

THE USE OF GUESSING GAME TO IMPROVE STUDENTS' SPEAKING SKILL GRADE VIII AT SMP NEGERI 12 PEMATANG SIANTAR

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ABSTRACT

The use of guessing game to improve students' speaking skill grade VIII at SMP Negeri 12 Pematangsiantar, Academic Year 2023/2024. Final Project. English Education Study Program. Faculty of Teacher Training and Education. Universitas Simalungun.

A guessing game is a learning technique where a person or participants know something and then compete individually or in teams to identify or discover. The main problem in this study is whether there is an effect of using guessing games to improve speaking skills in learning on the learning outcomes of 8th grade students at SMP Negeri 12 Pematangsiantar. This research method uses the quasi experimental method with the type of two groups of pre-test and post-test. Design is a research method that uses two classes, namely the experimental class and the control class, which serves to determine the increase in student learning outcomes. Where the experimental class is given treatment with the guessing game learning model while the control class is given conventional learning treatment. The population of this study were all 8th grade students of SMP Negeri 12 Pematangsiantar. The sample in this study amounted to 62 people, where the control class (VIII-4) amounted to 31 people, and the experimental class (VIII-4) amounted to 31 people. The study was conducted for 6 meetings in each class group. Based on the results of the analysis data obtained, it can be said that $t_{count} = 6.651 > t_{table} = 1,697$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 30, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are significant differences on students' Speaking skill by using guessing game and without using guessing game in learning speaking at eight grade of SMP Negeri 12 Pematang siantar.

Keywords: Guessing game, Speaking, Descriptive text.

I. INTRODUCTION

1.1 Background of Research

There are many languages in the world, including English. Many people speak English, which is an international language around the world. For most people, learning English is very important, especially in education. Listening, speaking, reading and writing are the four skills involved in learning English. Speaking is one of the basic skills in English that students must master. Speaking is a tool used to express ideas, ideas, opinions, comments, and also to reject the opinions of others who disagree with us. Agree with Setyonegoro (2013: 68), saying that speaking is the ability to communicate with interlocutors. Speaking in general can also be interpreted as the ability to communicate one's thoughts or ideas to others using spoken language (Rahmayanti, Nawawi, & Quro, 2017: 22).

English is one of the subjects that must be studied starting from kindergarten to college level. Although English has been taught in Indonesia for a long time, there are still many students who cannot speak English or are stiff when using it. Therefore, to improve speaking ability, it is necessary to use various interactive techniques that are student-centered. Therefore, teachers should use more effective methods in teaching speaking so that students become active and motivated in learning speaking. Students should be motivated to say something, create enabling activities and provide opportunities for them to exercise their talents. One way to improve students' speaking ability is by using the guessing game method.

1.2 Problem of Research

The problem of this research are :

Based on the above background, the researcher formulated the research question as follows: "Is The Use of Guessing Game Effective to Improve Students' Speaking Skills at SMP N. 12 Pematangsiantar?"



1.3 The Aim of Research

The aims of this study are to improve students' speaking skills through the use of guessing games and do it continuously until they can, to prove whether this method is effective or not to improve students' speaking skills at SMP Negeri 12 Pematangsiantar.

II. REVIEW OF LITERATURE

2.1 Speaking

Speaking is one of the skills in the English language. Speaking is a language skill that is as productive as writing. Productive language usually has to go through a thinking process, when others want to say something and convey information they need to speak to communicate.

Speaking skills are one of the four language skills, Speaking skills are very important in the communication process, because by having good skills, the communication will go well. Speaking is a way of telling others what you think, know, and feel. It is the most important way a person can express himself in a language. According to Iskandarwassid & Sunendar (2011:241), speaking skills are the skills of producing a flow of articulatory sound systems in order to convey desires, needs, feelings and wishes to other people. In agreement with Iskandarwassid & Sunendar, Solchan, et al, (2014:132) state that speaking is the ability to verbally convey messages to other people. Messages can be thoughts, feelings, attitudes, reactions, evaluations, etc. Speaking must also be coherent or orderly so that information can be conveyed clearly. Cameron (2001:41) believes that organizing communication is also the most important thing so that listeners can understand what the speaker is saying. Speaking is very important for language learners because it is the first form of communication. In everyday life, they are expected to be able to speak English accurately; it takes a lot of practice to be able to speak a foreign language easily. This means that if students can speak accurately or fluently, it will help them communicate easily and explore their ideas.

