



**THE EFFECTIVENESS OF 'WHO AM I' GUESSING GAMES
ON STUDENTS' SPEAKING IN DESCRIPTIVE TEXT**

Thesis

Submitted as Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATIONAL SCIENCES
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**MUHAMMADIYAH UNIVERSITY OF JAKARTA
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xvii + 58 pages, 9 tables, 11 appendices

ABSTRACT

The study based on students' speaking English learning result that still regarded as something difficult by students. Thus, the researcher were motivated to find out the good solution, by applying 'who am I' guessing games method that expected in decreasing the problem. The researcher used two classes of seventh grade of SMPI Al-Mukhlisin as control and experimental group. The result of this research showed that there is significant effective of 'who am I' guessing games on students' speaking descriptive text. It can be seen from calculation of data independent sample test was 0.000 lower than significant level 0.05 ($0.000 < \alpha = 0.05$). Thus, it can be concluded that the use of 'who am I' guessing game is effective to improve students' speaking descriptive text. The research expected it can be useful for the people in apart of education like principal, teachers, parents, and students even the next researcher.

Keywords : Who Am I guessing games, Speaking Descriptive Text, Experiment Method.

References 26 (1991 – 2018)

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***EFEKTIFITAS PERMAINAN TEBAK 'SIAPA AKU' DALAM TEKS
DESKRIPTIF LISAN MURID***

xvii + 58 halaman, 9 tabel, 11 lampiran

ABSTRAK

Penulisan skripsi ini dilatarbelakangi oleh adanya hasil belajar siswa pada pembelajaran bahasa inggris khususnya pada speaking yang masih dianggap sulit oleh siswa, sehingga penulis tergerak untuk meneliti solusi yang sesuai dengan menggunakan metode baru yang diharapkan membantu mengurangi permasalahan yang ada. Penelitian yang digunakan ialah metode 'Who Am I' guessing game. Adapun tujuan penelitian ini adalah untuk meneliti tentang keefektifan dari 'Who Am I' guessing game terhadap teks deskriptif lisan siswa. Metode yang digunakan berupa model eksperimen, dengan hipotesis terdapat keefektifan yang signifikan dalam penggunaan metode 'who am I' guessing game terhadap teks deskriptif lisan siswa. Hasil penelitian menunjukkan bahwa terdapat keefektifan yang signifikan dari 'who am I' guessing game terhadap teks deskriptif lisan siswa. Hal ini terbukti dari hasil perhitungan menunjukkan penghitungan uji t sebesar 0.000 lebih kecil dari level signifikan 0.05 ($0.000 < \alpha = 0.05$). Dengan demikian dapat disimpulkan bahwa penggunaan metode 'who am I' guessing game memiliki keefektifan terhadap teks deskriptif lisan siswa. Hasil penelitian ini diharapkan dapat bermanfaat oleh pihak-pihak yang terkait seperti kepala sekolah, guru, orangtua, dan siswa serta peneliti selanjutnya.

Kata kunci : Permainan Tebak 'Siapa Aku', Teks Deskriptif Lisan, Metode Eksperimen.

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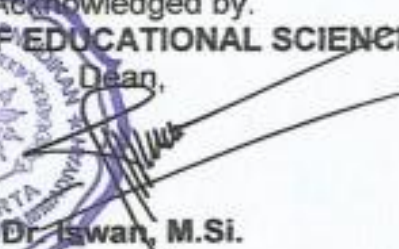
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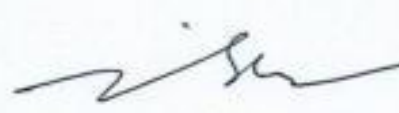

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DEDICATION

*I dedicated my thesis to
My beloved parents
My beloved brothers and sister
My beloved friends
Thank you so much for your love and
support.*

MOTTO

“Heart is never be wrong”

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In the name of Allah, the Beneficent, the Merciful.

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Jakarta, 11 Agustus 2018

The writer

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TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
APPROVAL SHEET	iii
BOARD OF EXAMINERS APPROVAL	iv
ENDORSEMENT SHEET	v
PAKTA INTEGRITAS	vi
PERNYATAAN PERSETUJUAN PUBLIKASI ILMIAH	vii
DEDICATION	viii
MOTTO	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENTS	xii
LIST OF TABEL	xv
LIST OF DIAGRAM	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	5
D. Problem of the Study.....	5
E. The Objective of the Study	5
F. Significance of the Study.....	5

CHAPTER II LITERATURE REVIEW

A. The Description of the Theories	7
1.	Speak
ing Descriptive Text.....	7
a. The Definition of Speaking.....	7
b. Teaching Speaking	10
c. The Roles of Teacher	11
d. Problems in Speaking	12
e. Factor Influencing Learners' Speaking	
Competence	13
f. Assessing Speaking	14
g. Function of Speaking	15
h. Definition of Descriptive Text	16
i. Generic Structure of Descriptive Text.....	17
j. Language Features of Descriptive Text	17
k. Definition of Speaking in Description Text .	19
l. Teaching Speaking in Descriptive Text for	
Seventh Grade Junior High School.....	20
m. The Advantages of the Use of Speaking in	
Descriptive Text in Learning Process	21
2. Who Am I Guessing Games.....	21
a.....	Definit
ion of Games.....	21

b.....	Game	
s in Classroom		22
c.....	Princi	
ples of Using Games in Teaching and		
Learning Activities		23
d.....	Definit	
ion of Guessing Games.....		27
e.....	The	
Benefits of Use Who Am I Guessing Game		30
B. Theoretical Framework.....		31
C. Hypothesis of The Study		32

CHAPTER III METHODS AND PROCEDURES

A. Time and Place of the Study		33
B. Method of the Study		33
C. Operational Definition of Variables		34
D. Population and Sample		35
E. Technique of Collecting the Data		35
F. Technique of Analyzing Data		39

CHAPTER IV FINDINGS AND INTERPRETATION

A. Finding		42
1.	Data	
Description		42

2.	Data	
Analysis.....		47
B. Interpretations		51
 CHAPTER V CONCLUSIONS AND SUGGESTIONS		
A. Conclusions.....		54
B. Suggestions		55
REFERENCES		57
APPENDICES		59

LIST OF TABLES

Table 3.1	Design of the Research	34
Table 3.2	Rubric for Assessing of Speaking	37
Table 3.3	Students' Achievement	38
Table 4.1	Post-test Score of Control Group	43
Table 4.2	The Data of Experimental Group	45
Table 4.3	Test of Normality.....	47
Table 4.4	Test of Homogeneity if Variances	48
Table 4.5	Group Statistics	48
Table 4.6	Independent Sample Test.....	50

LIST OF APPENDICES

- Appendix 1 Lesson Plan
- Appendix 2 Post-test Speaking Descriptive Text
- Appendix 3 Students' Exercise (before treatment)
- Appendix 4 Students' Exercise (with treatment)
- Appendix 5 Letter of School
- Appendix 6 Guidance Consultant Letter
- Appendix 7 Witnessed Thesis Examination
- Appendix 8 Letter of Validation
- Appendix 9 Photos
- Appendix 10 Guidance Consultant Letter
- Appendix 11 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool used by living beings, especially humans in various form and transitions. Various languages represent each habitation identities. It is similar to other countries, Indonesia has a language unity that covers various regional languages in Indonesia. While in an international territory, English is widely used as a second language in several countries. Therefore, the existence of English is regarded and must be studied as a foreign language subjects for Indonesian various levels of education.

Refers to the importance of English in communication and relationships with other countries, the role of an English teacher becomes so important here. One of the way the teacher can do is by providing their students' knowledge and emphasizing their English usage in the learning process, because teachers are responsible or the students' success. As described in the following hadith:

From Abu Barzah al-Aslamiy said that Rosulullah Shallallahu alaihi wa sallam said,

لَا تَزُولُ قَدَمَا عَبْدٌ يَوْمَ الْقِيَامَةِ حَتَّى يُسْأَلَ عَنْ عُمُرِهِ فِيمَا أَفْتَاهُ وَعَنْ عِلْمِهِ فِيمَا فَعَلَ وَعَنْ مَالِهِ مِنْ أَيْنَ
اِكْتَسَبَهُ وَفِيمَا أَنْفَقَهُ وَعَنْ جَسَدِهِ فِيمَا أَبْلَاهُ

"My servant's legs will not shift until asked about; his age on what he spends, his knowledge on what he has to live, his wealth from where he seeks and where he spends and his body on what he destroys" [HR at-Turmudziy: 2417 dan ad-Darimiy: I/131. Berkata asy-Syaikh al-Albaniy: shahih]

The hadith concluded that the teachers have full responsibility on the knowledge that they have, including what they do for their best careers in the future. So the students have the right to receive teachers' knowledge through any method applied in class.

There are four English aspects that must be mastered by students, they are reading, writing, listening, and speaking. These four aspects will later be used in their various communication activities. This is certainly due to the rapid development of various technological needs in communication, which forces everyone to adapt on the existing path. Thus, English becomes one of the abilities that must be mastered and applied by children as early as possible.

But the fact that happens generally in the English class is the students' difficulties to conform these four aspects at once. Based on the researcher's internship experience, it is found that, the role of an English teacher in the classroom is not as easy as expected. Teaching foreign languages must become a challenge for teachers in its implementation. Besides, the main constraint factor of teaching foreign language is the students' habit in the use of their daily mother tongue. These factors

indirectly affect the students' differences (in both activities and motivations) compared to various lessons of Indonesian language usage. This case certainly indicates that teachers should be more creative in giving English learning materials.

Based on the researcher observation, it showed that the students are generally more passive or tend to be afraid to express their opinion. In addition, when some questions were addressed to them, the students prefer to do silence or turn the questions to their friends. This may be due the lack of students' understanding of the questions meaning or having difficulty in translating answers into English. The following factors could be the determinants of why English subjects seem uninteresting by most of them.

