen that the highest score of students' post-test who are taught by using guessing game and stand up hand up pair up is 80; there are 3 students who got the highest score. While the lowest score is 65 and only one student who got the lowest score. The table

below showed the frequency distribution of the students' post-test who are taught by using guessing game and stand up hand up pair up (SUHUPU).

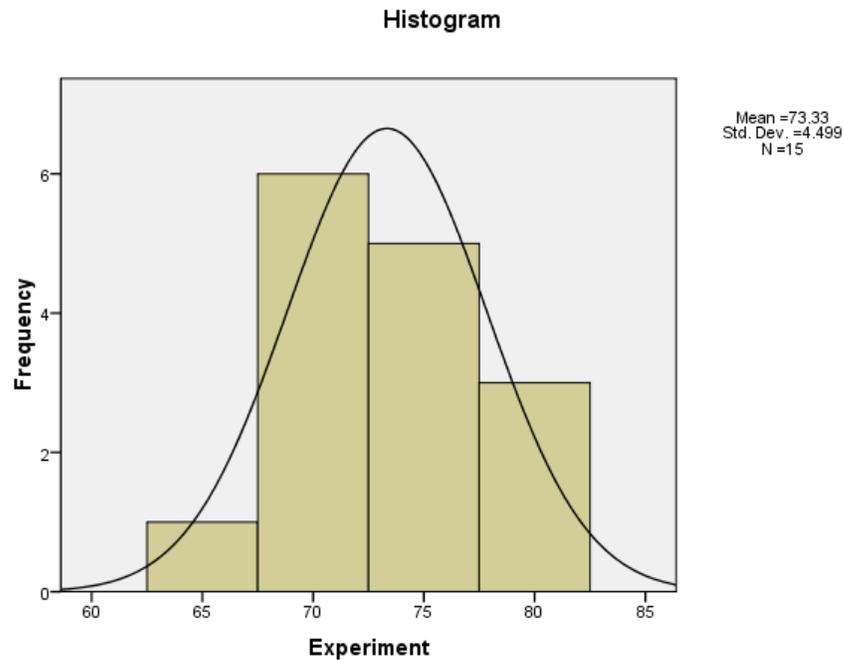
Table 4.10 Frequency Distribution of the Students' Post-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	1	6.7	6.7	6.7
70	6	40.0	40.0	46.7
75	5	33.3	33.3	80.0
80	3	20.0	20.0	100.0
Total	15	100.0	100.0	

From the table above, it could be seen that the score of students' post-test who are taught by using guessing game and stand up hand up pair up was varieties. There were 3 students got 80, 5 students got 75, 6 students got 70, and 1 students got 65. The histogram below showed the score of students' post-test who are taught by using guessing game and stand up hand up pair up (SUHUPU).

4.3 Histogram for the Score of Students' Post-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).



From the histogram above, it is stated that $M = 73,33$ and $SD = 4,50$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($73,33 + 4,50 = 78$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($69 - 78$) is categorized into medium
- 3) Less than $M - 1.SD$ ($73,33 - 4,50 = 69$) is categorized into low

It can be seen that the scores which are more than 78 is categorized into good, while the scores which are less than 69 is categorized into low, and the score between 69 - 78 is categorized into medium. The categorization can be seen clearly as follows:

Table 4.11 The Categorization of the Students' Post-Test Who are Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

No	Score	Frequency	Percentage	Category
1	More than 78	3	20 %	Good
2	69 – 78	11	73, 3 %	Medium
3	Less than 69	1	6, 7 %	Low
Total		15	100 %	

From this table, it could be seen that the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) are 20% in the good category, 73, 3% in the medium category and 6,7% in the low category.

7. The Result of Students' Post-Test in Control Class (7B)

The table below showed the score of the students' post-test who are not taught by using guessing game and stand up hand up pair up (SUHUPU).

Table 4.12 Score of Students' Post-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (7B).