Based on the definitions described above, the researcher concludes that Speaking is an important skill for language learning and academic achievement, as it helps in acquiring knowledge and information. It is important for students to understand the language used in texts

and identify, interpret and evaluate ideas. Speaking is a process that enables interaction between the researcher and the interlocutor, allowing them to decode and understand the meaning of the message. Speaking is an important aspect of learning that must be mastered by everyone or even students from elementary school to university. Speaking provides valuable information or messages for students or other people with their respective professions, which allows them to stay informed about changes in education, economy, and necessary information.

The main purpose of speaking is to communicate. Speaking is the most important tool for communicating or conveying the things we are thinking about. Therefore, speaking is very important. There are three important purposes in speaking (Tarigan. 2008: 30-36), namely:

1. To inform

Informing means that the speaker wants to provide information and share an idea with the listener. In this case the speaker only wants to convey a fact.

2. To entertain

To entertain means that the speaker wants to make the listener feel more happy with the information chosen based on its entertainment value.

3. To Persuade

To persuade means that the speaker tries to convince the listener to do something in a certain activity. Teachers must be able to provide examples in delivering material. So that from these examples, students can understand the learning mindset and will be active in participating in learning.

From the explanation above, it can be concluded that through speaking a person can convey their feelings and know someone's feelings by asking them in communicating and making decisions.



2.2` The component of speaking skill

Speaking is not easy to express something orally. Moreover, learners need to engage various speaking components to have better speaking skill Brown (2001: 168).

1. Fluency

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It will help students speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008:16). As proposed by Harris and Hodges (1995: 14) fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

2. Grammar

Arranging good sentences in conversation both oral form and written is need grammar. Grammar can be described as principle or a set of rule which can be used to create well formed of grammatical utterances in that language (Purpura, 2004:6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (2002:1).

According to (Harmer, 2001:12) the way of grammar language can change their words into their forms and it can be arranged into some sentences in that language. So it can be shown that arranging the correct meaning of some sentences rotten in the context. Besides, It can be used to keep away from mistake each communicator it is included the function of grammar. Furthermore, grammar is a regulation that is needed for learners to unite correct sentences into conversation both in oral and written forms. Nelson (2001:1) said that grammar is a lesson of how some words combine into the form of sentences. The fundamental structure and principles of the language is refers to grammar including correct sentence construction, the proper forms of some words and clear of words (Batko, 2004:24).

3. Pronunciation

Pronunciation is way producing more obvious language when they speak means that learners can communicate successfully when their pronunciation and intonation are good although they have limited grammar and vocabulary.

Pronunciation refers to customary Utterance or traditional of words. The way to Produce utterance some word obviously when they are speaking is called pronunciation (Kline, 2001:69). Pronunciation does not quantity mastering isolated words or a list of sounds. Instead, it learns and practices specially English and make speakers easy to follow (Gilbert, 2008:1). Furthermore, pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact and body language (Fraser, 2001:6).

4. Vocabulary

Vocabulary is necessary for successful the use of second language because without a general vocabulary, we will not able to apply the structure and function we have been learning for understandable communication. It can be shown that one of the key of success communicative is the power of words. Vocabulary is the most main thing in language specially in speaking and uses appropriate diction. Moreover, knowing many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form, the vocabulary becomes familiar when we use in spoken language everyday (Turk, 2003:87). It means that in speaking or spoken language, vocabulary must be very familiar if it is used everyday in conversation in order to recognize the spoken discourse. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, how they are pronounced and how they are spelt .So, when we teaching vocabulary, the teachers not only explaining the meaning but also the spelling and pronunciation.

Vocabulary is very necessary for the student which has to be mastered because vocabulary can help them when they communicating each other. Combining vocabulary to expression will create meaning which is can be understood by listener said kreidler (2004).If we want to communicate each other we have to have many vocabularies and make it become



a sentence which can be said to the listener. If we poor vocabulary we will feel difficult to communicate because we do not what we will say to our listener. One of the key of language learning is vocabulary, it is said by many researcher and there is a good relationship between vocabulary and others ability of student to create a meaning.