Students' activeness in the classroom is certainly a major indicator of teacher's success in learning English. Based on Kyrik (2010:2) Since many students are bored by the monotony of the school day, how can teachers stimulate them so that they are more engaged in their schoolwork and learning in general? How many of the students are paying attention? How can I reach the others? How can I engage them in their learning? How can I empower them to take responsibility for their learning?. These questions should teacher know especially in foreign language classroom. There are so many ways that teachers can use to make students become more active during learning English, or at least make the learning more effective which has a positive effect on improving

students' knowledge. One of the activities that can be proposed is through guessing game implementation. With this game, teachers will be more easily to identify and to solve the passiveness of students in learning English.

As an alternative teaching strategy, game is an activity that is considered able to improve students' spirit to activities that they like. Kyrik (2010:11) stated that games allow the students to show a little of their true personalities, build relationships with others, and practice various skills. It is because game is one of the strategy that can stimulate students in actively participation or being involved either directly or indirectly. Then in terms of students understanding, game can be an appropriate strategy to help teacher in delivering the materials easily. Indeed, students are moved to be more active in practicing their foreign languages, and the teacher is also helped in achieving his/her expected learning success.

B. Identification of the Problem

Related to the background of problem that the researcher explains before, and then the problem could identified as follow:

1. The ineffective ways that teacher do on students' speaking.
2. There is no more chance for students to practice their speaking in classroom.

3. Students do not have braveness for the speaking practice because they don't have topic or mind of what they will speak.

C. Limitation of the Problem

Based on the problems happened, then the researcher take a limitation that focused on identified the effectiveness of "Who Am I" guessing games on students' speaking in descriptive text. So students will learn English speaking with fun method and they can practice their speaking through descriptive text that they know. This research will appear on seventh grade in SMPI Al-Mukhlisin in English lesson.

D. Problem of the Study

Based on the limitation of the problem above, the researcher formulates the research problems as follows; Is there any effectiveness of "Who Am I" guessing games on students' speaking in descriptive text?

E. The Objective of the Study

Based on the problems explanation above, the researcher conclude the objective of this research is to investigate the effectiveness of "Who Am I" Guessing Games in students' speaking in descriptive text in English class.

F. Significance of the Study

Hopefully the result of this research can give information, and researcher hope that “Who Am I” guessing game could be useful for people related in English learning, such as teacher, student, school and parents. So the significance consists of theoretically and practically, as follows:

1. Theoretically, the result of the study is expected to enrich teaching method in English lesson. As a teachers, it required to have a lot of fun method to make students interested in English lesson for every session. Good situation is really needed and support English learning process.
2. Practically, the result of this research is expected to be useful for English teacher to make students being more speak up in English classroom. Thus teacher can reduce students’ problem in speaking practice with fun method. While for students, the implementation of this technique is expected to improve their speaking descriptive text.

CHAPTER II

LITERATURE REVIEW

A. The Description of Theories

1. Speaking Descriptive Text

a. Definition of Speaking

Bailey as cited in Nunan (2003:48) states that speaking is oral skill which consist of generating systematic expression of language to convey meaning. Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel and they have improved in their spoken language proficiency.

Cameron (2001:40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. According to Martinez Flor (2006:139) Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

According to Thornbury in Nurlaila (2011:9) states that speaking is so much part of daily life that we take it for granted. It means that speaking is activities in daily life. In addition, Brown in Nurlaila (2011:11) states that speaking is the product of creative contraction of linguistic strings; the speaker makes choices of lexicon, the structure, and discourse.

According to Kayi (2006) as cited in Ginusti (2014:9) stated that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. In line with Chaney, Shumin as cited in Richards and Renandya (2002: 204), says that speaking a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

Nunan (2003:48) stated that speaking is productive aural or oral skill which happens in real time, usually the person you are talking to is waiting for you to speak. It consists of producing systematic verbal utterance to convey meaning. In conclusion, speaking activities in daily life that is used to express one is ideas and process of choosing and using the element of language.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005:34) as cited in Ginusti (2014:9). However, speaking is not same with writing in some aspects. Weigle (2002) as cited in Ginusti (2014:9) mentions a list of

characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary. If writing should begin of thinking, plan, review and some editing for a good written in a topic that the writer want, speaking it is not as complicated as writing that requires several stages to produce something in accordance with the wishes of the author or the intended readers. Simply speaking can be said as a communication tool or also a disclosure that comes from what the speaker thinks to the other person and directly pronounced in the form of speech.

In other words, speaking is the important parts of English learning for students that they use in daily activity especially in communication. Speaking not only apply by the theory, but also in the practice. So students will learn directly how to speak English fluently and improving their speaking skill in the field.

Speaking can be accomplished if the speaker or someone has a topic that is then expressed directly to the listener. With speaking, one can express everything that is in him, giving various ideas through a language that can be understood by the other person. According to Chaney in Kayi (2006) as cited in Klau (2015:8), teaching speaking should provide the students with chances to express and share their ideas and thoughts orally because it is the process of building and sharing meaning through the use of verbal and nonverbal symbol in a variety of context.

That is the reason why speaking become one of the important skill that should develop in everyone, in this study for the students. Because no matter how good all the skill that students have if they can't getting of best of speaking, their English is nothing.

b. Teaching Speaking

According to Iman in his journal (2017:89) The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes.

As far as teaching is concerned, Goh and Burns (2012) as cited in Al-Sobhi and Preece journal (2018:2) stated outline four categories of speaking skills which serve as a useful points of reference when planning a lesson. These four speaking categories are:

- 1) Correct Pronunciation
- 2) Speech function, e.g. how a learner requests or explains something or express thanks, wishes etc.,
- 3) Interaction management including offering turns and regulating conversations as well as using verbal and non-verbal language and
- 4) Discourse organization which involves creating coherence and cohesion through structure and word choice.

c. The Roles of Teacher

According to Asatryan (2016:16) the goal of teaching speaking is to improve students' communicative skills, to enable them to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. As D. Nunan states through teaching speaking we help the learners to:

- 1) Produce English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the language.
- 3) Select appropriate words and sentences according to the proper social context, situation or subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing their attitudes-agreement, disagreement, judgments.
- 6) Use the language quickly and confidently which is called fluency (Nunan, 2003).

In addition, teacher has the general roles in classroom that must be have by all teacher like Asatryan (2016:21) says that teachers can play many roles in the course of teaching:

- 1) The teacher as a master controller.
- 2) The teacher as a manager.
- 3) The teacher as a director.

- 4) The teacher as a resource.
- 5) The teacher as a facilitator.
- 6) The teacher as a partner.

d. Problems in Speaking

Al-Sobhi and Preece (2018:2) says that learning to speak is not an easy task because students usually face a number of problems that hinder them from speaking. These include five factors:

- 1) Lack of exposure to language, it because of in Indonesia English is only become a foreign language so mother tongue is most used by students in classroom.
- 2) Lack of motivation, in Indonesia, English teacher mostly use bahasa in classroom activity even when s/he is explaining the English lesson, and the method of teacher center also becomes a factor why students has lack of motivation.
- 3) Students' anxiety and lack of confidence, students habitually only listen to the teacher in classroom all the time and there is no talking time in English that make students dependent on the teacher or dictionary in speaking practice. Then it makes they have lack of confidence in speaking.
- 4) Limited knowledge of English, students only receive English knowledge for two hours in school and at home they use more time to study the other lesson than English.

5) Inefficient teaching methodology, teacher just like a machine in classroom by the method they use, if teacher could not bring the class to the fun atmosphere, the method is failed and students get the inefficient method.

e. Factors Influencing Learners' Speaking Competence

Based on Wang (2014:110) Speaking occurs spontaneously and transiently in real time, so producing spoken language can be very time-constraint. The factors as follows:

1) Cognitive Factors

According to Levelt (1989), the speaking processes include conceptualization, formulation and articulation. Conceptualization deals with what information can be chosen to express the meaning. Formulation requires the speaker to find out what proper words to use in appropriate grammatical structure. And articulation needs the speaker to produce the speech with his articulatory organs. As all the three processes take place on the spur of the time, it is quite possible for learners to make mistakes in face-to-face communication.

2) Linguistic Factors

The correct use of language forms is critical for learners' oral proficiency (Saunders & O'Brien, 2006). Comparing with native

speakers, it is harder for EFL learners to use the accurate pronunciation, grammar and vocabulary (Bygate, 2005). Pronunciation plays an important role in intelligibility (Goh, 2007).

3) Affective Factors

Apart from cognitive and linguistics factors, learners' speaking competence is influenced by affective factors. Both anxiety and self-restriction have an impact on learners' oral proficiency. Anxiety is the affective factor that "most pervasively obstructs the learning process" (Arnold & Brown, 1999:8).

f. Assessing Speaking

Lado (1995) as cited in Iman (2017:94) also says that either four or five components are generally recognized in analysis of speech process.

They are:

- 1) Pronunciation (Including the segmental features vowels and consonant and the stress and intonation/ pattern),
- 2) Grammar,
- 3) Vocabulary,
- 4) Fluency (the ease and the smoothness of the flow of speech), and
- 5) Comprehension.

In case, the researcher changes the component of comprehension with content. The detail will attach on rubric in chapter III. The changes adapt to the needed of the research, it because the researcher use

descriptive text as a material in this research so the component of content must be appropriate to assess the students' speaking in descriptive text.

g. Functions of Speaking

Brown and Yule in Richards (2008:21) as cited in Klau (2015:13) categorize them into three: speaking as interaction, speaking as transaction, and speaking as performance.

1) Speaking as interaction

This kind of speaking is also known as conversation. Instead of focusing on messages, it focuses on speakers. Here, they wish to be friendly and establish a comfortable zone while interacting with others so that the social function which is the primary intention of this speaking can be reached.

2) Speaking as transaction

Unlike speaking as interaction, the main focus of this speaking is on the messages and not the participants. In this case, accuracy is not always important as long as the message being conveyed is successfully communicated. Thus participants need to employ communication strategies in order to make themselves understood clearly and accurately.

3) Speaking as performance

This third type of speaking refers to public speaking such as classroom presentations, public announcements, and speeches. It focuses both on message and audience. Besides, this kind of speaking is mostly in

the form of monolog and closer to written language than conversational language.