No	Name	Fluency	Vocab	Grammar	Pronunciation	Total
1.	Dani Maulana	15	15	15	15	60
2.	Decca Rifqi	15	15	20	15	65

	E					
3.	M. Dwi Prasetyo	15	15	15	15	60
4.	M. Farkul Muhsin	15	20	15	15	65
5.	Mohammad Wahab N	15	15	15	15	60
6.	M. Fata Maulana H	10	15	10	15	50
7.	Nanang Bayu W	20	15	15	15	65
8.	Pradina Kartika R	20	15	15	15	65
9.	Roy Aditia P	20	20	20	20	80
10.	Aulia Nur A	15	20	15	15	65
11.	Azizah Femi F	15	15	15	15	60
12.	Dwi Arti Muhnia S	15	20	15	15	65
13.	Nandini Erika W	10	15	15	15	55
14.	Silfia Handayani	15	15	15	15	60
15.	Siti Nurushobah	20	20	15	15	70

From the table above, it could be seen that the highest score of students' post-test who are not taught by using guessing game and stand up hand up pair up is 80; there is only one student who got the highest score. While the lowest score is 50 and only one student who got the lowest score. The table below showed the frequency distribution of the students' post-test

who are not taught by using guessing game and stand up hand up pair up (SUHUPU).

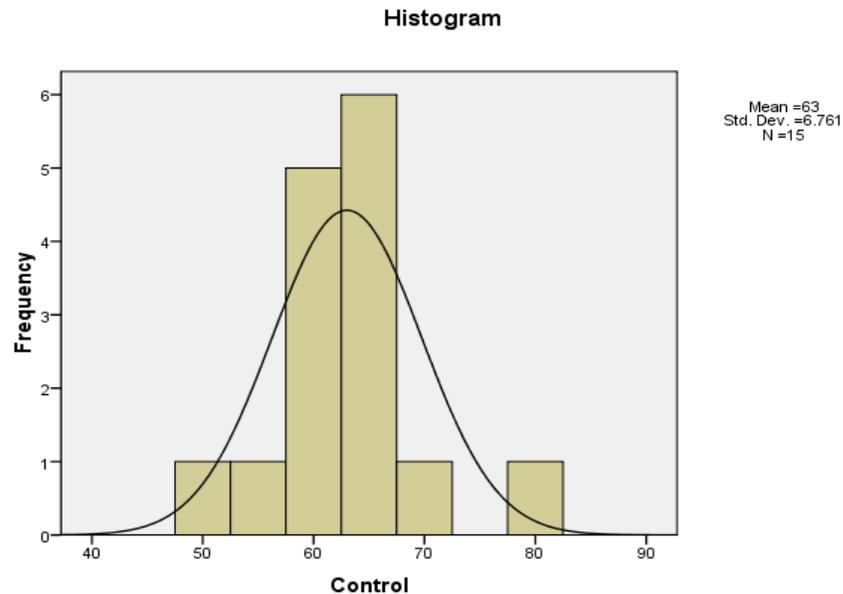
Table 4.13 Frequency Distribution of the Students' Post-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU)

Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	6.7	6.7	6.7
55	1	6.7	6.7	13.3
60	5	33.3	33.3	46.7
65	6	40.0	40.0	86.7
70	1	6.7	6.7	93.3
80	1	6.7	6.7	100.0
Total	15	100.0	100.0	

From the table above, it could be seen that the score of students' post-test who are not taught by using guessing game and stand up hand up pair up was varieties. There were 1 student got 80, 1 student got 70, 6 students got 65, 5 students got 60, 1 student got 55, and 1 student got 50. The histogram below showed the score of students' post-test who are not taught by using guessing game and stand up hand up pair up (SUHUPU).

4.4 Histogram for the Score of Students' Post-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU)



From the histogram above, it is stated that $M = 63$ and $SD = 6,76$. To determine the category of speaking skill was good, medium, or low, the researcher grouped scores using the standard as follows:

- 1) More than $M + 1.SD$ ($63 + 6,76 = 70$) is categorized into good
- 2) Between $M - 1.SD$ to $M + 1.SD$ ($56 - 70$) is categorized into medium
- 3) Less than $M - 1.SD$ ($63 - 6,76 = 56$) is categorized into low

It could be seen that the scores which are more than 70 is categorized into good, while the score which are less than 56 is categorized into low, and the score between 56 – 70 is categorized into medium. That categorization can be seen clearly as follows:

Table 4.14 The Categorization of the Students' Post-Test Who are not Taught by Using Guessing Game and Stand Up Hand Up Pair Up (SUHUPU).

