

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

In this section, the researcher presents the findings obtained from 15 July to 15 August 2025 at SMP Negeri 2 Lolofitu Moi. This study uses descriptive qualitative analysis with data collection through observation, interviews, and documentation. The procedures included data reduction, data display, and conclusion drawing. Observations were conducted to determine the students' speaking skill levels in using guessing games, while interviews with students and the English teacher were carried out to analyze their opinions and views on the effectiveness of this strategy.

4.1.1 The Results of Observation

To achieve the objective of the study, which was to identify or determine the level of students' speaking skills through the use of guessing games in English language learning, the researcher collected data through observation of eighth-grade students at SMP Negeri 2 Lolofitu Moi. To identify the level of these students' speaking skills, the researcher used a speaking assessment rubric that included five indicators: pronunciation, grammar, vocabulary, fluency, and comprehension. The results were then categorized into levels based on the Interagency Language Roundtable (ILR) in years 2011, speaking proficiency scale. The number of students observed by the researcher was 20. The observation was conducted in two sessions: the first session on 17 July 2025 and the second session on 22 July 2025. In the first session, the researcher observed 10 students, and in the second session, 10 students. The following are the results of the observation data findings, as described in Table 4.1 and Table 4.2

Table 4.1 Results of Observations at the First Meeting

No	Students' name	Meeting 1					Average	Final Level (ILR)
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Adel Vhan Bhasten W.	1.5	1.0	1.0	1.0	1.0	1.10	1 (Elementary)
2	Adil Liris Gulo	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)
3	Alex Suyanto Gulo	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)
4	Arienida Waruwu	1.0	0.5	0.5	0.5	0.5	0.60	0+ (Memorized)
5	Azas Akwilan Waruwu	0.5	0.5	0.5	0.5	0.5	0.50	0+ (Memorized)
6	Betrand Y. Gulo	0.5	1.0	1.0	0.5	0.5	0.70	0+ (Memorized)
7	Charlos Axel Gulo	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)
8	David Agustef Halawa	1.5	1.5	1.0	1.0	1.5	1.30	1 (Elementary)
9	Delvina Waruwu	1.5	1.5	1.0	1.0	1.0	1.20	1 (Elementary)
10	Depi Rianiali Gulo	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)

From the tables above, the levels of students' speaking skills can be analyzed as follows:

For the first student, pronunciation is at Level 1+, quite clear despite some mistakes. Grammar, vocabulary, fluency, and comprehension are at Level 1. His pronunciation is quite clear, although there are still some mispronunciations, and he can construct simple sentences with many mistakes. The second student shows all aspects at Level 1. It can be said that this student is already able to use basic sentences but still with many mistakes, yet they are still understandable. For the third student, similar to the second student, all aspects are at Level 1. This student can already pronounce basic vocabulary and answer simple questions. For the fourth student, the pronunciation level is at Level 1, while grammar, vocabulary, fluency, and comprehension are only at Level 0+. It can be said that this student can pronounce simple words but still struggles to form sentences and understand instructions. For the fifth student, all observed indicator aspects are at Level 0+. This student can only pronounce memorized words or phrases without being able to form sentences. For the sixth student, the pronunciation and fluency aspects are still at Level 0+, while grammar and vocabulary are at Level 1. This student can form simple sentences but often pauses and becomes confused while speaking. For the seventh student, all observed aspects are at Level 1. This student can use simple sentences, though there are still many mistakes. For the eighth student, his pronunciation and grammar are at Level 1+, while his vocabulary and fluency are at Level 1, and comprehension is at Level 1+. This student is showing more effort, is more confident, and is starting to become fluent. For the ninth student, her pronunciation and grammar are at Level 1+, while her vocabulary, fluency, and comprehension are at Level 1. This student has also improved in pronouncing simple sentences. And for the tenth student, all aspects are at Level 1. This student can speak in simple sentences and understand basic questions, although still limited.