Based on what Brown and Yule said above, the researcher could take the conclusion that speaking has a big role in relation between people started in small range like classroom such as the presentations or the other until the large range like society environment. Speaking is not just a skill that students should have but also the skill that must students' master.

h. Definition of Descriptive Text

According to Wardiman (2008:122) said that Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Students could describe something when they get to know what object they want to describe. It's different with information report like recount text or narrative text.

Tompkins (2000:86) as cited in Elvira and Ardi's journal (2014:2) says that descriptive text is describe a person, place, thing or idea. And Abisarma (2001:13) as cited in Elvira and Ardi's journal (2014:2) says that descriptive text picturing the person, place and thing with clear details to help the readers visualize an object being described.

Speaking in descriptive text is describe of something like place, people, living thing or pictures and give the description of it through oral language or written to other people in any cases. Description tells about something look like adapt to what the real of it.

i. Generic Structure of Descriptive Text

The components of descriptive text are divided into two terms. They are schematic structure (generic structure) and language features. According to Depdiknas (2004:48), the semantic structures (generic structure) of descriptive text are:

1) Identification

Identification of someone, something or place which is going to be described.

2) Description

Describes parts, quality, and the characteristics of someone, something or place for instance its materials, its colors, its size, etc.

This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

j. Language Features of Descriptive Text

Pusparini and Bimantara in their journal (2012:3) stated that the language feature is a consequence of the communicative purpose of a text. The language features of the descriptive text which focus on describing a certain things are:

1) Certain Nouns

For example: *book, chair, etc.*

2) Relating verb to give information about subject.

For example: *my house is very big, my mother is very beautiful, etc.*

3) Action Verb.

For example: *the boy hits the man, etc.*

4) Thinking verbs and feeling verbs to express writer's personal point of view about subject.

For example: *I think it is a beautiful garden, etc.*

5) Detailed noun phrase to give detailed information about subject.

For example: *it is a large amount of money, etc.*

6) Adjective which is describing, numbering, and classifying.

For example: *three big trees, etc.*

7) Adverbials to give additional information about the subject characteristic.

For example: *at the house garden, etc.*

8) Simple present tense. The tenses that use for daily routine sentences.

For example: *She always laughs when see that picture.*

9) Figurative speech such as simile, metaphor.

For example: *Anne is beautiful like a flower, etc.*

There are significant lexicon grammatical features in descriptive text. Those are:

1) Focus on a specific participant

- 2) Use of attributive and identifying processes
- 3) Frequent use of epithet and classifier in nominal groups
- 4) Use of simple present tense

Describe something in speaking be the same as train as develop of someone oral language in English with fun method. Selection of object or subject maybe that use in speaking descriptive text make students more generous to describe it in words although sentences that they want to talk. The comprehension in speaking learning will be easier to do and understandable if students face on to the picture or visual that teacher give to describe. It similar like Harmer (1991:135) as cited in Zahara (2014:25) stated that pictures are extremely useful for a variety of communication activities, especially where they have a game like feel, such as describe and draw activities where one student describes a picture and a paired classmate has to draw the same picture without looking at the original.

k. Definition of Speaking in Description Text

Based on the explanation that researcher explain before with some related theories, then it could conclude that speaking descriptive text is a skill of speaking develop by descriptive text in orally. The use of theory in speaking skill expectable that students could motivated to increase their speaking skill more.

Descriptive text theory in a learning process has some easy ways to comprehensibility by students such as describe a things, places, people, animal, etc. with a help of picture, imagination and the memories in what they want to describe then poured in an oral or speaking.

Students' trouble in speaking oftentimes happened because of they don't know what they want to tell when they are in practicing. However with descriptive text in speaking session, help students to more understand what they want to tell so students know for sure the sentences they will say. Because it help them with describing object they have or they like.

I. Teaching Speaking in Descriptive Text for Seventh Grade Junior High School

The learning process of Speaking Descriptive Text contained in the Curriculum 2013 of seventh grades in Junior High School, as follows:

Core Competence	Based Competence
Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	1.11 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 1.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

Based on competence mentioned in this curriculum, the researcher use descriptive text as theory in implementation the method of this study and adding on to the research the effectiveness of 'Who Am I' Guessing Game on Students' Speaking Descriptive Text.

m. The Advantages of The Use of Speaking in Descriptive Text in Learning Process

There are some advantages in speaking descriptive text implementation, as follows:

- 1) Help students to practice their speaking skill.
- 2) Train students to give a piece of their minds by the things in around them.
- 3) Students more confident to speak about their mind in English.
- 4) Students get more vocabularies from the picture or object that they will describe.
- 5) Make easier for teacher to make students practice their speaking with the fun and easy way.

2. 'Who Am I' Guessing Games

a. Definition of Games

According to Talak-Kiryk (2010:56) games provide students to learn about social, they will learn interaction with people who never be close

before. Games encourage language production and social interaction in a playful, nonthreatening way.

Talak-Kiryk (2010:21) also says that games has always been and seen symbols of fun, enjoyment, involvement, competition and cooperation. Advanced Learner's Dictionary (8th Ed) in Kiryk (2010:21) defines a game as "an activity or sport" governed with rules, where people have to compete against others. In addition, El Shamy (2001:15) as cited in Kiryk (2010:21) states that it is a "Competitive activity played according to rules within a given context, where players meet a challenge" to achieve an objective and win.

b. Games in Classroom

Martinson and Chu (2008:478) as cited in Kiryk (2010:4) said "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly". Learning process is not always about listening to teacher all the time. Students have the right to be more enjoy the class atmosphere to avoid the stress level of students. A few school have full lessons in a week for their students and it's include of the extracurricular that must be follow by students to have plus score in school, it could be imagined if all of it give the bad impact in

learning process especially in English learning, the foreign language that they never use maybe in their daily activities. The bad impact decipherable as when students just listening to their teacher and they get bored and maybe they get nothing for that learning process. Games could be help teacher to make the effective learning process and make students more relax and enjoy the learning process. As the Pivec and Dziabenko (2010:01) as cited in Kiryk (2010:5) said the learning process should be interesting, easy and it should be fun to learn. It also should fit with an everyday task and the working environment in order to achieve optimum results.

c. Principles of Using Games in Teaching and Learning Activities

Brown (2000:90) states games involved in language teaching should be designed appropriately based on the class level and considered the learners' interests as:

1) Selecting games

Choosing the right game for language lessons is an important step for a successful game experience. Brewster and Ellis (2002:174) suggest guidelines to help teachers to decide the type of game they like to use:

- a) A game can mostly promote fluency/accuracy.
- b) A game can promote either competition or cooperation.

- c) A game should have an educational aim, i.e. developing concepts, themes, cross-curricular topics, such as citizenship, learning strategies.
- d) Games should be chosen based on the level. Some games are suitable for beginners and the others are for higher level.
- e) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- f) What materials resources and classroom organization are needed?
- g) Does it focus mostly on practicing pronunciation, words grammar and language functions, language skills or learning to learn skills?

2) Introducing new games

Brewster and Ellis (2002:184) states the teacher should explain by showing and doing, using gesture and mime, using the boards, pictures, flashcards or other materials to demonstrate the procedure. It is also useful to invite some students to help demonstrating the game.

3) Playing the game

Brewster and Ellis (2002:183-184) said that students must be taught the language they need to play each game, including language to organize themselves while playing the game. Teachers can use the guidelines above to decide what type of games will be appropriate for the lessons, to achieve the learning objects.

According to Talak-Kiryk (2010:12) there are some characteristics of good games as follows:

- a) They are based on a learning objective. This gives the developer a focus point for the format, skills involved and material covered. Through play, the players use previously learned knowledge and skills to acquire new knowledge and enhance their abilities. For example, games that require recall improve the players' memory as they test strategies for memorization. Their knowledge is reinforced with success and mistakes are corrected due to negative consequences. They also are able to manipulate strategies for memorization and recall. Hopefully, if the players falter, they realize that extra studying or help may be necessary to acquire the skill or pass the "test."
- b) They give the player control over his own destiny. Not only does this increase motivation and responsibility, but it also improves decision making skills by showing that there are direct consequences for actions made or those not taken. The player is adapting to the situation in order to succeed or he is coping as a result of making poor decisions.
- c) They include doable challenges. The player should succeed and struggle at various points throughout the game. This increases the player's determination and drive towards success and completion.

Challenge students by adding new information or a new situation to which previous knowledge can be applied.

- d) They are fun and interesting, thus motivating. This encourages the player to not only play today but to return later to the game. Because of the emotion and excitement involved, the student often forgets that he is learning something. Furthermore, it is likely that the player will begin to research information, study harder and practice more so that the next outcome of the game meets his ideals. By calling class activities a game when they really aren't, the students get excited and have fun without realizing that they are learning something
- e) They are based on reality in order to intrinsically motivate the players to continue to play the game. The player is able to practice a useful skill without the stress that the real situation may incur. There are chances for multiple practice and redemption. There is support from peers as well as time to think and react. Situational games allow the players to assume a new identity in a simulated world where they feel comfortable making mistakes and testing hypotheses. In this instance, the games I play are not really games at all, but are perceived as games by the students because of the introduction or build up I give it. They involve speaking and listening skills. For example, describing someone's outfit in the room while others guess who it is; giving directions from one place

to another while someone else makes it into a map; or, describing your room while others draw it.

- f) They require interaction. The players should interact with material on a variety of levels and of course with other players, more and less experienced or knowledgeable. Once again, this promotes learning from sympathetic peers who have been in or will be in a similar situation.
- g) Games must include everyone. Each student should be able to participate as a player in order to effectively develop and promote social interaction, good communication and a sense of community. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal. While the students are playing the game, the teacher should be observing the students and their interaction with each other and the material.

d. Definition of Guessing Game

According to Jubaedah (2008:13) as cited in Herliani (2013:10) stated that guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely.

Based on the definition, it can be conclude that guessing games is a game that involve more one person (two person) as participant that play

as someone who should guess the object or subject with some clues, and another one who play as someone knows the answers of the games.

