

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter essentially consists of two parts called findings and discussion. The first part as called the research findings presents the results of the data analysis of the implementation and the students' responds of guessing game in teaching speaking descriptive text at SMP Ampel Porong in academic year 2018/2019. The second part called as the discussion presents detailed analysis and description of the findings supported by some related theories.

4.1 RESEARCH FINDINGS

In conducting this research, the researcher formulated the two research questions called the implementation and the students' responds of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019. Answering the two formulated problems in this research, the researcher did next step called an analyzing process based on the data examined. Then, interpreting all collected data by providing the detail information of the implementation of guessing game in teaching speaking by using descriptive text and the students' responds through the guessing game which is supported by some related theories and the previous studies involved.

In order to gain the data of this research, the researcher did observation to examine the data. The findings in this research were found on observation. The observation was done by the researcher for two meetings. The first observation was done by researcher on February 13th, 2019 and the second observation was on

February 16th, 2019. It involved of seventh grade students of 7C Class at SMP Sunan Ampel Porong. There were 26 students involved as the subjects of this research.

4.1.1 The implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019

All of the data in this study were analyzed based on Lee's theory dealing with the implementation of using games in teaching English. Game is one of the techniques that can be applied in teaching speaking because games give students pleasure to practice to express themselves and it is also useful to encourage students' interaction in oral communication (Rini, 2012, p. 4). Based on the observation done by the researcher, it can be assumed that the seventh grade students at SMP Sunan Ampel Porong mostly had good willingness in learning English. They were really cooperative with the teacher during the classroom activities involved. Guessing game was one of the activities provided by the teacher in teaching speaking. The teaching process to improve speaking skill by using guessing game to the seventh grade of SMP Sunan Ampel Porong is explained as below:

4.1.1.1 Pre Activity

This meetings were conducted on February 13th, 2019 and February 16th, 2019. The theme was describing of the familiar objects such as people, animals and food. There were some activities in the first meeting. In this meeting, the teacher focused on making (1) students can be able to describe the objects by

making descriptive text (2) students can be able to pronounce the words related to the appearance of the objects correctly and clearly.

During the classroom observation, the researcher focused on the implementation of guessing game in teaching speaking through the 7th grade students at SMP Sunan Ampel Porong. The teacher used English and combined Bahasa Indonesia as needed for greeting, giving instructions and presenting the materials. She used simple sentences to make the students remember and respond to the teachers' questions and instructions. It could be shown when the teacher greeted the students and they answered well.

Furthermore, the teacher stood up in front of the classroom and introduced the researcher in the first meeting to the students as the purposes in conducting the observation related to his thesis then the teacher asked to the researcher to introduce him self and asked the students to be cooperative during the research done. The researcher also helped the teacher to check the students' attendance by calling their names. When the teacher asked "Who is absent today?" a student answered "no one" and some students were looking at each other and said "gak ada (English: No one is absent)". Then, the teacher explained the topic of the lesson. The following conversations were done in pre-activity:

Greetings:

Teacher: Assalamu'alaikum Warahmatullahi Wabarakatuh

Students: Wa'alaikumsalam Warahmatullahi Wabarakatuh

Teacher: Good morning students.

Students: Good morning, Miss.

Teacher: How are you today?

Students: I am fine, thank you, and you?

Teacher: I am fine too. Thank you. Is there any homework to be submitted today?

Students: No, Miss.

Teacher: Ok. Thank you. “Sekarang, kita akan masuk pada materi diskusi tentang Descriptive Text). (Now, we are going to the next material of discussion. It is about Descriptive Text.). Surprisingly, I have a new game for you.

Students: what’s that Miss?

Teacher: Hmm... wait... It is called “Guessing Game”... “*Jadi game ini berupa tebak gambar*” (So, the role of this game is about guessing). And I will tell you the role of this game.

The role of guessing game:

The aim of using this guessing game was the students were able to describe someone by telling the things (pictures) provided by the teacher so the students could be able to speak in English by describing the assessments given. The rules guessing game were described as below:

- a. The students were divided to make a group into five groups consisting 4-5 students.
- b. Each group got a picture as the topic of discussion in the guessing game.
- c. The students were given the clues by the teacher about the related pictures.
- d. The teacher asked the students to recognize the pictures based on the clues.

- e. Every group should describe the pictures as the clues to be presented as their answers.
- f. The teacher asked the students to present the pictures in front of the class.
- g. Then, the other groups guessed what the pictures were.