Table 4.2 Results of Observations at the Second Meetings

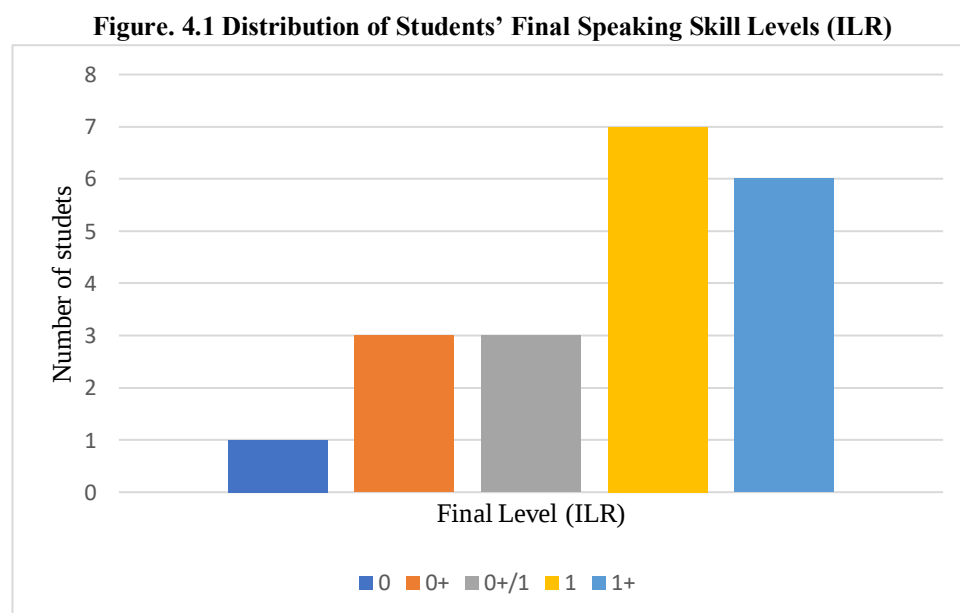
No	Students' name	Meeting 2					Average	Final Level (ILR)
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
11	Fahril M. Gulo	0.0	0.0	0.5	0.5	0.0	0.20	0 (No Proficiency)
12	Febri Indah V. Halawa	1.0	1.5	1.0	1.0	1.0	1.10	1 (Elementary)
13	Ferni Bu'ulolo	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)
14	Friani Ratna J. Halawa	1.0	1.0	1.0	1.0	1.0	1.00	1 (Elementary)
15	Jesiska Gulo	0.5	1.0	0.5	1.0	0.5	0.70	0+ (Memorized)
16	Joseph Fernando	1.0	1.0	1.0	0.5	0.5	0.80	0+ (Memorized)
17	Lasty Seven T. Waruwu	1.0	1.5	1.0	1.0	1.5	1.20	1 (Elementary)
18	Ledy Tri A. Gulo	1.0	1.5	1.0	1.0	1.5	1.20	1 (Elementary)
19	Noni M. Waruwu	1.0	1.5	1.0	1.0	1.0	1.10	1 (Elementary)
20	Pilihsah Waruwu	1.0	1.0	0.0	0.0	0.0	0.40	0 (No Proficiency)

Furthermore, for the eleventh student, their pronunciation, grammar, and comprehension are at Level 0, while their vocabulary and fluency are at Level 0+. This student is still very limited and tends to remain silent or only recite memorized words. For the twelfth student, the pronunciation, vocabulary, fluency, and comprehension aspects are at Level 1, while the grammar aspect is at Level 1+. This student can speak in simple sentences, although there are still some mistakes. For the thirteenth student, all aspects are at Level 1. This student is quite consistent and able to answer basic questions with simple vocabulary. For the fourteenth student, the same as the thirteenth student, all aspects are at Level 1. For the fifteenth student, the pronunciation, vocabulary, and comprehension aspects are still at Level 0+, while the grammar and fluency aspects are at Level 1. This student can occasionally form simple sentences but often stops mid-sentence. Then, for the sixteenth student, pronunciation, grammar, and vocabulary are at Level 1, while fluency and comprehension are at Level 0+. This student can already construct basic sentences, but is often slow and does not fully understand questions. For the seventeenth student, the pronunciation, vocabulary, and fluency aspects are at Level 1, while the grammar and comprehension aspects are at Level 1+. This student is quite confident and able to speak simply with better fluency. Next, for the eighteenth student, similar to the previous student, grammar and comprehension are at Level 1+, indicating that this student demonstrates better understanding. For the nineteenth student, pronunciation, vocabulary, and fluency are at Level 1, while grammar and comprehension are at Level 1+. This student is quite good at responding with simple sentences. For the last student, the pronunciation and grammar aspects are at Level 1, while the vocabulary, fluency, and comprehension aspects are at Level 0. This student can utter simple words but struggles to construct sentences and understand conversations.