1) Implementation of 'Who Am I' Game in Teaching Speaking

According to Walidi (2006:30) there are five steps in Who Am I Game, there are:

- a) Formed two groups, namely the Group A and Group B, the number of its members should be equal and balanced.
- b) A card given to one player from one group, for example, Group A.
- c) After that the player observing cards, for 90 seconds in front of the group with a convincing expression, he tried to give the traits or descriptions of mysterious objects/animals on the card.
- d) With a view of the traits described his friend, the other members are trying to guess the name of the mysterious objects/animals, and delivered orally after time runs out (90 seconds) by the interlocutor of the interpreter.
- e) Once the time runs out, the next sign turn Group B with the opportunity and the same time.

Rohman (2015:30) states "List procedures of playing "Who am I" game such as; Pick one name for each person playing. Do not let any of the players see the names until the game starts. The names can represent real people you know, celebrities, animated characters, story book,

characters, historical figures, or animal such mammals, birds, etc. Stick one label on each person is back. Do not allow him/her to see the name before you put it there. Tell everyone the rules. Each person gets “yes or no” question to find out who she / he is. For instance, she can ask, “Am I a male?” Am I alive?” and so on. The question cannot be either / or questions like “Am I male or female?” The players have roam around the room to ask other people the questions. Tell them they cannot ask only one person all questions; the point to mingle. Whoever guesses correctly first wins the game. No hints are allowed, unless everyone is stuck and cannot figure out who they are. Vary the game by using the names of objects instead of people and animal.”

2) Picture as a Media to Support “Who am I Game”

Based on the observation experience that author did, the selection of media that uses in learning is the media is easy to understand by students and get the students interest. Especially in ‘who am I’ guessing game that needed a media like an object as a material of description for students. Therefore the selection of media in picture is appropriate choice enough because it’s easy for students to imagine it and then change it into form of speaking descriptive text. According Gerlack and Ely (1980:218) as cited in Rohman (2015:29) state the advantages of the picture are:

- a) The pictures are inexpensive and widely available.
- b) They provide common experiences for an entire group.

- c) The visual detail makes it possible to study subject which would otherwise be possible.
- d) Picture can help to prevent and correct misconception.
- e) Picture offer a stimulus further study reading and research. Visual evidence is powerful tool.
- f) They help to focus attention and help develop critical judgment.

e. The Benefits of Use 'Who Am I' Guessing Game

“The advantages of use guessing game in teaching speaking is guessing game make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing game can encourage the students to communicate in English because the game are combination between language and practice with fun and excitement.” (Herliani, 2013:10)

Rohman (2015:31) states there are several advantages teaching English use 'Who Am I' Guessing Game, as follows:

- 1) “Who Am I game” can be make students to be more creative and communicative.
- 2) Provide more opportunities for students to express their opinions and feeling
- 3) This game gives positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

- 4) Increase cooperation among students.
- 5) Increase tolerance among students.

B. Theoretical Framework

There are four aspects in English that must be learned for students in seventh grade, those are reading, writing, listening, and speaking. However, from those aspects, speaking becomes an important skill should be mastered by students. As mentioned in Chapter I, researcher says based on the observation that language is a tool for communication and English is an international language for communication of people in the whole world. Students are expected to use English in their daily life even when they are doing communication with any people. With good speaking skill, students could express what they think and their opinion on to public in English. And when it becomes happen, teachers could say becomes success in teaching English to their students.

Games can be modified into the effective teaching aids and students will be motivated to learn in English lesson and make students are not afraid anymore to practice their speaking. Games give a new atmosphere in learning for students. They will get an interesting learning with entertain because students could do direct interaction with classmates and they will be feel engage in process learning because they are not just keep eye open to their teacher but also do practice with fun learning directly.

'Who am I' guessing games could stimulate students to practice their active in learning with fun situation directly. Researcher thinks that through 'who am I' guessing games, teacher will make students have enthusiasm for English class. The atmosphere of class should might be fun with any methods and guessing games is one of them. Because the success of learning process of English class depends of what method teachers have.

C. Hypothesis of the Study

Based on the problem previously identified, the hypothesis of the study as follows:

H_0 : There is not a significant effective of students' speaking descriptive text by 'Who Am I' Guessing Game.

H_1 : There is a significant effective of students' speaking descriptive text by 'Who Am I' Guessing Game.

CHAPTER III

METHODS AND PROCEDURES

A. Time and Place of the Study

The research was conducted at SMPI Al-Muhklishin, located in Ciseeng, Bogor. The time to do this research was on the second semester of 2017/2018 academic year for eight meeting times. In this study, the writer only focused on Who Am I Guessing Games implementation related to the Speaking Descriptive Text in the 7th grade Junior High School.

B. Method of the Study

The method that used in this study is quantitative method. This study applied Quasi Experimental research design and implemented two steps of data collection technique i.e. giving treatment and post-test for both experimental and control group to get the data output. The data will be compared with the experimental design that can be seen in the following table:

Table 3.1

Design of the Research

Group	Treatment	Post-test
Experimental group	X ₁	T ₂
Control Group	O	T ₂

Where:

X₁: The treatment that was given to the experimental group, Who Am I guessing games method.

O: The treatment that was given to the control group, conventional technique.

T₂: Post-test

C. Operational Definition of Variables

There are two variables that used in this study, those are independent variable (X) that might cause the outcome, and dependent variable (Y) that influenced by independent variable. In this study, independent variable (X) is "Who Am I" Guessing Game, and dependent variable (Y) is Students' Speaking in Descriptive Text.

D. Population and Sample

In this case, population is the group of students in a class that researcher used for conducting the research. The population of this research was all students of seventh grade in junior high school of SMPI Al-Mukhlisin. There are 120 students in which divided into 4 classes.

The research of sample was the seventh grade at two classes of the students' seventh grade. The researcher applied clustering random sampling technique to determine both Experimental Group and Control Group. The Experimental group was 7C grades and the Control group was 7A grades. It consisted of 30 students for both of Groups in this study.

E. Technique of Collecting Data

There are two techniques that were used by the researcher in this research, they are treatment and post-test. The treatment was given when researcher applied "Who Am I" guessing game method in classroom. The other technique was post-test conducting that is a test which aimed to know the whether method give a significant effect of students' speaking in descriptive text. The techniques as follows:

1. Treatment

The researcher has two strategies for applying Who Am I guessing games, they are:

a. Pair

The researcher gave instruction for two students in pair (at the same table) to show and describe picture. In turn, the activity were same as what the other students in pair did, so every students in each table was busy with this activity. Then researcher went around the classroom and checked their speaking on each table.

b. Group

Students were divided into 5 group including 5-6 students in it. Then researcher asked each group representative to describe the picture. The representative were determined by researcher randomly, it was the way to make sure that students paid attention or active in their group discussion.

2. Post-test

Post-test was used by the researcher to know the effect of who am I guessing games of students' speaking in descriptive text. The researcher used the rubric, as follows:

Table 3.2

Rubric for Assessing Speaking

Aspect	Score	Details
Pronunciation	25	Easy to understand pronunciation and have a native accent
	20	Easy to understand though with a certain accent
	15	There is a problem of pronunciation that make the listener must concentrate fully and sometimes there are misunderstanding
	10	It is difficult to understand because of pronunciation problems, often asked to repeat
	5	A serious pronunciation problems that cannot be understood
Grammar	25	No or few grammatical error
	20	Occasionally makes grammatical errors but does not affect the meaning
	15	Often make grammatical errors which effect meaning
	10	A lot of grammatical errors that impede meaning and often rearranging sentences
	5	A grammatical error is so severe that it is difficult to understand

Vocabulary	25	Using the vocabulary words and phrases such as native speakers
	20	Sometimes uses inappropriate vocabulary
	15	Frequent use of inappropriate vocabulary, conversation is limited due to limited vocabulary
	10	Using the wrong vocabulary and vocabulary is limited so it is difficult to understand
	5	A very limited vocabulary so that the conversation is not possible
Content	25	Easy to express ideas although there is repeating in certain part
	20	Sometimes difficult to express ideas due to limited vocabulary
	15	Little difficult to express ideas verbally and a lot of repeating
	10	Difficult to express ideas searching for vocabulary does not complete utterances
	5	Limited to express ideas communication difficult although in simple dialogue

Table 3.3

Students' Achievement

Criteria of Assessment	Grade
91 - 100	Excellent

81 – 90	Very Good
71 - 80	Good
61 - 70	Fair
51 - 60	Poor
Less than 50	Very Poor

The rubric took from the expert source with the change by researcher to adapt the needed of this method research i.e. 'Who Am I' guessing game. The aspect of this rubric used to know how to values the students' post-test I speaking descriptive text.

F. Technique of Analyzing the Data

The writer used t-test formula Levine as follows:

1. Determining mean of variable X

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean Score of Experimental Class

$\sum X$ = Total amount of individual score in experimental class

2. Determining mean of variable Y

$$\bar{Y} = \frac{\sum Y}{N}$$

\bar{Y} = Mean Score of control Class

$\sum Y$ = Total amount of individual score in control class

3. Determining Standard of Deviation Score of Experimental class
(variable X) :

$$SD_x = \sqrt{S_x^2}$$

SD_x = Standard of deviation score of control class

S_x^2 = Experimental class variance

4. Determining Standard of Deviation Score of variable Y

$$SD_y = \sqrt{S_y^2}$$

SD_y = Standard of deviation score of Control class

S_y^2 = Control class variance

5. Determining Standard Error of mean of variable X

$$S^2 = \frac{(X_i - \bar{X})^2}{N}$$

S^2 = variance score of experimental class

X_i = score each point

\bar{X} = Mean score

6. Determining Standard Error of mean of variable Y

$$S^2 = \frac{(Y_i - \bar{Y})^2}{N}$$

S^2 = variance score of control class

Y_i = score each point

\bar{Y} = Mean score

7. Independent sample test:

Both of two groups:

$$S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 - 1) + (n_2 - 1)}$$

Where:

T- test

$$t_{cal} = x = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \quad ; \quad t_{table} = (dk = [n_1 + n_2] - 2,$$

$\alpha = 5\%$)

S_p^2 = Pooled Variance

\bar{X}_1 = Mean of the sample taken from population 1

S_1^2 = Variance of the sample taken from population 1

n_1 = Size of the sample taken from population 1

\bar{X}_2 = Mean of the sample taken from population 2

S_2^2 = Variance of the sample taken from population 2

n_2 = Size of the sample taken from population 2

CHAPTER IV

FINDINGS AND INTERPRETATIONS

A. Findings

1. Data Description

The research of this study was conducted in SMPI Al-Mukhlisin located in Ciseeng-Bogor. In this chapter the researcher has done the process of treatment and post-test. Treatment was conducted for six meetings by two different ways i.e. use individual and group way for treatment. Then the post-test was conducted for two meetings that is for control group and experimental group. The post-test that researcher got from the both of groups will be determine the ratio of hypothesis of this study.