No	Score	Frequency	Percentage	Category
1	More than 70	1	6,7 %	Good
2	56 – 70	12	80 %	Medium
3	Less than 56	2	13,3 %	Low
Total		15	100 %	

From this table, it could be seen that the students who are not taught by using guessing game and stand up hand up pair up (SUHUPU) are 6,7% in the good category, 80% in the medium category and 13,3% in the low category.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption test. There were normality and homogeneity test of data.

1. Normality Test

Normality test is a test to know whether the sample that is taken from population has the normal distribution or not. There are many ways to conduct normality test that is Kolmogorov-Smirnov, Lilieforsc, and Chi

Square.⁶⁷ In this research the researcher used SPSS program version 16 with Kolmogorov-Smirnov to analyze the normality. The tables below showed the result of normality test.

a. Normality Test of Experiment Class

Table 4.15 Normality Test of Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Experiment Class
N		15
Normal Parameters ^a	Mean	73.33
	Std. Deviation	4.499
Most Extreme Differences	Absolute	.237
	Positive	.237
	Negative	-.178
Kolmogorov-Smirnov Z		.919
Asymp. Sig. (2-tailed)		.367
a. Test distribution is Normal.		

Based on the calculation above, it can be seen that data of experiment group is normally distributed. It can be seen from the value of Sig. (2-tailed) that is higher than α ($0,367 > 0,05$).

⁶⁷ Retno Widyaningrum, *Statistika*, 204

b. Normality Test of Control Class

Table 4.16 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		Control Class
N		15
Normal Parameters ^a	Mean	63.00
	Std. Deviation	6.761
Most Extreme Differences	Absolute	.250
	Positive	.250
	Negative	-.195
Kolmogorov-Smirnov Z		.970
Asymp. Sig. (2-tailed)		.304
a. Test distribution is Normal.		

Based on the calculation above, it can be seen that data of control group is normally distributed. It can be seen from the value of Sig. (2-tailed) that is higher than α ($0,304 > 0,05$).

2. Homogeneity Test

Homogeneity test is test which is used to know whether sample that is taken from population has the homogeneous variance or not. This test is needed before we compare two groups or more.⁶⁸ In this research the researcher uses SPSS program to analyze the homogeneity.

⁶⁸ Ibid., 212

Table 4.17 The Result of Homogeneity Test Calculation

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.102	1	28	.752

Based on the calculation above, the data can be said homogenous. It can be seen from the value of Sig. that is upper than α ($0,752 > 0,05$).

3. T-test

After conducting the normality and homogeneity test, the researcher tested the hypothesis. The researcher used t-test to analyze the data. This t-test is used to compare the students' speaking achievement who are taught by using guessing game and stand up hand up pair up and those who are not. In this research, the researcher used SPSS program 16 to calculate the data. The table below showed the result of t-test calculation.

Table 4.18 Mean Score of Experiment Class and Control Class

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Score Experiment Class	15	73.33	4.499	1.162
Control Class	15	63.00	6.761	1.746

Based on the table above, the result of data analysis showed that the mean score of students' speaking who are taught by using guessing game and stand up hand up pair up (experiment class) is 73, 33. While the mean score of students' speaking who are not taught by using guessing game and stand up hand up pair up (control class) is 63. It means that the students' score in experiment class is higher than the students' score in control class.

Table 4.19 The Result of T-test Calculation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.603	.444	4.928	28	.000	10.333	2.097	6.038	14.629
	Equal variances not assumed			4.928	24.364	.000	10.333	2.097	6.009	14.658

After getting the result, the researcher tested the hypothesis as follows:

1. Alternative Hypothesis (H_a): there is significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.
2. The Null Hypothesis (H_0): there is no significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

If the probability value or Sig (2-tailed) < 0.05 or $t_{test} > t_{tabel}$, H_a is accepted and H_0 is refused. While if the probability value or Sig (2-tailed) > 0.05 or $t_{test} < t_{tabel}$, H_a is refused and H_0 is accepted.