Based on the observations described above, it can be concluded that the level of speaking skills of eighth grade students at SMP Negeri 2 Lolofitu Moi through the use of guessing games in English language learning is still in the basic category (Level 0 – 1+) according to the ILR (Interagency Language Roundtable) scale. Based on observations of twenty students, it can be concluded that students' speaking skills are

still at a basic level (Level 0 to Level 1+). Most of the students are already able to use simple sentences, although they still make many mistakes in terms of grammar, vocabulary, fluency, and comprehension. Meanwhile, some other students show better progress, particularly in terms of pronunciation and comprehension, as seen in students at Level 1+ who are more confident and beginning to speak fluently. Additionally, there are still students at Levels 0 and 0+, who can only recite memorized words or phrases without being able to form sentences, and tend to be passive when asked to speak. Therefore, it can be generally stated that the majority of students are at Level 1, meaning they can form simple sentences and answer basic questions, but limitations in vocabulary and grammatical errors remain the primary challenges. Thus, the findings indicate that the speaking skills of eighth-grade students at SMP Negeri 2 Lolofitu Moi still needs improvement, particularly in terms of fluency, grammar mastery, and understanding of simple conversations.

To provide a clearer picture of the overall distribution of students' speaking skill levels, the following diagram illustrates the percentage of students at each Final Level (ILR).



The diagram above illustrates the distribution of students' speaking skill levels based on the ILR scale. Out of 20 students observed, the results show that only one

student (5%) remained at Level 0, indicating very limited ability and an inability to construct meaningful sentences. Meanwhile, three students (15%) were categorized at Level 0+, showing that they were able to pronounce memorized words or phrases but still lacked the ability to form sentences. Another three students (15%) were positioned at the transitional level (0+/1), where they were beginning to form simple sentences but still had difficulties in fluency and comprehension.

The majority of students were found at Level 1 (Elementary Proficiency), consisting of seven students (35%). At this stage, students were able to produce simple sentences to express basic ideas, although frequent errors in pronunciation, grammar, and vocabulary remained. In addition, six students (30%) reached Level 1+ (Elementary Plus). This group showed more confidence in speaking, clearer pronunciation, and better comprehension, although they had not yet consistently met the requirements for Level 2.

These findings indicate that most students are still situated within the elementary range (Level 1 and 1+), which reflects that their speaking skills are developing but remain limited to simple communication. The presence of students at Level 0 and 0+ highlights the gap between individuals in the class, where some are still struggling to participate actively in spoken interaction. On the other hand, the progress of those at Level 1+ demonstrates the potential impact of the guessing game in encouraging greater participation, increasing vocabulary use, and improving fluency.

4.1.2 The Results of Interview with Students'

In addition to observation, the researcher also collected data through interviews with eighth grade students at SMP Negeri 2 Lolofitu Moi. These interviews were conducted on 26 July 2025 with the aim of finding out how students responded to the use of guessing games in English language learning, as well as to see the extent to which this strategy contributed to the development of their speaking skills. Through these interviews, the researcher sought to explore the students' experiences, opinions, and impressions of participating in learning activities that utilize guessing games, thereby gaining a deeper understanding of their impact on students' speaking skills. The results of these interviews will be presented in detail in the following section.

1. How do you feel about learning English with guessing games?

Most of the 15 students said that they felt happier and more motivated when learning English using guessing games. According to them, this activity makes the learning atmosphere more lively, enjoyable, and reduces boredom. They also added that the game makes them more confident to try speaking. However, there are still 5 students who admitted to feeling a bit awkward about speaking, especially due to limited vocabulary and concerns about making mistakes when speaking.

2. How did you feel about speaking in English during the guessing game activity?

When asked about their experience speaking during the guessing game activity, 14 students said that they felt more confident speaking during lessons with this game because of the relaxed and supportive classroom atmosphere. However, there were still 6 other students who felt nervous, especially when they had to explain difficult words or when they were afraid of being laughed at by their friends when trying to speak.

3. Did you feel more confident in speaking English by playing the guessing game? Why?

In terms of students' confidence in speaking, 13 students said that this game helped boost their confidence. This is because they can speak while playing without feeling pressured. However, there are still 7 students who feel that their confidence is not yet stable in this game. This is because they often feel unsure due to forgetting vocabulary or fear of mispronunciation.

4. Do you feel that your speaking skills have improved after playing guessing games in English learning? For example, in pronunciation, grammar, fluency, vocabulary, comprehension?

Regarding the development of speaking skills through the use of guessing games, 12 students felt that their vocabulary had increased and they were more

fluent when speaking. Additionally, 5 other students mentioned that they had begun to get used to forming simple sentences, although grammar and pronunciation still often contained errors. Meanwhile, 3 more students had not yet felt a significant improvement because they were still struggling to understand the instructions.

5. What difficulties did you experience when playing guessing games in English?

When asked about the obstacles they faced, 11 students mentioned that the main difficulty was limited vocabulary. Five students also found pronunciation difficult, while three others admitted to still feeling shy or nervous when speaking English during the game. In addition, one student highlighted the difficulty of constructing sentences with correct grammar.