In this chapter the researcher explain the calculated of significance between two means, test of significance, and the t-test as determine that H1 will be accepted as the research did. Before the researcher explain the table of statistic data, the researcher describe of post-test score of control group and experimental group as follows:

Table 4.1

Post-test score of Control Group

NO	NAMA	Post-test score
1	ABDUL RAHMAN	70
2	AHMAD BARU HIKAM	65
3	AHMAD BAEHAQI PRATAMA	70
4	AINUR ROPIQ	75
5	ALESANDRO NASYA PANGERAN	75
6	ALVINO AFRIYANTO	65
7	ARDIAN IRFAN	60
8	ASKAR HAMID	50
9	AZRIEL TOLAN PRASETYA	45
10	DALYIN TIPTA AL-MUGNI	55
11	DAMAR GANDA RAMA	70
12	DODI PRIYATNA	60
13	FAUZAN AZMA	70
14	GALUH RESTU PANUNTUN	55
15	JEPRI EFFENDI	70
16	M. AJI MULYANTO	60
17	M. RAFI RAMADHAN	65
18	MUHAMMAD ARDIANSYAH	80

19	MUHAMMAD DANU FIRMANSYAH	75
20	MUHAMMAD KALIL GIBRAN	45
21	MUHHAMMAD RIJAL F	40
22	MUHAMMAD RIDHO	55
23	NAOVAL MUHAMMAD I	50
24	RIDWAN	65
25	SAFTA AFRIZA	70
26	SAHRUL AL FAJRI	80
27	NAUVAL FIRRIYAL SYAHKLAK	65
28	GALANG ABI BOWO	50
29	DIFA A	50
30	DAFI A	75
	TOTAL	1880
	MEAN	62.67

Based on the table 4.1 above, the researcher obtained the total post-test score in control group of students for each category. The total of scores is 1880, the lowest score is 40, the highest score is 80, and the mean is 62.67 from 30 students in control group.

Afterward, the next table is the result calculation of post-test of experimental group, before and after using the Who Am I guessing game as the method from researcher in students' speaking descriptive text.

Table 4.2

The data of Experimental Group

NO	NAMA	EXPERIMENTAL CLASS
1	ADINDA HARNUM SOPIAN	80
2	ALCIA DAVINA CHARTER	85
3	ANA SOPIANA	90
4	ANANDIA AISYAH PUTRI	95
5	AULIA TSABITAH	80
6	CINDI AULIA	90
7	DHIVA RICKY DAVINA	90
8	DWI ANDINI	100
9	ELSA SALSABILA	75
10	FINA AMILIA	70
11	JUNITA DAVINA SIREGAR	80
12	MAULY SITTA RAHMANIA	85
13	MELIA PUTRI	70
14	MUHABBALIA ZULKARNAIN	90
15	MUTIARA NAILA PUTRI	95
16	NAJALA PUTRI FANIYA	100
17	NAJWA TRI AULIA	100
18	NOVIA SITI RAHMAWATI	75

19	QORAYNA FEBRY ANNISSETTI	65
20	SANIA	80
21	SARIFAH MUDAIM	70
22	SELY AGUSTIN	65
23	SITI AMALIYAH	85
24	SITI FAUZIAH	90
25	TASKIYA ZEN	95
26	JINGGA ROHELIA P	95
27	HURIN'IN	85
28	ADINDA MIRZA	80
29	PUJI LESTARI	75
30	NABILA ANASTASYA	75
	TOTAL	2510
	MEAN	83.67

Based on the table 4.2 of calculated score, the researcher obtained post-test in experimental group of students. The table show that the total of score is 2510 from 30 students in experimental group, the highest score in this group is 100, the lowest score is 65, the mean is 83.67. The researcher conclude that from two table above show that experimental group has taller score than the control group that use the conventional method.

2.

Data Analysis

After comparing the scores of post-test experimental and control group, the writer made an analysis of the data from the results, as follows:

Table 4.3

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE	.083	60	.200*	.974	60	.230

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation data normality, post-test from control and experiment group showed significant results $0.230 > \alpha (0.05)$ where the significance score is higher than $\alpha = 0.05$, from the statistical above, the data of control and experiment group is normal. Therefore, the used data in this study is normal so that the data used the homogeneity table next.

Table 4.4

Test of Homogeneity of Variances

EXPERIMENT

Levene Statistic	df1	df2	Sig.
.933	7	21	.502

From the table 4.4, it can be seen value of homogeneity in post-test was 0.502 with significant 0.05. It means the data of post-test was homogeneous, because the value of post-test was bigger than the significant ($0.502 > 0.05$).

Table 4.5

Group Statistics

POST_TEST	CLASS	N	Mean	Std. Deviation	Std. Error Mean
	EXPERIMENT	30	83.6667	10.41661	1.90180
CONTROL	30	62.6667	11.04328	2.01622	

The table above showed about group statistic as part of independent Test of two group that used in research of this study. From that table the researcher get conclude that the experimental group has 30 students with mean of post-test score 83.6667, and standard deviation is 10.41661. Whereas the statistic of control group showed that also has 30

students, mean of post-test score is 62.6667, and standard deviation is 11.04328.

The standard deviation of experimental group is lower than control group ($10.41661 < 11.04328$) so that a variation distance of control group data is larger than experimental group has.

Table 4.6

Independent Sample Test

		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
POST_ TEST	Equal variances assumed	.151	.699	7.577	58	.000	21.00000	2.77164	15.45196	26.54804
	Equal variances not assumed			7.577	57.803	.000	21.00000	2.77164	15.45156	26.54844

Based on the research hypothesis that was explained in chapter II, that:

H0 : the null hypothesis (H0) is accept and the alternative hypothesis (H1) is rejected. So, there is not a significant effective of students' speaking in descriptive text by "Who Am I" Guessing Game.

H1 : the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. So, there is a significant effective of students' speaking in descriptive text by "Who Am I" Guessing Game.

According to the table 4.6 on sig. (2 tailed) from Equal variances assumed, the value is 0.000, it showed that it is lower than the significant level ($0.000 < 0.05$). So, it can be conclude that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, and there is a significant effective of students' speaking in descriptive text by "Who Am I" guessing game.

B. Interpretations

The research of this method use Who Am I guessing game as a new method to make the learning of students' speaking in descriptive text being effective. The implementation of this method make more fun atmosphere of learning in classroom. Students being more active and more enthusiasm in English learning especially in speaking learning with this method. The researcher sure the use of this method suits for students to be more excited in English class and teacher will get the success of learning process.

Treatment applied first by the researcher before implemented the post-test in a few meetings. The experimental group by using Who Am I guessing game in two ways implementation; individual and group of students. The important thing to do is researcher has to make student enjoy and exciting while using the method because this is the strongly

influenced to make a good implementation. And for the control group only by using conventional method.

The researcher use post-test only to determine the ratio of the score. There are experimental and control group with similar post-test and the statistic took from the whole of students' post-test score. It stand out that the post-test of both of groups is quite different. The experimental group has higher score than the control group that use the conventional method. According to the statistic table, mean of experimental group is 83.67, with the lowest score of students is 65 and the highest score of students is 100. Whereas the mean of control group is 62.67, and 40 as the lowest score, then 80 as the highest score in this group. Both of groups has similar total students that it is 30. These data stated as the normal and homogenous data, so the research use independent test to determine the hypothesis of this study.

Based on the t-test result in both of the experimental and control group, showed that the data has significant effective by using Who Am I guessing game. Independent sample t-test has the result of sig. (2-tailed) is 0.000, means it is lower than significant level α ($0.000 < 0.05$). So it says that H_0 was rejected and H_1 was accepted.

The implementation of Who Am I guessing game in experimental group brings a good influence for students to be more active in speaking class with descriptive text theory. Students also could develop their

grammar, pronunciation, learn to make a good content in making paragraph and they have more much vocabularies than before. Even though they still look dictionary occasionally, they could memories a big part of that vocabularies. Then based on the explanation above, in this chapter the calculated of data can be concluded that Who Am I guessing game method give the effectiveness on students' speaking descriptive text and it might become an alternative way to teach speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation that researcher give in every chapter, it can be conclude that the method in this research that use 'who am I' guessing game can be applying in a speaking learning by using descriptive text theory. And the theories in chapter II prove that 'who am I' guessing game method has some excess in application.

Whereas in the data calculation, showed that experimental group by using the treatment of 'who am I' guessing game, has standard score higher than the control group that just by using conventional method. In other words, treatment of 'who am I' guessing game has a significant effective on students' speaking descriptive text.

In some statistic tables showed that the calculation data was a normal data with significant results 0.230 means the calculation was higher than $\alpha=0.05$. And for homogeneity table showed that the significant was 0.502 means it was higher than $\alpha=0.05$. Then independent sample test showed sig.(2-tailed) was 0.000, and the significant level $\alpha=0.05$. It can be concluded that the calculation of data was normal ($0.230>0.05$), the data was homogenies ($0.502>0.05$), and for the independent table showed $0.000<0.05$, it means H_0 was rejected and H_1 was accepted.