In the first meeting (first observation), the guessing game was played in a group divided. Meanwhile, the guessing game in the second meeting was as the assessments of the speaking individually. First, the teacher gave the five pictures to every group. Then, the students were asked by the teacher to describe the picture individually based on their group. Lastly, the teacher did the scoring on the teaching speaking descriptive text through the guessing game implemented during the lessons (in this section, the students performed their ability of speaking one by one).

4.1.1.2 Whilst Activity

Before explaining the material, the teacher asked the students to answer the simple questions such as (1) how do you look like? Do you like bakso or nasi goreng? (2) Are you a teacher or a student? (3) How many sister or brother do you have? What does he or she look like? At the beginning of the lesson, most of students became noisy because they did not understand the questions. Then, the teacher translated into Indonesian. After knowing the meaning of the teacher's questions, the students became enthusiastic to answer the questions given by the teacher.

In this section, the teacher used the first guessing game in the beginning of the lesson. When the students became noisy, the teacher used guessing game to

handle the class. Meanwhile, the researcher gave the roles of the game by giving simple instructions about the game in English and Indonesian. The following figure was one of the pictures as the guessing game material.

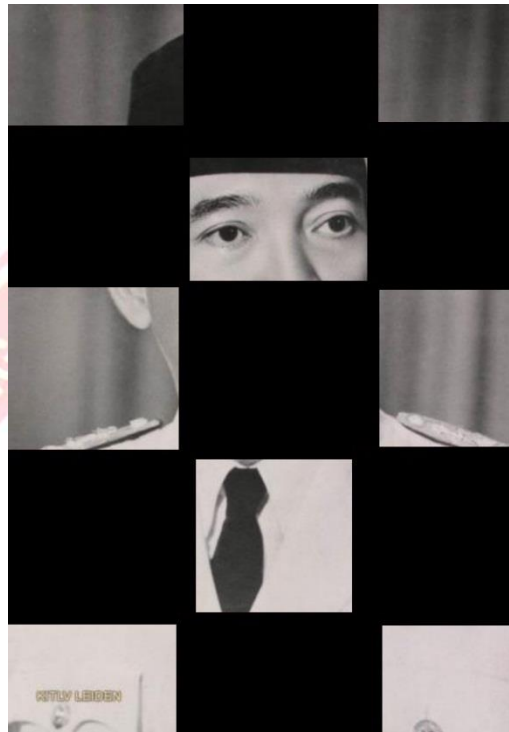


Figure 4.1 Picture of Guessing Game

Based on the figure 4.1, the teacher gave several clues to the picture by using information in English and Indonesian language such as: he is one of the presidents of Indonesia. He was born in Surabaya, June 6th, 1901. *Beliau selalu memakai peci hitam* (English: He always wear black peci). He is a smart person. Who is he? Regarding the clues given, the students could answer the question well. They said loudly “Sukarno... President Sukarno... Bapak Sukarno...” in this research, most of the students at the seventh grade of SMP Sunan Ampel could be able to recognize what the picture given.

The teacher gave materials by using pictures related to the topic. The teacher showed some pictures and asked the students to observe the pictures. The pictures given were not clear in some parts, the students still confused at the first time in order to recognize what the picture were given. Then, the students gave some questions to teacher related to the pictures. Moreover, the teacher gave some information or clues related to the pictures shown. Then, the teacher asked the student to pay attention and listen to the clues of the pictures. Most all of students paid attention to the teacher's explanation in giving the clues. After giving the clues, the teacher chose the student to answer. Then, she asked him or her to recognize what the picture were given. Overall, the students responded to the teacher's commands properly and did the game with fun.

The result of the implementation of guessing games both in the first meeting and the second meeting could give students motivation in learning speaking. Almost of the students were enthusiastic to play the game during the lesson involved. Focusing of the result of the observation, the guessing games made the students try to speak English. By playing the guessing games, students' nervousness decreased as it was seen when they made mistakes in their speaking, the members of their groups helped them to correct their mistakes directly. Based on the explanation mentioned, it can be said that guessing game is suitable to be applied in the seventh grade of SMP Sunan Ampel Porong. .