6. What do you think makes you speak fluently or struggle during the guessing game activity?

Regarding the factors contributing to fluency or difficulties in speaking, the students assessed that their fluency was supported by the enjoyable atmosphere of the game as well as the support and assistance from the English teacher, who always helped guide and correct their mistakes when speaking in English. However, their biggest challenge arose when they did not know certain vocabulary or forgot how to pronounce them in English.

7. Did the guessing game help you learn new vocabulary or sentence structure? Please give examples.

In response to the above question, most of the 16 students stated that they learned new vocabulary through the guessing game. Some examples of words they mentioned included elephant, umbrella, market, library, and others. Some students even tried to use them in simple sentences, such as 'The elephant is big' or 'I read a book in the library.' Although the sentence structures they produced were still relatively simple and not always grammatically correct, this shows that the game made a real contribution to their vocabulary acquisition.

8. If this method was used more often, would you be interested and find it helpful? Why?

When asked about their interest in using the guessing game more frequently in learning, 17 students stated that they would be interested if the guessing game were used more often. The reason is that this method is considered fun, makes them more active, and prevents boredom during English language learning. Meanwhile, the other 3 students still feel unsure because they perceive their limited abilities as a barrier.

Based on interviews with eighth-grade students at SMP Negeri 2 Lolofitu Moi, it can be concluded that most students responded positively to the use of guessing games in English language learning. They felt happier, more motivated, and more confident, and experienced improvements in vocabulary, speaking confidence, and the ability to construct simple sentences, although there were still some errors. The main challenges they face include limited vocabulary, pronunciation difficulties, and shyness when speaking. On the other hand, factors that support their progress include the enjoyable game atmosphere and guidance from the teacher. Almost all students also expressed interest in using this method more frequently because it is considered fun, makes them more active, and reduces boredom in learning.

The following is a summary of the findings from interviews with students, which can be presented in Table 4.3.

Table 4.3 Results of Interviews with Students

No.	Questions Indicators	Answers
1.	Students' feelings towards learning using guessing games	Feel happier, more motivated, livelier, less bored, more confident.
2.	Students' feelings when speaking English during guessing games	More confident because of the relaxed and supportive atmosphere.
3.	Students' confidence in speaking	Self-confidence increases because you can talk while playing without pressure.
4.	Improvement in speaking skills	Feeling that their vocabulary has increased, they are able to speak more fluently, and some are beginning to be able to construct simple sentences, although their grammar and pronunciation are still often incorrect.

5.	Difficulties encountered	Main obstacles: limited vocabulary, difficulty in pronunciation, shyness/nervousness, and grammar usage.
6.	Factors that facilitate or hinder speaking	The fun atmosphere of the game and the teacher's assistance made it easier; difficulties arose when I didn't know the vocabulary or forgot how to pronounce words.
7.	Improvement in vocabulary and sentence structure	Learn new vocabulary (e.g. elephant, umbrella, market, library) and try to make simple sentences.
8.	Students' interest if the guessing game method is used more often.	Interested if guessing games are often used because they are fun, keep people active, and reduce boredom.

Based on the interview results combined with the speaking rubric indicators, it can be seen that the speaking skills of Grade VIII students at SMP Negeri 2 Lolofitu Moi are still at a basic level. The majority of students performed at Level 1 (Elementary Proficiency). At this level, students are able to use simple sentences to convey their meaning, although errors in grammar, limited vocabulary, and inconsistent pronunciation are still common. They also tend to speak slowly and pause in the middle of sentences, but simple communication is still possible.

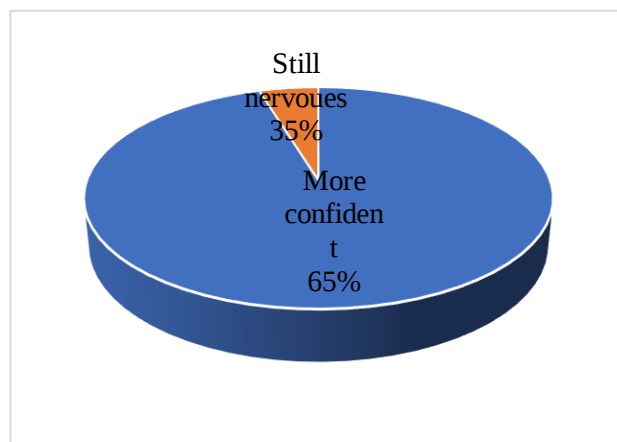
Some of the other students were able to reach Level 1+ (Elementary Plus). This group showed better progress than their peers at Level 1. They were more confident when speaking, their pronunciation was clearer, and their fluency began to improve. In addition, their understanding of the teacher's instructions is also better, enabling them to respond to questions more quickly. These findings indicate that the use of guessing games encourages more active engagement and fosters the courage to try to speak, even though there are still limitations in terms of grammar and vocabulary.