B. Suggestion

From the conclusion above, the researcher would like to give suggestion that use for English teacher, students, and other researcher.

The suggestions are like:

1. For the teachers

The method of 'who am I' guessing game could be applied in teaching of speaking in descriptive text, because using 'who am I' guessing game make students more excited in English class. Teacher has a new way to do the approach in classroom with game and students enjoy even active in the learning process with fun atmosphere. Then I hope that the method will be used in every speaking descriptive text class because it give good influence in students' speaking practice.

2. For the students

The implementation of 'who am I' guessing game for English learning is good for students. Student need something to make them more active in classroom, they wanted fun and enjoy the English learning process, not just listen to the teacher all the time. And 'who am I' guessing game was a possible way to help students and make student more active by engage them in learning process.

3. For researcher

This teaching method also give some impact for other researchers, it can make them to have a fun atmosphere in the classroom and it will be used in the learning process. Because it make students more active and will be pay more attention for what researcher explain the lesson. So classroom won't be boring anymore.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama Sekolah : SMPI AL-MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) A
Alokasi : 2x45 menit (2x pertemuan)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)

dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.2 menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, untuk penyebutan jati diri, dengan sangat pendek dan sederhana.
- 3.5 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari
- 3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang, dan benda.
- 3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/binatang/benda.
- 3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat

pendek dan sederhana.

- 4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.4 Menyusun teks lisan dan tulis untuk menyebutkan jati diri, sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN

- 1.1 Bersungguh-sungguh dalam mengikuti proses pembelajaran dan berpartisipasi langsung pada setiap tahapan belajar.
- 2.2 Memahami dalam tindakan tentang berperilaku yang baik
- 3.1 Mengidentifikasi fungsi dari teks deskripsi
- 3.2 Menerapkan struktur umum yang terdapat pada teks deskripsi lisan
- 3.3 Mengenal teks deskripsi untuk orang/binatang/benda
- 4.1 Menyusun teks deskripsi dengan baik dan memperhatikan penggunaan kata sifat, tujuan dari teks, serta menggambarkan dengan baik apa yang ada di sekitar diri sendiri.

D. MATERI PEMBELAJARAN

Orang, binatang, benda di sekitar dan relevan dengan peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

Fungsi sosial:

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

Struktur Teks:

- Orang yang digambarkan
- Ciri-ciri orang: young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, etc.
- It's..., They're..., I'm...etc.
- Is It small? What is he like? What are they like? Are you tired? What do you think/? Dst

Unsur Kebahasaan:

1. Kata tanya What? Which? How?
2. Nama- nama benda yang sangat lazim disekitar rumah dan sekolah dan terkait.
3. Kata kerja dalam simple present tense.
4. Ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.

Topik:

- Makhluk hidup, benda, tempat, makanan, minuman yang terkait dengan kehidupan siswa sehari-hari dan memberikan pengetahuan pada para siswa.

Contoh Teks Deskriptif



Indonesia is one of big countries in Asia. The characteristic of Indonesia, makes this country be unique from the other country. Foreigners come to see and enjoy the beautiful side of Indonesia.

The differences of Indonesia from the other countries is its islands. There are so many islands in Indonesia and it has green area like Kalimantan and Papua Island. If we want to go to the other island, we can across the ocean by ship and enjoy the view. Indonesian people are really friendly. There are so many cultures and traditions of people in here like Java, Sulawesi, Bali, Papua, etc. The nation's capital city of Indonesia is Jakarta. The national

E. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">- Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik)- Guru memperkenalkan diri dan membuat peserta didik lebih rileks dengan bercerita- Guru mulai bertanya tentang pembelajaran deskriptif teks kepada peserta didik sebagai pengenalan materi	15'
Kegiatan Inti	<p>Mengumpulkan informasi/mencoba</p> <ul style="list-style-type: none">- Guru menanyakan pada murid tentang kosakata yang berhubungan dengan pembelajaran deskriptif teks	50'

	<ul style="list-style-type: none"> - Guru meminta murid untuk menyebutkan satu persatu arti dari kosakata yang sudah disebutkan <p>Bertanya</p> <ul style="list-style-type: none"> - Guru bertanya kembali pada siswa jika terdapat kesulitan dalam kosakata yang berhubungan dengan deskriptif teks. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta peserta didik menghafal kosakata yang diberikan sebelumnya - Guru secara acak bertanya tentang apa yang dihafal peserta didik 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru bersama peserta didik merefleksikan pengalaman belajar hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15'

2. Pertemuan Kedua (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik) - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan - Guru memeriksa tugas yang diberikan di pertemuan sebelumnya. 	10'

<p>Kegiatan Inti</p>	<p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> - Guru meminta masing-masing siswa untuk membaca ulang tugas yang sudah dibuat dan menemukan kosakata yang sulit dilafalkan - Guru meminta siswa untuk mengangkat tangan jika ada kosakata yang sulit diartikan atau dilafalkan. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk memahami contoh deskriptif teks yang dibuat dan menghafalkannya dengan diberi waktu 25 menit <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru menunjuk siswa secara acak untuk maju berbicara tentang deskriptif teks yang ia buat dan 	<p>65'</p>
----------------------	---	------------

	meminta siswa lainnya menuliskan kosakata yang sulit dari deskriptif teks tersebut.	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pembelajaran yang sudah dilakukan. - Guru bersama murid menyimpulkan pembelajaran yang sudah dilakukan pada hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5'

3. Pertemuan Ketiga (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	- Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa,	10'

	<p>mengabsen peserta didik)</p> <ul style="list-style-type: none"> - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru bertanya pada murid materi apa yang sudah dipelajari pada pertemuan sebelumnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan 	
Kegiatan Inti	<p>Mengumpulkan informasi/mencoba</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang terdiri dari 5-6 orang didalamnya. 	55'

	<ul style="list-style-type: none"> - Guru menunjukkan beberapa gambar sesuai dengan jumlah kelompok yang ada dengan beberapa kosakata yang berkaitan dengan gambar tersebut. - Guru membagikan gambar secara acak pada setiap kelompok dan meminta tiap kelompok untuk membuat deskriptif teks dari masing-masing gambar. - Guru meminta tiap kelompok untuk menyampaikan deskriptif teks secara lisan di depan kelas. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa lainnya yang mendengarkan untuk mengoreksi jika terdapat pengucapan atau kalimat 	
--	--	--

	<p>yang tidak sesuai bagi kelompok yang mendapat giliran maju ke depan.</p> <ul style="list-style-type: none"> - Guru meminta kelompok yang mengoreksi untuk menuliskannya dan menyampaikannya secara lisan dan bergiliran. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru membantu membenarkan koreksi para siswa. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pembelajaran yang sudah dilakukan. - Guru bersama murid menyimpulkan pembelajaran yang sudah dilakukan pada hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	15'

4. Pertemuan Keempat (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik) - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru bertanya pada murid materi apa yang sudah dipelajari pada pertemuan sebelumnya. - Guru memeriksa tugas yang diberikan pada pertemuan sebelumnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa 	10'

	<p>saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan</p>	
Kegiatan Inti	<p>Mengumpulkan Informasi/mencoba</p> <ul style="list-style-type: none"> - Guru membagikan lembar instruksi sebuah tes speaking - Guru menjelaskan instruksi yang diberikan pada murid - Guru memberikan waktu selama 20 menit untuk persiapan tes speaking tanpa menuliskan terlebih dahulu. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengangkat tangan jika terdapat kesulitan dalam persiapannya. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - guru memanggil siswa 	65'

	berdasarkan absen dan memulai tes.	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pada hari tersebut dan mendiskusikan tentang tes speaking yang diberikan. - Guru memberi penguatan materi. 	5'

F. SUMBER BELAJAR

Buku paket dan LKS siswa

G. PENILAIAN HASIL BELAJAR

Tes : Post-test

Ciseeng, 1 Maret 2018

Mengetahui,
Guru Mata Pelajaran

Peneliti

Lies Umami, S.Pd.

Laras Listiani
NIM. 2014850027

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENTAL CLASS

Nama Sekolah : SMPI AL-MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) C
Alokasi : 2x45 menit (2x pertemuan)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.2 menghargai perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, untuk penyebutan jati diri, dengan sangat pendek dan sederhana.
- 3.5 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari
- 3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang, dan benda.
- 3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/binatang/benda.
- 3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.
- 4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara

benar dan sesuai dengan konteks.

4.4 Menyusun teks lisan dan tulis untuk menyebutkan jati diri, sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN

1.2 Bersungguh-sungguh dalam mengikuti proses pembelajaran dan berpartisipasi langsung pada setiap tahapan belajar.

2.2 Memahami dalam tindakan tentang berperilaku yang baik

3.1 Mengidentifikasi fungsi dari teks deskripsi

3.2 Menerapkan struktur umum yang terdapat pada teks deskripsi lisan

3.3 Mengenal teks deskripsi untuk orang/binatang/benda

4.1 Menyusun teks deskripsi dengan baik dan memperhatikan penggunaan kata sifat, tujuan dari teks, serta menggambarkan dengan baik apa yang ada di sekitar diri sendiri.

D. MATERI PEMBELAJARAN

Orang, binatang, benda di sekitar dan relevan dengan peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

Fungsi sosial:

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

Struktur Teks:

- Orang yang digambarkan
- Ciri-ciri orang: young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, etc.
- It's..., They're..., I'm...etc.
- Is It small? What is he like? What are they like? Are you tired? What do you think/? Dst

Unsur Kebahasaan:

5. Kata tanya What? Which? How?
6. Nama- nama benda yang sangat lazim disekitar rumah dan sekolah dan terkait.
7. Kata kerja dalam simple present tense.
8. Ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.

Topik:

- Makhluk hidup, benda, tempat, makanan, minuman yang terkait dengan kehidupan siswa sehari-hari dan memberikan pengetahuan pada para siswa.