5. Comprehension

Comprehension becomes an important factor of speaking. This aspect measures the understanding of conversation. Comprehension is the study how well students understand a language. In speaking, the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it.

2.3 Games

Games are one of the activities that can make students more interested and motivated. Games also bring relaxation and fun to learners, so learners will learn new words easily. According to Paul (2003), games are one of the best ways to keep learners interested and motivated in learning. According to Ersoz (2000), games are motivating and challenging, because they are funny and interesting.

2.3.1 Guessing game

Guessing game is a game in which participants compete individually or in teams to identify something that shows an unclear sign. According to Webster (2001), in teaching speaking through guessing games, students are expected to be involved in speaking class activities; they are more courageous in thinking about what they want to say. In other words, by using guessing games students become more active and interested in learning to speak.

Based on the definition above, it can be concluded that a 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 something. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

In every game there are usually several steps on how to play it. There are steps to play a guessing game. According to Janine (2012), there are several steps in how to play a guessing game.

1. The class is divided into four groups. Each group sits together and says its name.
2. Each team goes to the front of the class and faces their team. The chosen teammate is given a secret paper.
3. The rest of the class tries to guess the word on the slip given by the teacher. They take turns asking the first category like, "is this a word for food? For transportation?" Teammates who see the slip take turns answering "No, no" until the right category is guessed by a teammate.
4. Once the correct category is found (transportation, For example), class members continue to ask Yes/No questions: "Is the word bus? Is it a taxi? Is it a train? They will continue to ask questions until one of the teams manages to guess their respective word correctly.
5. The team that gets the most scores is the winner and the losers get punished by the winner or the teacher. It is possible to learn a language well and enjoy it one of the best ways to do this is through games. Games can be applied in English language learning. This idea is supported by Wright, Betteridge and Buckby (2006), that games can provide practice on all skills (reading, speaking, listening and speaking) at all stages of the teaching-learning sequence.

III. RESEARCH METHOD

In this study, the researchers used a quantitative approach. In general, quantitative research is used to describe phenomena or understand patterns in a measurable way. By using quantitative methods, researchers can understand the quantity of a phenomenon that can be used for comparison later. According to Sugiyono (2015:14), quantitative approach is research based on the philosophy of positivism to study a specific population or sample and random sampling by collecting data using instruments, statistical data analysis. Meanwhile, Creswell (in Alsa, 2012:13) says that quantitative research is research that works with numbers, where the data are



in the form of numbers (scores or values, rankings or frequencies).

Quantitative approaches can make it difficult to control for other variables that may directly or indirectly influence the research process. Therefore, in order to create high validity, accuracy is required in the process of sample selection, data collection, and determination of analysis tools. Meanwhile, Creswell (2018:206) states in his book that this quantitative research also focuses on careful measurement of a set of parsimonious variables to answer research questions and hypotheses guided by theory. From the above explanation, it can be concluded that quantitative research discusses the challenges of quantitative research, including controlling variables, accuracy in sample selection, data collection and analysis tools, and the need for research questions guided by theory.

The population in this study were eighth grade students of SMP Negeri 12 Pematangsiantar in the 2023/2024 academic year with a total of 185 students divided into 6 classes. In this study, researchers used purposive sampling technique to select participants who would be sampled. Purposive is an appropriate sampling technique for this study, where the purposive sampling chosen depends on the experience and knowledge of the group to be sampled. Based on the researcher's experience, students from class VIII-5 experienced some difficulties in speaking. Therefore the author chose the class taken as the control class was VIII-4 with a total of 31 students, and the experimental class was class VIII-5 with a total of 31 students.