However, there are also a small number of students who are still at Level 0–0+ (No Proficiency to Memorised Proficiency). Students in this category are not yet able to construct simple sentences and rely solely on memorised words or phrases. They are often passive, reluctant to speak, or even remain silent when asked to respond to questions. Limited vocabulary and fear of making mistakes are the main factors hindering the development of their speaking skills.

Overall, these findings indicate that guessing games have a positive impact on improving students' speaking skills, particularly in terms of confidence, fluency, and vocabulary mastery. Although some students are still at a low level, the improvement in the group of students who successfully reached Level 1+ shows that this game method is effective in creating a more active and enjoyable learning atmosphere. With consistent implementation, this activity has the potential to help more students move from Level 0 to Level 1, and even reach Level 1+.

To provide a clearer picture of the students' response to the use of guessing games, the interview results can be seen in Figure 4.2 below.

Figure 4.2. Summary of Student Responses to the Guessing Game



The diagram shows how students responded to the use of the guessing game in their English class. Most of them, about 65%, said that they felt more confident and motivated to speak when learning through the game. They mentioned that the activity made the classroom atmosphere more relaxed and enjoyable. On the other hand, 35% of the students still felt hesitant to speak because of limited vocabulary or the fear of making mistakes. This finding suggests that the guessing game helped many students become more active, but some of them still need extra support to overcome their difficulties.

4.1.3 The Results of Interview with English Teacher

After interviewing the students, the researcher continued to collect data through interview with one of English teacher who teach in eighth grade at SMP Negeri 2 Lolofitu Moi. This interview was conducted on 5 August 2025 with the aim of obtaining teacher's views on the use of guessing games as a learning strategy to support students' speaking skills in English language learning. Through the interview, the researcher sought to explore the teacher's understanding of the effectiveness, benefits, and challenges faced in implementing guessing games in the classroom. The results of the interview are discussed in more detail in the following section.

The results of the interview described above can be summarized in Table 4.4 below.

Table 4.4 The Results of the Interview with English Teacher

No.	Questions Indicators	Answers
1.	English teacher's views on the use of guessing games in teaching speaking.	The teachers consider guessing games to be quite effective because they create a fun, interactive learning atmosphere and make students more active and enthusiastic than conventional methods.
2.	Improvement in speaking skills	There has been noticeable progress in vocabulary and fluency. Students are more confident in using new vocabulary, are becoming accustomed to forming simple sentences, and are more self-assured, even though they still often make mistakes in grammar and pronunciation.
3.	Guessing games' influence on students' confidence	Guessing games help boost students' confidence. The relaxed atmosphere means they don't feel too pressured, so they are more willing to speak even if they make mistakes.
4.	Suitability of guessing games for all students	Guessing games can be used with all students. Active students adapt more quickly, while shy students or those with limited vocabulary take longer but still benefit.
5.	Factors of improvement or decline in students' speaking skills	Enabling factors: pleasant classroom atmosphere and teacher guidance. Hindering factors: limited vocabulary, fear of making mistakes, and lack of English usage outside the classroom.

6.	Classroom management during guessing game	The teacher divided students into small groups, act as facilitators, guide, supervise, and help students who are struggling so that the class remains under control even though the atmosphere is lively.
7.	Challenges in implementing guessing games	Main challenges: time constraints, some students are shy/afraid of being laughed at, and differences in student abilities that lead to the dominance of some students.
8.	Plan to use guessing games regularly	Teachers plan to use this method regularly (though not every session) because it has been proven to improve activity, motivation, vocabulary, and fluency. However, it needs to be combined with other methods to achieve balance.

Based on interviews with eighth-grade English teacher at SMP Negeri 2 Lolofitu Moi, it is known that: in terms of English teacher's views on the use of guessing games in teaching speaking in the eighth grade, teacher said that this method creates a more lively, enjoyable, and interactive learning atmosphere. Students appear to be more enthusiastic when involved in games than when following conventional methods. For her views on improvements experienced by students in terms of pronunciation, grammar, fluency, vocabulary, and comprehension after playing guessing games, she noted improvements in several aspects of students' speaking skills after participating in this activity. The most noticeable changes were in the expansion of vocabulary and fluency in speaking. Many students began to dare to use new vocabulary they encountered during the game. Although there were still errors in grammar and pronunciation, students gradually became accustomed to constructing simple sentences and felt more confident in expressing their opinions.