Contoh Teks Deskriptif 'Who Am I' Guessing Game



I am one of technologies that you always use in every situation. Not only you, every people like me no matter they are old, young, or kids. I used to anything such as communication, help people in everything, games playing, listen to music, take a picture even watch a video. When people use me and play with me, they will forget about the time.

I really use for humans but I have a bad impact too, if people use me excessively especially for kids and teenager like you. I have a square body and you can touch me with your finger if you want to use me.

E. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">- Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik).- Guru memperkenalkan diri dan membuat peserta didik lebih rileks dengan bercerita.- Guru mulai bertanya tentang pembelajaran deskriptif teks kepada peserta didik sebagai pengenalan materi.	15'
Kegiatan Inti	<p>Mengumpulkan informasi/mencoba</p> <ul style="list-style-type: none">- Guru menanyakan pada murid tentang kosakata yang berhubungan dengan pembelajaran deskriptif teks.	50'

	<ul style="list-style-type: none"> - Guru meminta murid untuk menyebutkan satu persatu arti dari kosakata yang sudah disebutkan. <p>Bertanya</p> <ul style="list-style-type: none"> - Guru bertanya kembali pada siswa jika terdapat kesulitan dalam kosakata yang berhubungan dengan deskriptif teks. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta peserta didik menghafal kosakata yang diberikan sebelumnya. - Guru secara acak bertanya tentang apa yang dihafal peserta didik. 	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> - Guru bersama peserta didik merefleksikan pengalaman belajar hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	<p>15'</p>

2. Pertemuan Kedua (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik). - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan. - Guru memeriksa tugas yang diberikan di pertemuan sebelumnya. 	10'

<p>Kegiatan Inti</p>	<p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> - Guru meminta masing-masing siswa untuk membaca ulang tugas yang sudah dibuat dan menemukan kosakata yang sulit dilafalkan. - Guru meminta siswa untuk mengangkat tangan jika ada kosakata yang sulit diartikan atau dilafalkan. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk memahami contoh deskriptif teks yang dibuat dan menghafalkannya dengan diberi waktu 25 menit. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru menunjuk siswa secara acak untuk maju berbicara tentang deskriptif teks yang ia buat dan 	<p>65'</p>
----------------------	---	------------

	meminta siswa lainnya menuliskan kosakata yang sulit dari deskriptif teks tersebut.	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pembelajaran yang sudah dilakukan. - Guru bersama murid menyimpulkan pembelajaran yang sudah dilakukan pada hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5'

3. Pertemuan Ketiga (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	- Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik)	10'

	<ul style="list-style-type: none"> - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru bertanya pada murid materi apa yang sudah dipelajari pada pertemuan sebelumnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan 	
Kegiatan Inti	<p>Mengumpulkan informasi/mencoba</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk membentuk 5 kelompok yang terdiri dari 5-6 orang didalamnya. - Guru menunjukkan 	65'

	<p>beberapa gambar sesuai dengan jumlah kelompok yang ada dengan beberapa kosakata yang berkaitan dengan gambar tersebut.</p> <ul style="list-style-type: none"> - Guru membagikan gambar secara acak pada setiap kelompok dan meminta tiap kelompok untuk membuat deskriptif teks dari masing-masing gambar. - Guru meminta tiap kelompok untuk menyampaikan deskriptif teks secara lisan di depan kelas menggunakan 'Who Am I' Guessing game. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa lainnya yang mendengarkan untuk menebak objek apa yang terdapat pada teks 	
--	---	--

	<p>deskriptif yang sebelumnya dibacakan.</p> <ul style="list-style-type: none"> - Guru meminta kelompok yang mengoreksi untuk menuliskannya dan menyampaikannya secara lisan dan bergiliran. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru membantu membenarkan koreksi para siswa. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pembelajaran yang sudah dilakukan. - Guru bersama murid menyimpulkan pembelajaran yang sudah dilakukan pada hari itu. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5'

4. Pertemuan Keempat (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memasuki kelas dan memeriksa kesiapan peserta didik secara fisik maupun psikologis (berdoa, mengabsen peserta didik) - Guru membuat murid rileks dengan mengajak berbicara seperti bertanya tentang kabar dan yang lainnya. - Guru bertanya pada murid materi apa yang sudah dipelajari pada pertemuan sebelumnya. - Guru memeriksa tugas yang diberikan pada pertemuan sebelumnya. - Guru menyampaikan garis besar cakupan materi yang akan dipelajari pada hari tersebut dan kegiatan apa 	10'

	<p>saja yang akan dilakukan peserta didik dalam pembelajaran serta latihan dan tugas yang diberikan</p>	
Kegiatan Inti	<p>Mengumpulkan Informasi/mencoba</p> <ul style="list-style-type: none"> - Guru membagikan lembar instruksi sebuah tes speaking - Guru menjelaskan instruksi yang diberikan pada murid - Guru memberikan waktu selama 20 menit untuk persiapan tes speaking tanpa menulisi terlebih dahulu. <p>Menalar/mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengangkat tangan jika terdapat kesulitan dalam persiapannya. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - guru memanggil siswa 	65'

	berdasarkan absen dan memulai tes.	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru merefleksikan kegiatan pada hari tersebut dan mendiskusikan tentang tes speaking yang diberikan. - Guru memberi penguatan materi. 	5'

F. SUMBER BELAJAR

Buku paket dan LKS siswa

G. PENILAIAN HASIL BELAJAR

Tes : Post-test

Ciseeng, 1 Maret 2018

Mengetahui,
Guru Mata Pelajaran

Peneliti

Lies Umami, S.Pd.

Laras Listiani
NIM. 2014850027

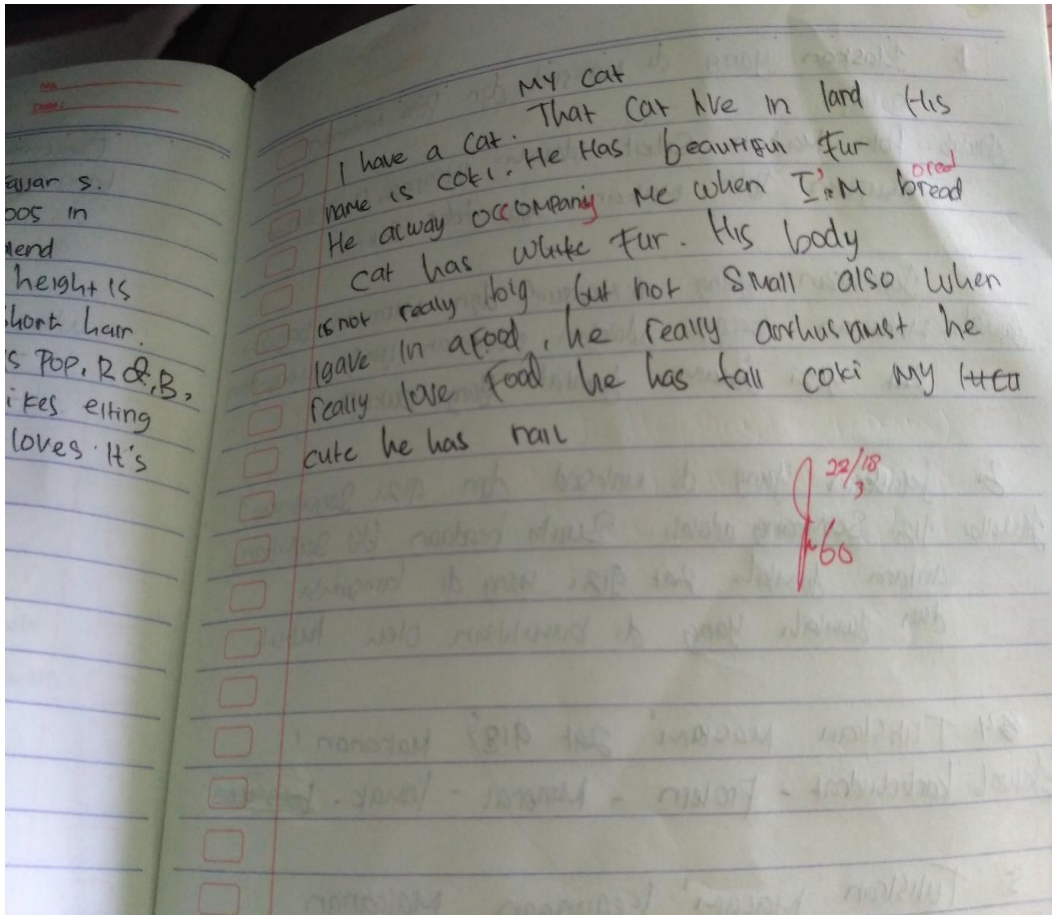
Appendix 2

Post-test

1. Prepare yourself to do the speaking descriptive text as often as possible until you know well you speak descriptive text correctly.
2. Come in front of the class with one of your friend and choose randomly one of the pictures that the researcher give.
3. Prepare the descriptive text from the picture you chose for 15 minutes.
4. The sequenced of descriptive text should cover the following 2 points:
 - a. The topic: it's based on the picture and theme given.
 - b. The structure: consists of identification and description of the picture generally and specifically.
5. Perform the descriptive text in front of the researcher in turns with your friend.
6. Your performance will be assessed from your pronunciation, grammar, vocabulary, and content.