4.1.1.3 Post Activity

The teacher reviewed the materials by giving some questions to the students related to the material. The teacher also asked about what students'

feelings for the first meeting in teaching speaking by using guessing picture game. Homework was given in each last minutes meeting by making descriptive texts related to the topic discussed. The teacher asked the students to read the students works in the next meeting in order to know the capability of the students in speaking. After that the teacher gave feedback, greeted salaam and left the class followed by researcher.

The result of the implementation of guessing games could decrease students' tension in speaking. They enjoyed and participated actively in the learning process. Through the guessing game in learning process, the students learnt to speak English without being shy and afraid. It made the speaking process became more effective. Moreover, the structure of the games given by their teacher could give the opportunity for all students to performance in speaking by reading their assessments of descriptive text. Therefore, students could improve their speaking ability in the easier way. Being fun and enjoyable atmosphere could improve students' motivation to join the learning process and minimize students' boredom in learning.

4.1.2 The students' respons of the implementing of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019

The following presents the students' responds of the 7th grade students at SMP Sunan Ampel Porong in the academic year of 2018/2019 focusing on the implementation of guessing game in teaching speaking descriptive text. The researcher employed questionnaires in order to describe the students' responds as

the second research question in this research. In order to answer the second research question, the researcher obtained the data by distributing questionnaire to the 24 students who were involving in the class 7C at SMP Sunan Ampel Porong. In elaborating the result of the data in this research about the students' responds of guessing game in teaching speaking, there were into ten statements posted on the questionnaire items.

Table 4.1 Questionnaire Items of the Implementation Guessing Game

No.	Pertanyaan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Apakah pembelajaran Bahasa Inggris itu sulit?	3 (12.50%)	14 (58.33%)	7 (29.17%)	0 (0.00%)
2.	Apakah anda menemukan kesulitan dalam pembelajaran Bahasa Inggris?	0 (0.00%)	22 (91.67%)	2 (8.33%)	0 (0.00%)
3.	Apakah anda suka pembelajaran speaking dengan materi deskriptive text?	10 (41.67%)	13 (54.17%)	1 (4.17%)	0 (0.00%)
4.	Apakah dalam pembelajaran Bahasa Inggris perlu penerapan model baru?	4 (16.67%)	6 (25.00%)	12 (50.00%)	2 (8.33%)
5.	Apakah penerapan guessing game bisa diterapkan pembelajaran speaking?	4 (16.67%)	14 (58.33%)	5 (20.83%)	1 (4.17%)
6.	Apakah anda suka jika dalam pembelajaran speaking dengan materi deskriptive text menggunakan guessing game?	14 (58.33%)	7 (29.17%)	3 (12.50%)	0 (0.00%)
7.	Apakah penerapan guessing game dalam pembelajaran speaking bisa memudahkan siswa mempelajari deskriptive text?	9 (37.50%)	14 (58.33%)	1 (4.17%)	0 (0.00%)
8.	Apakah guessing game bisa diterapkan dalam pembelajaran speaking pada materi deskriptive text?	5 (20.83%)	17 (70.83%)	1 (4.17%)	1 (4.17%)
9.	Apakah guessing game pada materi deskriptive text dapat meningkatkan motivasi anda dalam mempelajari Bahasa Inggris?	12 (50.00%)	9 (37.50%)	2 (8.33%)	1 (4.17%)
10.	Apakah guessing game pada materi deskriptive text dapat mendorong anda untuk lebih berani melakukan percakapan dalam Bahasa Inggris?	8 (33.33%)	14 (58.33%)	2 (8.33%)	0 (0.00%)

Table 4.1 shows that students' responds of the implementation guessing game in the teaching speaking at 7th grade students of SMP Sunan Ampel Porong. The first statement was seen as the basic of learning English which is necessary in learning process. It is stated "*Apakah pembelajaran Bahasa Inggris itu susah?*" (Is learning English difficult?). It's clearly seen that in the first statement, 3 students (12.50%) chose strongly agree, 14 students (58.33%) chose agree, 7 students chose disagree (29.17%) and strongly disagree. Means that, most of the students assumed that English is difficult to be learnt although there were some students said that English is not difficult to be learnt. From the result, it indicated that most students argued that English is difficult.

The second statement tells about the students' problem when they learn English as it is stated "*Apakah anda menemukan kesulitan dalam pembelajaran Bahasa Inggris?*" (Do you find difficulty in learning English?). It is clearly seen that 22 students (91.67%) chose agree, only 2 student (8.33%) chose disagree, and none chose strongly agree and strongly disagree. It shows that almost all of the students found difficulty in Learning English. However, there were only two students who had no difficulty in learning English.