From the table above it can be seen that the value of t-test is 4, 928 and the degree of freedom is 28 ($df = db - 2; 30 - 2 = 28$). The value of t table in significant 5% is 2, 05. The result of the research showed that the value of t-test is higher than t-table. It means that H_a is accepted and H_0 is refused.

D. Discussion

From the computation above, it was shown that the difference coefficient of students who are taught by using guessing game and stand up hand up pair up and students who are not taught by using guessing game and stand up hand up pair up was 4, 928. Then the hypothesis test (t_0) at 4, 928 from the computation would be compared to the t index (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$, H_a was accepted. It means that there was a significant difference between two variables
2. If the $t_0 \leq t_t$, H_a was refused. It means that there was no significant difference between two variables

To determine the value of t_t , the researcher was checking db and consulted with t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 15 + 15 - 2 \\ &= 28 \end{aligned}$$

At the significant standard 5%, the values of t_t is 2, 05. Then the value of t_0 is compared to the value of t_t . The value of t_0 is 4, 928 and t_t is 2, 05. So, $t_0 \geq t_t$ and it means that H_a is accepted and H_o is rejected.

From the calculation above it can be seen that the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) got better score than the students who are not taught by using guessing game and stand up hand up pair up (SUHUPU). So it can be concluded that there is significant

difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.



CHAPTER V

CLOSING

A. Conclusion

Based on data analysis previously, the researcher makes the conclusion of this research as follows:

There is significant difference in the students' speaking achievement between the students who are taught by using guessing game and stand up hand up pair up and those who are not. The students who are taught by using guessing game and stand up hand up pair up get better score than the students who are not taught by using guessing game and stand up hand up pair up. It has been proven by the mean score of post-test in experiment class is 73, 33 and the mean score of post-test in control class is 63.

The result of this research shows that the value of t-test is 4,928 where it is higher than t-table. T-table with $db = 28$ at the level significance 5% is 2, 05. So H_a is accepted and it means that there is significant difference in the speaking ability between the students who are taught by using guessing game and stand up hand up pair up (SUHUPU) and those who are not at the seventh grade of MTs. Nurul Mujtahidin Mlarak in academic year 2017/2018.

B. Recommendations

Considering the conclusion above, the researcher would give some suggestions as follows:

1. For the Teacher

For the teacher, they should be creative in choosing the strategy in teaching English especially in teaching speaking. The teacher should choose the strategy that can make the students interested and enjoy the learning process so the students can improve their English speaking skill.

After conducting this research, the researcher suggests the teachers to apply guessing game and stand up hand up pair up (SUHUPU) in their class, especially in English speaking class. This technique can encourage the students to speak up in the class and also increase the students' understanding among others.

2. For the Students

The researcher hopes that the students have to be more active in the learning process especially in English learning so that they can improve their English speaking skill. Besides, the researcher also hopes that the students can work with everyone in the class in order to improve their English speaking skill.

3. For the Readers

For the readers, the result of this research is hoped to be useful as an additional reference for further research which concerns with English speaking.



BIBLIOGRAPHY

- Al-Hosni, Samira. "Speaking Difficulties Encountered by Young EFL Learners". *International Journal on Studies in English Language and Literature (IJSELL)*. Volume 2, Issue 6. June, 2014.
- Anggreyni, Devi. "Improving Students' Speaking through Guessing Game Technique". *Jurnal Pendidikan Bahasa, Sastra, dan Seni*. Vol VX No. 1. March, 2014.
- Ary, Donald. *Introduction to Research in Educational*. USA: Dasworth Cenggege Learning.
- Bailey, Kathleen. *Practical English Language Teaching Speaking David Nunan Series editor*. New York: Mc Graw Hill, 2005.
- Brown, Gillian and Gorge Yule. *Teaching the Spoken Language*. Cambridge: Cambridge University Press, 1983.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practice*. New York: Longman, 2004.
- , *Teaching by Principles an Interactive Approach to Language Pedagogy*, second edition. Longman.
- Brown, James Dean. *Testing In Language Programs*. United States of America: Prentice Hall Regents, 1996.
- Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. New York: Rutledge, 2007.
- Cresswell, John W. *Research Design Qualitative, Quantitative and Mixed Method Approach*. USA: SAGE publication, 2009.