Furthermore, the view on the use of guessing game in influencing students' confidence when speaking in English, she is assessed that this game was very helpful for students, especially in terms of their self-confidence. With a relaxed and less stressful learning atmosphere, most students felt more comfortable trying to speak even though they still made mistakes. This was in line with the teacher's observations that students' self-confidence tended to increase when they felt supported by their teacher. Regarding the suitability of the guessing game method for student learning activities,

the teacher stated that the guessing game can be used for all students, although its impact is not always the same. Active students usually adapt more quickly, while shy students or those with limited vocabulary require more time. Nevertheless, all students still benefit when the game is conducted with proper guidance.

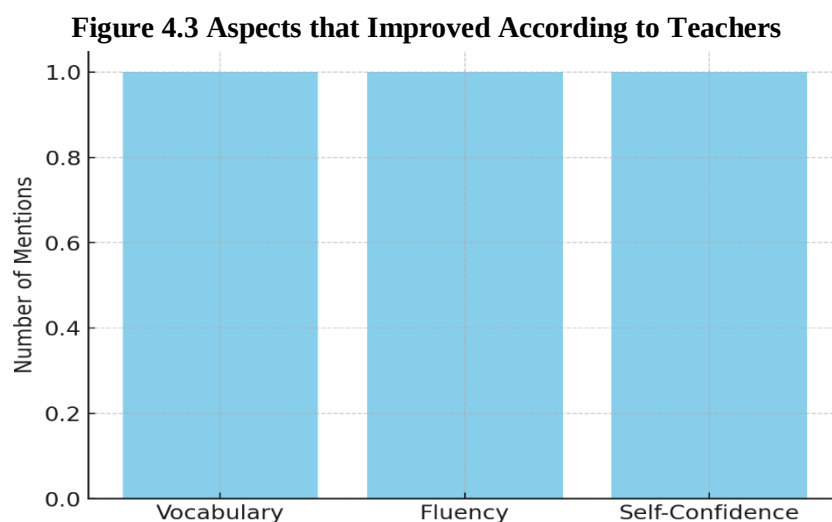
For factors causing an increase or decrease in students' speaking skills in guessing games, the teacher explained that there are several factors such as a pleasant learning atmosphere, support from peers, and guidance from teacher who help correct students' mistakes. However, there are still obstacles faced by students, including limited vocabulary, fear of making mistakes when speaking, and a lack of habit of using English outside of class. Furthermore, in conducting the guessing game activity itself, the teacher typically divided students into small groups to ensure each student has the opportunity to speak. The teacher also assisting in facilitating the game's progression, providing guidance, and helping students who encounter difficulties during the activity. In this way, the classroom atmosphere remains conducive despite the activity being more lively and enthusiasm.

For the challenges faced in implementing the guessing game method in the classroom, the teacher said that include time constraints, as the game requires considerable preparation and implementation time. In addition, some students still feel embarrassed or afraid of being laughed at when they make mistakes, and there are differences in ability among students, with some tending to be more dominant while others remain passive. When asked about plans for the continued use of this method, she is stated that they would continue to use the guessing game regularly, though not in every session. This is because the method has proven effective in boosting learning motivation, making students more active, and providing them with opportunities to practice vocabulary and speaking fluency. However, the teacher also emphasized the importance of combining this game with other methods to ensure balanced learning.

So, based on interviews with one of English teacher at the eighth grade of SMP Negeri 2 Lolofitu Moi, it can be concluded that the use of guessing games has a positive impact on students' speaking skills. This method creates a more enjoyable and interactive learning atmosphere, making students more enthusiastic, encouraging them

to try speaking, and improving their vocabulary and fluency. Additionally, the teacher noted that the game helps boost students' confidence, though challenges remain, such as limited vocabulary, pronunciation errors, fear of making mistakes, varying student abilities, and time constraints. Despite these challenges, the teacher plans to continue using the guessing game consistently, combining it with other methods to ensure a more balanced and effective learning experience.

To provide a clearer picture of the main obstacles in implementing guessing games (according to teachers), the interview results can be seen in Figure 4.3 below.