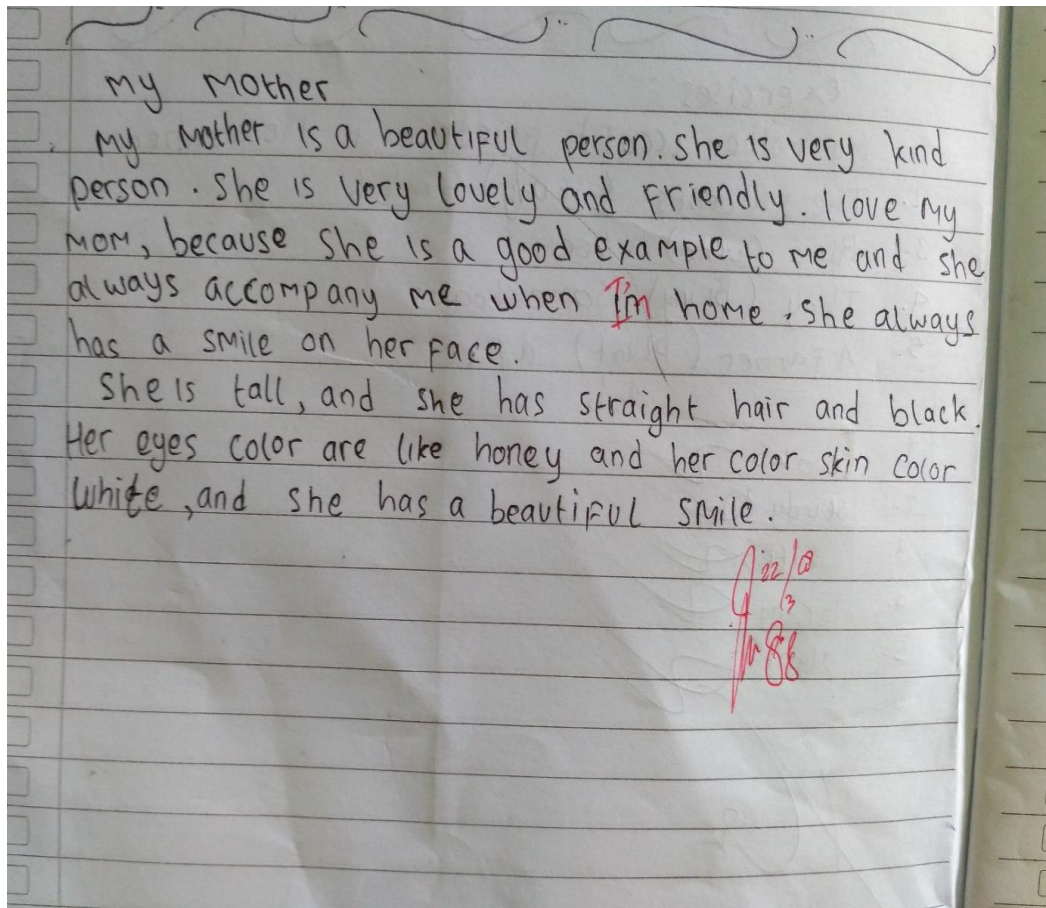
Appendix 3

Students' Exercise (Before Treatment)



Appendix 4

Students' Exercise (with Treatment)



Appendix 5

Letter of School

**SEKOLAH MENENGAH PERTAMA ISLAM (SMPI)
AL-MUKHLISHIN**
Izin Pendirian No.: 188/102/Kep/E/86 NSS : 20.2.02.02.33.384 NPSN : 20200544
Terakreditasi "A" No. : 02.00/483/BAP-SM/XII/2013
Sekretariat : Jl. H. Uta Po Box 23 Ciseeng-Bogor (16330) Jawa Barat Telp. (0251) 8541627 – 8541887 Fax : (0251) 8541405

SURAT KETERANGAN
Nomor : 178/102.5/SMPI-M/III/2018

Yang bertanda tangan di bawah ini, Kepala SMP Islam Al-Mukhlishin Ciseeng-Bogor menerangkan bahwa :

Nama	: LARAS LISTIANI
NIM	: 2014850027
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: Muhammadiyah Jakarta

Bahwa nama tersebut di atas telah melaksanakan Penelitian di SMP Islam Al-Mukhlishin Ciseeng-Bogor dengan Judul ; *The Effectiveness Of "Who Am I Guessing Games" on Students' Speaking Descriptive Text*. dengan waktu 8 kali pertemuan.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya dan maklum adanya.


Ciseeng, 29 Maret 2018
Kepala,
SMP Islam Al-Mukhlishin

Ahmad Syaifu, S.Pd














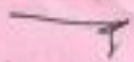
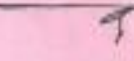
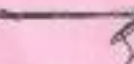

Appendix 6

Guidance Consultant Letter

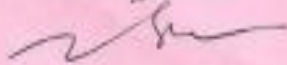

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No. Pokok : Laras Listiani / 2014850027
 Masa Bimbingan : 29 DESEMBER 2017 – 29 JUNI 2018
 Program Studi : PBI
 Judul Skripsi : *The Effectiveness of @ Who Am I Guessing Games on Students' Active on Descriptive Text.*
 Pembimbing : Lidiyatul Izzah, M.Pd

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	9 Jan 2018	Discuss on the title	
2.	11 Jan 2018	Chapter I : revise	
3.	20 Jan 2018	chapter I : Acc chapter II : Reuse	
4.	6 Feb 2018	chapter II : Acc	
5.	9 Feb 2018	chapter II : Reuse	
6.	12 Feb 2018	chapter II : Acc allowed to conduct the research and ask "survei" permission	 20/02/18
7.	26 Feb 2018	consult on research instrument/ validation	
8.	4 March 2018	collecting instrument/ data on pre-test	
9.	12 March 2018	analyzing pre-test scores	
10.	15 March 2018	preparation/ class	
11.	22 March 2018	post test data analysis	

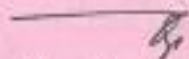
No	Tanggal	Uraian	Paraf Pembimbing
12.	2 Apr 2018	1. hypotensi location	
13.	16 Apr 2018	Interpretasi of hypotensi	
14.	21 Apr 2018	chapter 10 : ncc chapter 0 : ncc appendix : none?	
15.	23 Apr 2018	chapter 1 - 0 ncc appendix : ncc allowed to register her final degree	

Ditandatangani :
Ketua Program Studi



Zaitun, M.Pd

Pembimbing



Lidiyatul Izzah, M.Pd

Appendix 7

Witnessed Thesis Examination

FAKULTAS ILMU PENDIDIKAN
 Jl. Sili, Ahmad Dahlan, Cirebon - Cirebon, 45131 Telp. 7440128 Fax. 7442330
 Website: <http://www.ijpm.ac.id> Email: ijpm@ijpm.ac.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama: Laras Listiani
 NIM: 2014850027
 Prodi: Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Jumat, 18 Agustus 2017	Mey Threshantya Ikawati	The effect of adobe Flash Pinter Towards Students' Vocabulary Mastery	
2	Jumat, 29 Des 2017	Rena Muzakkiyah	Geometri Tingkat Kesulitan Anak Sekolah dalam Perencanaan Belajar Bab 10-12 Pada Di Sekolah Teras Makin Semakin Gampang Belajar	
3	Jumat, 29 Des 2017	Nur Fitriah	Menunjukkan Hasil Belajar Siswa melalui Model Europe is a Teacher Here	
4	Sabtu, 6 Januari 2018	Hanny Mustizah	Enriching Students' Vocabulary Through Program Implementasikan	
5	Sabtu, 6 Januari 2018	Dianita Merta Rospita	Using English Text Acquisire Ansatz Students' Reading Comprehension	
6	Sabtu, 6 Januari 2018	Azerah Maki	The effectiveness of using Instagram And caption in teaching writing Descriptive text	
7	Sabtu, 6 Januari 2018	Nasi Anggrani	The Effectiveness of Homophones Games to improve students' pronunciation	
8	Sabtu, 6 Januari 2018	Rahanesa Che Lih	The Effect of Students vocabulary pronunciation Ability Through Movies After Materials	
9	Sabtu, 6 Januari 2018	Pacela Kato	The Correlation between Students' Motivation in learning their English Speaking Skill	
10	Sabtu, 6 Januari 2018	Ninda Desiana	The Use Realita to Improve Speaking Ability in Procedure Text	

Mengetahui,
 dan Prodi,

 (Zaitun, M.Pd.)

Appendix 8

Letter of Validation

SPEAKING TEST

Skill : Speaking Skill

School : SMPI AL-MUKHLISHIN

Grade : 7 (seventh)

Instructions :

1. Prepare yourself to do the speaking descriptive text as often as possible until you know well you speak descriptive text correctly.
2. Come in front of the class with one of your friend and choose randomly one of the pictures that the researcher give.
3. Prepare the descriptive text from the picture you chose for 15 minutes.
4. The sequenced of descriptive text should cover the following 2 points:
 - a. The topic: its based on the picture and theme given.
 - b. The structure: consists of identification and description of the picture generally and specifically.
5. Perform the descriptive text in front of the researcher in turns with your friend.
6. Your performance will be assessed from your pronunciation, grammar, vocabulary, and content.

Validated by:



(Tatu Zakiyatun Nufus, M.Pd.)

English Lecturer

Faculty of Educational Sciences

Muhammadiyah University of Jakarta

Appendix 9

Photos












Appendix 10

Guidance Consultant Letter

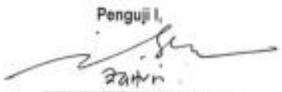



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
 Jln. KH. Ahmad Dahlan Cirebon - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
 Website : www.fipumj.ac.id, Email:fip_umj@yahoo.co.id

Nama Mahasiswa:
Laras
Listiani

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
 Tanggal 11 Agustus 2018 (R. 303 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
<i>13/8/2018</i>	<i>Revisi font pembulan; justafy, tab quotabon</i>	<i>[Signature]</i>
<i>25/8/2018</i>	<i>Revisi pembulan referensi</i>	<i>[Signature]</i>
<i>29/8/2018</i>	<i>Revisi the ace</i>	<i>[Signature]</i>
<i>29/8/2018</i>	<i>Revisi ok</i>	<i>[Signature]</i>

Penguji I,

[Signature]

Penguji II,

[Signature]

Appendix 11

CURRICULUM VITAE

Name : Laras Listiani
Date and Place of Birth : Jakarta, October 22nd, 1995
Religion : Islam
Address : Perum. LBC RT 003/008 Cogreg, Kec.
Parung-Bogor
Phone Number : 0813 1811 7661
Email : laras.22.listiani@gmail.com

Family Profile

1. Parents : a. Father : Suyanto
b. Mother : Sriyati

Educational Background

1. Al-Mukhlisin Elementary School
2. Gunungsindur 1 Junior High School
3. Gunungsindur 1 Senior High School