Next statement focused on the type of learning English which was available on statement number three. In the statement "*Apakah anda suka pembelajaran speaking dengan materi deskriptive text?* (Do you like learning speaking by using descriptive text?" Based on the result of this study, it is clearly seen that 10 students (41.67%) chose strongly agree, 13 students (54.17%) chose

agree, 1 student (4.17%) chose disagree and none chose strongly disagree. It shows that most of the students (23 students) positively respond to the statement, which means that almost all of the students liked learning speaking through descriptive text. Meanwhile, there were still one student disagreed that he/she did not like learning speaking by implementing of descriptive text.

The next statement tells about “*Apakah dalam pembelajaran Bahasa Inggris perlu penerapan model baru?* (Do you need new model in learning English?” It’s clearly seen that there were 4 students (16.67%) chose strongly agree, 6 students (25.00%) chose agree. Meanwhile, there were 12 students (50.00%) chose disagree, and 2 students chose strongly disagree. Based on the result of the data examined through the questionnaire item chosen it can be said that most of the students still needed the previous model in the learning process but some students also needed the new model of learning activity.

The statement number five tells about the implementation of guessing game in teaching speaking. It is stated “*Apakah penerapan model guessing game bisa diterapkan dalam pembelajaran Bahasa Inggris terutama speaking?* (Is the implementation of guessing game can be applied in learning English process especially in speaking?” The result finding showed that there were 4 students (16.67%) chose strongly agree, 14 students (58.33%) chose agree, 5 students (20.83%) chose disagree and 1 student chose strongly disagree. Means that, most of the students (18 students) assumed that guessing game can be implemented in teaching speaking. However, there were still 6 students disagreed that guessing game can be used in teaching speaking.

The statements number 6 and 7 related to the main discussion of this research about the implementation of guessing game. Based on the result of this research, it is clearly seen that most of the students agreed that guessing game is suitable in teaching speaking through descriptive text. There were 14 students (58.33%) chose strongly agree, 7 students (29.17%) chose agree, 3 students (12.50%) chose disagree and none chose strongly disagree. Meanwhile, there were 9 students (37.50%) chose strongly agree, 14 students (58.33%) chose agree, 1 student (4.17%) and none chose strongly disagree. It can be concluded that guessing game had positive respond from the student regarding the effectiveness in teaching speaking descriptive text.

Furthermore, the implementation of guessing game had positive respond from the students which was seen in the statement number 8 containing the effectiveness of guessing game when it is applied in teaching speaking descriptive text. The result showed that most of the students agreed that guessing game suitable in teaching speaking descriptive text. There were 5 students (20.83%) chose strongly agree, 17 students chose (70.83%) chose disagree. Meanwhile, there was 1 student (4.17%) chose disagree and 1 student (4.17%) chose strongly disagree.

The last two statements focused on the relation to the possible follow-up action of guessing game in motivating and encouraging students in speaking. In order to describe the students' responds. Statement nine dealt with the students' confidence as the proof of the implementation of guessing game during the learning class in teaching speaking descriptive text. There were 12 students (50.00%) chose strongly agree, 9 students (37.50%) chose agree, 2 student

(8.33%) chose disagree and 1 student chose strongly disagree. Meanwhile, the result of the last statement, there were 8 students (33.33%) chose strongly agree, 14 students (58.33%) chose agree, 2 students chose disagree and none chose strongly disagree. It showed that most of the students agreed that they were motivated and encouraged to speak English in learning activity after getting the guessing game through the learning process of the descriptive text.

Focusing on the students' respond by implementing of guessing game in speaking classroom activity through the descriptive text lesson, during the game, the class became a little bit noisy. Most of students looked interested in playing the game with their friends. The teacher walked around the class to monitor the activity process of learning. From the game activity, the result was good. All students were not shy to practice their speaking skill although they still had difficulties in order to arrange the sentences. In this situation, the teacher motivated them by helping them some clues. The students were involved in these learning activities actively.

4.2 DISCUSSION

In this part of this study, the researcher mainly discussed the implementation and the students' responds of guessing game in teaching speaking descriptive text at SMP Ampel Porong in academic year 2018/2019. Speaking ability is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently. Speaking is concerning of putting the ideas into words about someone's perception, feelings, and intentions to make other people understanding the message that is conveyed (Fitriana, 2012, p. 9). In this research, the researcher focusing on the students'

responds of the implementation guessing game in teaching speaking done by the teacher at SMP Sunan Ampel Porong in order to answer the second formulated problem.