The majority, 85% of students (17 students), expressed that they would be interested because this method is fun, motivating, and helps reduce boredom during lessons. On the other hand, 15% of students (3 students) were not sure about using it frequently, as they felt that their limited speaking ability might hinder their participation. The diagram highlights the teacher's view on which speaking aspects improved the most when students played the guessing game. The teacher noticed that vocabulary and fluency developed significantly, as many students dared to use new words and speak more smoothly. Another important aspect that improved was students' confidence, since they became less afraid of trying to speak in front of their peers. Even though grammar and pronunciation were still areas of weakness, the teacher believed that students were slowly making progress in those aspects as well.

4.2 Discussion

4.2.1 The Description and Interpretation of the Research Result

After describing the results of the research above, the researcher will then provide a discussion of the research results to answer the formulation of the problem, namely to identify the students' speaking skill level based on guessing game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi and to analyze why students' speaking skill level based on guessing game can occur at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

4.2.1.1 The Students' Speaking Skill Level Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi

Based on observations of 20 eighth-grade students at SMP Negeri 2 Lolofitu Moi, it can be understood that the students' speaking skills through the use of guessing games are still in the basic category according to the ILR (Interagency Language Roundtable) scale, which is divided into five categories of student speaking skills, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The following is a discussion of the findings from the observation data, which can be adjusted according to the Interagency Language Roundtable (2011).

First, most students are at Level 1, which means that they can use simple sentences to answer questions and convey ideas, although there are still many errors in pronunciation, grammar, and limited vocabulary. Then, some students also began to show improvement towards Level 1+, particularly in terms of pronunciation, grammar, and comprehension. These students were more confident, more fluent, and began to be able to combine their vocabulary into more meaningful sentences, albeit still simple ones. This shows that the use of guessing games can provide a positive boost to students' courage to speak and try to express their ideas without being too afraid of making mistakes.

On the other hand, there are also a number of students who are still at Level 0 to 0+, which means that their abilities are still limited to mentioning basic vocabulary

or repeating words and phrases that they have memorized. Students in this category tend to have difficulty forming sentences, experience long pauses when speaking, and some even remain silent more often due to a lack of confidence.

Thus, it can be concluded that the speaking skills of eighth-grade students at SMP Negeri 2 Lolofitu Moi through the guessing game method are generally still at a basic level (Level 0 – 1+). However, the fact that some students have reached Level 1+ indicates that the guessing game has the potential to improve speaking skills, especially in terms of fluency and the courage of students to actively use English.

4.2.1.2 The Reason of Students' Speaking Skill Level Can Occur Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

The following is a discussion of the two sets of findings from interviews with students and interviews with English teachers in the eighth grade at SMP Negeri 2 Lolofitu Moi regarding the use of guessing games in English language learning to determine the level of students' speaking skills. The main purpose of this discussion of the two interview results is to determine why students' speaking skill levels based on guessing games occur in the eighth grade at SMP Negeri 2 Lolofitu Moi. This is based on interviews with students to explore how students responded to the use of guessing games in English language learning, as well as to see the extent to which this strategy contributed to the development of their speaking skills. Meanwhile, the interview with the teacher aimed to obtain the teacher's views on the use of guessing games as a learning strategy to support students' speaking skills in English language learning. Through the interview, the researcher sought to explore the teacher's understanding of the effectiveness, benefits, and challenges faced in implementing guessing games in the classroom. The following are the results of the discussion.

Based on interviews with eighth-grade students at SMP Negeri 2 Lolofitu Moi, the implementation of guessing games had a positive impact on their motivation and courage to speak English. Most students felt that the learning atmosphere became more enjoyable, interactive, and less boring. This has made them more enthusiastic and confident to try speaking, despite still facing challenges such as limited vocabulary,

pronunciation difficulties, and fear of making mistakes. The fear of making mistakes lowers students' self-confidence and participation in English classroom presentations, yet supportive surroundings can help them overcome this (Fadillah, 2025). A small number of students also admitted to still feeling awkward when asked to explain difficult words or speak in front of their peers due to fear of making mistakes, but overall, the guessing game has helped them participate more actively in speaking activities.

The students' views are in line with the results of interviews with English teachers. Teachers assessed that guessing games are quite effective because they create a relaxed learning atmosphere and encourage students to speak more actively than conventional methods. Rohimah and Kiptiyah (2025), Guess games help students improve their speaking skills by fostering a comfortable learning environment and promoting participation in the lesson. Students began to confidently use new vocabulary they encountered during the game, although mistakes in grammar and pronunciation still frequently occurred. According to the teacher, the most noticeable change is the increase in students' confidence, as they feel supported by their peers and the teacher during the learning process. With a more relaxed classroom atmosphere, students feel free to try speaking without fear of being punished or mocked for their mistakes. Peer-correction tactics in the classroom can increase student autonomy, interaction, and participation while also creating a comfortable learning atmosphere. (Lopez et al., 2022).