- Fatawi, Ibnu. "The Use of Guessing Game in Improving Students' Speaking Ability". Thesis, Pasundan University Bandung, 2014.
- Febriyanti, Emma Rosana. "Teaching Speaking of English as a Foreign Language: Problems and Solution". *Jurnal Bahasa dan Sastra*. Volume. 1 No. 2. May, 2011.
- Fitriana, Dian. "Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year of 2012/2013". Thesis, Yogyakarta State University, 2013.
- Gaies, Stephen J. *Peer Involvement in Language Learning*. US: Prentice Hall Regents.
- Hadfield, Jill. *Beginners' Communication Game*. Longman.
- Harmer, Jeremy. *The Practice of English Language Teaching Third Edition*. Longman.
- Jolliffe, Wendy. *Cooperative Learning in the Classroom*. London: Paul Chapman Publishing, 2007.
- Kagan, Spencer. *Cooperative Learning*. Kagan Publishing.
- Klippel, Friederike. *Keep Talking*. Cambridge: Cambridge University Press, 1994.
- Kosar, Gulten and Hasan Bedir. "Strategies-Based Instruction: A means of Improving Adult EFL Learners' Speaking Skills". *International Journal of Language Acedemy*. Vol. 3 No. 2, 2014.
- Lewis, Gordon. *Games for Children*. New York: Oxford University Press.
- Long, Martyn. *The Psychology of Education*. London: Routledge, 2000.

- Mahmoud, Montasser Mohamed Abdel Wahab. "The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students". *Journal of Language Teaching and Research*. Vol. 5 No. 3. May, 2014.
- Moreno, Roxana. *Educational Psychology*. Mexico: John Wiley & Sons, 2010.
- Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*. London: British Library Catalogue in Public Data, 2004.
- Nugroho, Luki, Sudirman, and Hartati Hasan. "The Use of Picture Series in Improving Students' Speaking Recount Text Skill". *Journal U-jet*. Vol. 4 No. 1, 2015.
- Nunan, David. *Practical English: Language Teaching Grammar*. Singapore: Mc Graw Hill, 2005.
- Richard, Jack C. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press, 2008.
- Rodli, Mohammad and Dian Desiana, "Improving the Students' Speaking Skill of the Eleventh Grade of SMK Gajah Mada Puri Mojokerto through Comic Strip". *Jurnal Pendidikan Maja Vidya*. Vol. 2 No. 1. June, 2013.
- Sanchez, Martines. 2007. *Interactive Games in the Teaching-Learning Process of a Foreign Language*. <http://www.redalyc.org/pdf/4561/456145112005.pdf>. Accessed on 10th February 2018
- Sanggita, Igeng. "The Effect of Using Stand-Up Hand-Up Pair-Up (SUHUPU) Strategy on Students' Motivation in Speaking English at MTs. Hasanna Pekanbaru". Thesis, UIN SUSKA Riau, 2014.
- Sugiyono. *Metode Penelitian Pendidikan*. Bandung: Alfabeta, 2006.

Supriyatna, Hari. "The Effectiveness of Guessing Game Technique in Teaching Vocabulary at Mts Darussalam (An Experimental study at the second grade of MTs Darussalam Academic Year 2013/2014)". Thesis, UIN Syarif Hidayatullah Jakarta, 2014.

Ur, Penny. *A Course in Language Teaching*. New York: Cambridge University Press, 1996.

Widiati, Utami and Bambang Yudi Cahyono. "The Teaching of EFL Speaking in the Indonesia Context: the State of the Art". *Jurnal Bahasa dan Seni*. Volume. 34 No. 2. August, 2006.

Widyaningrum, Retno. *Statistika*. Yogyakarta : Pustaka Felicha, 2014.

Wright, Andrew, David Betteridge, and Michael Buckby. *Games for Language Learning*. Cambridge: Cambridge University Press, 1979.