Lewis (in Fitriana, 2012, p. 28) claimed that “Games are fun and the students like to play it because playing games is a vital and natural part of growing up and learning”. Moreover, “guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)” (Fitriana, 2012, p. 31). It can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it regarding the role of the game to be done.

4.2.1 Discussion of the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019

In attempt to answer the first formulated problem of this research covering the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong, the researcher presented the data based on the results findings in the observation conducted on February 13th, 2019 and the second observation was on February 16th, 2019 which is supported by Lee’s theory and related theories. The basic elements in any formal learning situation are the teacher, the student and the lesson. “The successful lesson depends upon the teacher’s skill in selecting material, in applying the suitable methods of teaching and in getting the students to put their greatest effort in order

to achieve maximum effectiveness, the lesson must be planned". (Huebener, in Syahara, 2010, p. 18).

The observation process at SMP Sunan Ampel Porong was presented in this discussion based on the researcher's experience through the learning process of teaching speaking by the English teacher of the 7C class. During the observation conducted, the researcher focused on the implementation of using guessing game through the descriptive text in teaching speaking. The schedule of English lesson for seventh grade of 7C is every Wednesday started from 07.20 – 08.45 a.m. and Saturday started from 8.05 – 10.05 a.m. The material teaching process presented was Descriptive Text.

In this research, the teaching process was conducted by the English teacher of the 7th grade at SMP Sunan Ampel Porong. Meanwhile, the researcher focused on the observation conducted concerning to the use of guessing game implemented to the teaching speaking descriptive text. Based on the class observation done by the researcher, at the first meeting and second meeting the teacher used guessing game picture to teach speaking of the descriptive text to the seventh grade students. The teacher had some activities in learning process namely: (1) pre-activity, (2) whilst-activity and (3) post activity. In pre activity as the beginning of the lesson conducted the teacher opened the activity by greeting, checking the attendance of the students and explaining the role of the guessing game. Then, in whilst activity the teacher continued the material by giving explanation and involving the use of guessing game in teaching speaking descriptive text. It was followed by giving assessments to the students. Lastly, in the post activity the teacher did reviewing the lessons conducted in order to

comprehend the understanding of the students regarding the lessons given, giving feedback to the students about the materials discussed, and giving conclusion about the lessons done.

Every technique in teaching has both advantage and disadvantage especially in involving the games (Syahara, 2010, p. 26). In addition, “Playing guessing game as the technique of teaching speaking applied by the teacher also has both strengths and weaknesses”. Focusing on the main discussion of this research in teaching speaking using the guessing game, “Learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate and students can express themselves and how learn about follow the rules of social and cultural in every communication” (Nunan, 2002). During the observation conducted, the researcher identified some strengths and weaknesses of playing guessing game in teaching speaking descriptive text as follow:

4.2.1.1 The strengths of using guessing games in teaching speaking descriptive text

Playing guessing game is one of the techniques that can be applied to develop speaking skill effectively. One of the reasons why a teacher uses games in teaching English especially speaking is a game can give students chance to use English orally and games can provide fun and relax while remaining very much within the framework of language learning (Syahara, 2010, p. 8). Based on the definition above, it is can be expected for nervous learners to be more participate,

to show their ability and finally to find their confidence in communicating in foreign language especially English.

Based on the result of this research, there are some advantages of using guessing game in teaching speaking namely: (1) the game activity can stimulate the students' willingness to follow the lesson, (2) the game activity can encourage the students to speak in English and (3) the teacher is easier to control the class condition. It can be said that guessing game is suitable to be applied for both the students and the teacher in learning process.

4.2.1.2 The weaknesses of using guessing games in teaching speaking descriptive text

“No body is perfect as no technique is perfect and without weaknesses because every method has its strengths and weaknesses” (Syahara, 2010, p. 27). Thus, the most appropriate and acceptable method should be adjusted with many considerations concerning the condition of the teacher and the students. The weaknesses of applying a guessing game technique that can be observed such as: the involvements of the students are not equal which is considered by some aspects: there were still many shy students in playing the game, the students who answered the questions were only the clever or smart students and the girls are more enthusiastic than the boys.