The research instrument was speaking test which consists of pretest and posttest.

a. Pre-test

For collecting data, the researcher employed pre-test and post-test. The pre-test is used to find out the students' prior knowledge in speaking skill before the treatment. Pre-test is used in the first meeting to measure the basic ability of students before given the treatment. The writer asks the students some question related to the topic. This test is delivered to investigate the students' speaking before the students are treat with the treatment.

b. Treatment

After pre-testing the students' speaking skills, the students are given the treatment. As a result, the writer designed a number of steps to improve students' speaking skills. The steps in general can be seen as follows:

Type of Activity	Activity
Opening Activity	1. The writer opens the class by greeting the students. 2. The writer takes the students' attendance list 3. The writer gives the motivation
	4. The writer introduces the topic 6. The writer delivers learning objectives
Core Activity	1. The students were divided into some groups before the core activities started 2. The students developed their ideas, vocabulary and pronunciation with brainstorming based on the topic 3. The students in group were given a picture, then each student in the group describes the picture. 4. Students in groups take turns demonstrating the type of picture on the paper in front of the class, then the other groups guess. 5. Students in groups present the results of the pictures they describe. 6. Each of the students was given chance to speak in front of the class

Closing Activity	<p>a. The students were given feedback on speaking aspect after they had practiced the material.</p> <p>b. The writer provided assignments, including the vocabulary and pronunciation assignments for the next meeting as well as the grid for the following meeting.</p>
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c. Post-test

According to Arikunto (2009) post test is a tool to measure the final results of research subjects after they receive treatment. That is, the post test is a test that will be given to students after giving a pre-test and treatment, then the teacher can find out whether the students have understood the material taught or not.

This study tries to describe the effect of the two different treatments using Guessing game to improve speaking skills and help students' understanding by adding vocabulary. To analyze the data, researchers used parametric statistics, namely t-test. In parametric statistics, there are several assumptions that must be met, namely normality test, homogeneity test, and hypothesis testing.

IV. FINDING AND DISCUSSION

4.1 Data Analysis

➤ The Test

Student score data for pre and post tests were analyzed using SPSS version 26.00. The researcher will show and explain about the frequency of data, statistical tables, normality test, homogeneity test and hypothesis test. From the results of data processing, to prove whether there is a significant difference between students' ability to use guessing games in the eighth grade of SMP Negeri 12 Pematangsiantar.

Normality test is a test that determines whether the distribution of data in a group of data or variables is normally distributed or not. In this study, researchers used the Kolmogorov-Smirnov formula and the calculations were carried out using SPSS 26.00 as follows:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_Test	.131	31	.146	.914	34	.011
Post_Test	.140	31	.088	.965	34	.339

The table above shows that the data is normally distributed with a significance level of 0.05. The p-value obtained from data processing is also greater than 0.05, which confirms that the data is normally distributed. Thus, the hypothesis stating that the data regarding Guessing game to improve students' reading skills is normally distributed can be generalized to the population.

The homogeneity test is used to show two or more groups of sample data from a population that has the same variation. The homogeneity test is also used to determine whether some variations of data from these populations are the same or not. The significance value (α) = 0.05.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post test Experimental and Control	Based on Mean	.001	1	60	.982
	Based on Median	.000	1	60	1.000
	Based on Median and with adjusted df	.000	1	59.396	1.000
	Based on trimmed mean	.001	1	60	.977



Determination of the variance of several populations has the same variance or not can be seen from the significance value. This study uses a significance level of $\alpha = 0.05$. If $\text{sig} > 0.05$ then the data is declared to have the same variance, and if $\text{sig} < 0.05$ then the data is declared not to have the same variance. The table above shows that $\text{sig} 0.982 > 0.05$ then the data in both classes have the same variant (homogeneous), meaning the data comes from the same population.

The Hypothesis Test

Paired Samples Test

			Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Paired Sample 1	Post-Test Experimental - Post-Test Control	13.226	11.072	1.989	9.165	17.287	6.651	30	.000	

Based on the table above, it can be said that $t_{\text{count}} = 6.651 > t_{\text{table}} = 1,697$ at the significance level $\alpha = 0,05$ and degrees of freedom (df) = 30, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' Speaking skill by using guessing game and without using guessing game in learning speaking at eight grade of SMP Negeri 12 Pematang siantar.

