

ABSTRACT

Puspitasari, Zully Zulaikho. 2018. *The Effect of Using Interactive Guessing Game Technique on Student's Speaking Skill*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Slamet Asari, M.Pd., (II) Ulfatul Ma'rifah, M.Pd.

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Speaking is the basic function of language. There are some problems in learning speaking encountered by the students of Junior High School. For instance, the students feel shy and not confidence to speak in public and also lack opportunity to speak English. Therefore, many students fail to reach the goal of English teaching and they still do not able to communicate with the language either orally or written form although they have learnt English for many years. To solve the problems, interesting activities for students are needed to invite them in teaching learning process. The researcher considered interactive guessing game as the strategy for teaching speaking.

This study was to investigate the significant effect of using interactive guessing game technique on student's speaking skill. The researcher chooses the students of eight grade at MTs. Bustanul Ulum Tanggungprigel to conduct this study. The researcher used population sampling technique because in that school only have two classes of eight grade, so the researcher use the total of population as the sample. The researcher decided to use 8A as the experimental group and 8B as the control group. Both of the class consisted of 25 students. So, the numbers of the participant of this study 50 students.

The research finding showed that there was a significant difference between experimental group who were taught by using interactive guessing game technique and control group who were taught by two stay two stray. It is proven by the result of sig. (2-tailed) is 0.028. The sig. (2-tailed) is lower than 0.05 ($0.028 < 0.05$). So, null hypothesis (H_0) can be rejected. It means that interactive guessing game technique significantly effects on students' speaking ability. The researcher concluded that interactive guessing game technique gave positive effect on student speaking ability especially in fluency aspect because the mean score of fluency aspect in post test is higher than in the pre test score.

Therefore, researcher suggests to the English teacher for implementing of interactive guessing game as an alternative method in English teaching learning process. For a further researcher, the researcher hopes that can use interactive guessing game in other skills, aspects and level to make different with the previous study.