After implementing the guessing games in the classroom activities, the researcher and the English teacher had a discussion to make a feedback based on the observations done. The considerations were used to plan the actions that would be implemented in the next learning activities. The result of the used both

guessing games could give students' motivation in learning speaking. Almost of the students were enthusiastic to play the game and they also liked to play it through the learning process. The guessing games made the students try to speak English. The guessing games were also fun games that could make the students enjoy learning English, especially speaking skill. Overall, the implementation of the guessing games in teaching speaking descriptive text is suitable to the 7th grade students at SMP Sunan Ampel Porong. It is assumed from the result of the scoring assesment by the teacher (see appendix 8).

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

4.2.2 Discussion of the students' responds of the implementing of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019

In this part of the research, the researcher discussed the students' responds of the implementing of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019 based on the findings of the results. Respond is known as the result or memory that can be accepted from subject supervision, phenomenon, or another

information that got with concluding the information and construe messages. Moreover it can be said as the perception or feelings regarding the stimuli got. Moreover, respond is also known as the selection of an interpretation of sensory data and it is remarked that perception will make to the change of attitude, motivation and behavior (Pratiwi, 2013). In this part of discussion of the research, the researcher focused on the students' responds regarding the use of guessing game in teaching speaking descriptive text.

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

4.2.2.1 Field Note

In the observation done by the researcher, using field note as the first instrument was applied in order to know the students' responds. To identify the existing problems to the seventh grade students at SMP Sunan Ampel Porong, the researcher observed the English learning process in the class by noting the activities involved (field note: see appendix ix). In the observation, the class was noisy before the learning process began. Then, it became silent when the English teacher came to the class. After that, the teacher opened the class by greeting as the opening of the lesson conducted. Only some students answered the greeting. The teacher started the lesson by reviewing the material given in the previous

meeting, asking questions to the students related to the previous lesson, giving the introduction of the descriptive text lesson by introducing the guessing game.

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

The implementation of guessing game were applicable in the seventh grade students at SMP Sunan Ampel Porong. The students were motivated to speak in English. They were fun in the learning process.

4.2.2.2 Questionnaire

Questionnaire was used by the researcher to get the students' responds through the implementation of guessing game in teaching speaking of the descriptive text. In this study, there were 10 statements posted to the questionnaire.

Every degree of agreement chosen was discussed in this research. All of the statements in the questionnaire items related to the students' responds of guessing game in teaching speaking of the descriptive text.

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

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

Cognitive respond is respond that related with the skill and someone information towards something (Steven: in Pratiwi, 2013). Based on the definition above it can be said that cognitive respond is the respond that related with students ability and knowledge. In this research, understanding in English was

difficult to be learnt by the students because they had problems faced based on their ability and knowledge they mastered. According to Bygate (2000, p. 3), “One of the basic problems in foreign-language teaching is to prepare learner to be able to use the language. It is also stated that how this preparation is done, and how successful it is, depends very much on how teachers understand the purposes of learning”.

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

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

The statement 4 tells about “*Do you need new model in learning English?*” It's seen that there were 4 students (16.67%) chose strongly agree, 6 students (25.00%) chose agree. Meanwhile, there were 12 students (50.00%) chose disagree, and 2 students chose strongly disagree. Means that most of the students

needed new model of learning process conducted by their teacher. In line with Cameron (in Syahara, 2010, p. 3) “Starting to learn English at an earlier age may not bring automatic improvement to proficiency levels, unless the teacher’s education and secondary language teaching both adapt to meet the challenges of the new situation”. Thus, as the English teacher, she had to provide new atmosphere by implementing new model in order to achieve the goals of learning.

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

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

21 students agreed that guessing game was applied in teaching descriptive text. It can be assumed that guessing game had positive respond from the student regarding the effectiveness in teaching speaking descriptive text.

In this research, the implementation of guessing game had positive respond from the students of the 7th grade at SMP Sunan Ampel Porong as seen in the statement 8 that guessing game can be able to increase the students speaking skill. The result showed that most of the students agreed that guessing game suitable in teaching speaking descriptive text. There were 5 students (20.83%) chose strongly agree, 17 students (70.83%) chose disagree. Meanwhile, there was 1 student (4.17%) chose disagree and 1 student (4.17%) chose strongly disagree. (Lee, 2005) says, "Among the number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate...." Thus, it is clear that the guessing game can encourage students to speak in English during learning speaking descriptive text activities.

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

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

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

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