4.2 Discussion

The data analysis above presents the findings of a study conducted to evaluate the effectiveness of using charades in improving students' speaking skills. The study was conducted with a population of 185 students and a sample of 62 students. The researcher selected two classes as the control class (VIII-4) consisting of 31 students and the experimental class (VIII-5) consisting of 31 students. Pre-test and post-test were conducted to evaluate the effectiveness of charades game to improve students' speaking skills.

The pre-test score of students in the experimental class was 1700 with an average score of

54.84. While the pre-test score of students in the control class was 1685 with an average score of

54.35. After being given treatment where the experimental class used the word guessing game, and the control class used conventional learning, the student scores in the two classes showed a significant difference where the post-test value of students in the experimental class was 2465 with an average value of 79.52, while the post-test value of students in the control class was 1990 with an average value of 64.19.

Based on the data above, it can be said that $t_{\text{count}} = 6.651 > t_{\text{table}} = 1,697$ at the significance level

$\alpha = 0,05$ and degrees of freedom (df) = 30, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there are significantly differences on students' Speaking skill by using guessing game and without using guessing game in learning speaking at eight grade of SMP Negeri 12 Pematang siantar. As Wright (1993:1) says, games also help teachers create a context in which language is useful and meaningful. Almost everyone likes games, because they can relieve boredom. Learning a language can be done while having fun at the same time. There are many reasons to use games in learning to speak. Games give students the opportunity to use English orally. This means that students can practice and develop their ability to speak English. Games also provide fun and excitement while keeping the spirit of language learning. It is hoped that students who are shy or slow learners can become active participants who can demonstrate their abilities and find confidence in communicating in a



foreign language. Among the many techniques of learning to speak, guessing games can be applied.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to improve students' speaking skills through guessing games. Referring to the discussion in the previous chapter, it can be concluded that the application of the game and supporting actions successfully improved students' speaking skills. This action research consisted of two cycles. The researcher applied the charades game in both cycles. In the first cycle, there were successful and unsuccessful actions. However, in the second cycle all actions, such as the charades game, and other learning activities and resources, were successful. The results of this cycle can be seen from students' opinions, students' engagement, observation results and teachers' opinions.

The researcher found that teaching speaking by using guessing games to class VIII students of SMP Negeri 12 Pematang Siantar had a very good impact, namely:

1. The use of guessing games in learning activities contributes to the improvement of students' speaking skills, so that learning and teaching in the classroom becomes less boring, and students also become more active in the learning process.
2. This guessing game can also greatly improve students' understanding of words and can improve students' speaking skills. Through their increased vocabulary, students are able to speak well when answering questions from the teacher, or even students are able to speak with tourists.
3. Guessing games can make speaking lessons more fun and enjoyable, because students no longer feel bored or afraid even if the teacher asks questions.
4. With this guessing game can make students more excited in learning, and also make students become more motivated to do creative activities. So that the teaching-learning process in class becomes something that students look forward to.
5. The most important advantage of using this guessing game is that, if the students are successful, the school will also be much more successful.

Based on the data above, it can be said that $t_{\text{count}} = 6.651 > t_{\text{table}} = 1,697$ at the significance level

$\alpha = 0,05$ and degrees of freedom (df) = 30, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are significantly differences on students' Speaking skill by using guessing game and without using guessing game in learning speaking at eight grade of SMP Negeri 12 Pematang siantar.

5.2 The Suggestion

Based on the above conclusions, the author would like to make suggestions to the next researcher so that the author who chose this title his research will be much better than the researcher. The researcher makes the following suggestions:

- 1 Teachers should use a variety of methods in the teaching and learning process so that students are more interested in participating in lessons.
- 2 To improve students' speaking skills they should not only study seriously with more practice but should make more fun situations.
- 3 Teachers should be able to choose a good method. For example the teacher can use guessing game to make them enjoy the class and to overcome students' boredom in the class. Because this method involves students' participation in the teaching and learning process. With this method students can encourage their motivation in learning with fun learning resources, students can improve their abilities and skills in speaking English.
4. The teacher must be able to control the class, or a teacher must understand the character more than the students, and a teacher must also be able to make the classroom atmosphere more fun.
5. The researcher suggests in the future to conduct classroom action research by using guessing game to improve their English speaking skills, especially in teaching speaking.

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