

## ABSTRACT

There is a main problem that the students have less motivation to practice speaking in the class. To overcome that problem, one of alternative techniques applied is by having a game. Guessing game is considered to apply because in this game, students are expected to be involved actively in speaking class activity. The aim of this study is to find out benefits in the use of guessing game technique in students' speaking class and students' attitudes toward the use of guessing game. To achieve these objectives, the study employed a qualitative method. The method consisted of three kinds of data collection: participant observation, questionnaires and interview. One class of the second grade student in SMP 15 Bandung was chosen as the sample in this study. The findings of this study gained that there were several benefits in the use of guessing game technique in their speaking class: becoming relatively new teaching technique in the school, building students' perspective that speaking is a fascinating, creating positive and enjoyable learning atmosphere, motivating students to speak, improving students' speaking comprehension, and improving students' vocabulary. In addition, the result of interview and observation showed students' positive attitude toward the use of guessing game. The students believed that guessing game techniques made it easier for them to speak and they liked playing guessing game in speaking activities and showed positive behaviour during the activities of speaking class. In references to the result of this study, the conclusion is drawn that guessing game is appropriate to apply in teaching speaking.

**Keywords: Speaking skill, Guessing game, Benefit, Attitude**

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Dalam penelitian ini, terdapat satu pokok masalah bahwa siswa kurangnya memiliki motivasi untuk melatih kemampuan berbicara di kelas. Untuk mengatasi masalah tersebut, salah satu teknik alternatif adalah dengan mengaplikasikan *guessing game*. Tujuan dari penelitian ini adalah untuk mengetahui manfaat dari penggunaan *guessing game* dalam pembelajaran berbicara di kelas dan sikap siswa terhadap *guessing game* tersebut. Untuk mencapai tujuan ini, penelitian menggunakan metode kualitatif. Metode ini terdiri dari tiga macam pengumpulan data: observasi, angket, dan wawancara. Salah satu kelas dari siswa SMP di Bandung dipilih sebagai sampel penelitian. Hasil dari penelitian ini diperoleh bahwa terdapat beberapa manfaat dalam penggunaan teknik *guessing game* dalam pembelajaran kemampuan berbicara siswa di kelas: menjadi teknik baru untuk dalam pembelajaran di sekolah, membangun pandangan siswa bahwa berbicara itu menyenangkan, menjadikan suasana pembelajaran yang positif dan dinikmati, memotivasi siswa untuk berbicara, meningkatkan kemampuan berbicara siswa, dan meningkatkan kosa-kata siswa. Selain itu, siswa percaya bahwa teknik *guessing game* membuat mereka berbicara dengan mudah dan siswa menyukai bermain *guessing* dalam aktifitas berbicara, juga siswa menunjukkan sikap yang positif selama pembelajaran berbicara.

**Kosakata: Kemampuan berbicara, *Guessing game*, Manfaat, Sikap**