Analysis of these two interviews shows that there is consistency between the students' experiences and the teachers' observations. The improvement in students' speaking skills through guessing games occurred due to supporting factors such as a pleasant learning atmosphere, support from teachers and friends, and more opportunities for students to practice speaking directly. However, both students and teachers are aware of the challenges that still need to be addressed, such as limited vocabulary, nervousness, differences in ability among students, and time constraints for implementing the game. The teacher added that this method does not always have the same impact on all students; active students usually adapt more quickly, while shy

students or those with limited vocabulary require more time. As stated by Nirwaty (2020) games can help students develop their speaking skills, but their effectiveness is influenced by factors such as restricted vocabulary and student competence.

4.3 The Research Findings Versus to the Latest Related Research

First, the latest related research relevant to this study is that conducted by Makarim (2024) entitled 'Enhancing Speaking Skills through Guessing Games: A Study on Descriptive Texts at SMP Sunan Ampel Porong'. This research used a qualitative descriptive approach on seventh-grade students and emphasized the implementation of guessing games to train speaking skills through descriptive texts. The results showed that the use of guessing games was able to increase student engagement, encourage active participation, and foster confidence in speaking English. Additionally, teachers also assessed this method as beneficial in maintaining classroom discipline, while most students gave positive responses, stating that guessing games were enjoyable, motivating, and helped them become more confident in using English.

When compared to the current study entitled 'Determining Students' Speaking Skills Based on Guessing Games in the Eighth Grade of SMP Negeri 2 Lolofitu Moi,' there are a number of similarities and differences. Similar to Makarim's research, this study also found that guessing games have a positive impact on the learning atmosphere and student responses. Both students and teachers at SMP Negeri 2 Lolofitu Moi believe that this method makes learning more enjoyable, increases motivation, and helps enrich vocabulary and encourage students to speak more confidently. Thus, both studies agree that guessing games are an effective strategy for encouraging students to be more active in English language learning.

However, the main difference between the two lies in their focus and results. Makarim's (2024) research focuses more on increasing student engagement and participation, as well as describing the general benefits of guessing games in boosting the confidence of seventh-grade students. Meanwhile, the current study focuses on identifying students' speaking ability levels based on the ILR (Interagency Language Roundtable) scale in the eighth grade at SMP Negeri 2 Lolofitu Moi. The results of the

observation show that the majority of students are still at the basic level (Level 0 – 1+), where they are able to form simple sentences but still often make mistakes in grammar, vocabulary, fluency, and comprehension. This means that although guessing games have been proven to help increase motivation and courage, the improvement in students' speaking skills is not yet significant and still needs improvement, especially in the aspects of fluency, grammar, and vocabulary mastery.

Thus, this comparison shows that both studies affirm the potential of guessing games as an effective learning strategy. However, this study provides additional insight by highlighting in greater detail the level of students' speaking skills and the factors that cause these skills to develop or not, while Makarim's study emphasizes the practical benefits of guessing games in increasing student engagement and motivation to learn.

The second, the latest related research relevant to this study is that conducted by Madya and Meningsih (2021) in their paper titled 'The Use of Guessing Games in Improving the Speaking Skills of Elementary School Students' show that guessing games can improve the speaking skills of elementary school students. The most noticeable improvements were in pronunciation, vocabulary, and fluency, although improvements in grammar and comprehension were not as significant. However, the study also highlights challenges, such as a decrease in student discipline and the need for more time in the learning process.

Meanwhile, the current study entitled 'Determining Students' Speaking Skills Based on Guessing Games in the Eighth Grade of SMP Negeri 2 Lolofitu Moi' focuses on identifying students' speaking skills using the ILR scale and analyzing the factors that influence them. When compared to current research, both studies confirm that guessing games can encourage students to be more active and motivated to speak English. The difference is that Madya and Meningsih's (2021) study emphasizes measurable improvements in speaking skills through pre-tests and post-tests, while this study focuses on identifying students' speaking ability levels and exploring supporting and hindering factors through observation and interviews. Thus, this study complements previous findings by providing a more detailed picture of students'

speaking ability levels at the basic level and the reasons why these skills are still limited.

And the last comparison is the latest related research relevant to this study is that conducted by Irawan et al. (2020) entitled 'The Effect of Guessing Games on Students' Speaking Skills' shows that the use of guessing games has a significant effect on the speaking skills of students at Lingga Utara 1 Public High School. Using a quasi-experimental design, this study compared the experimental class and the control class through pre-tests and post-tests. The results showed a higher average score in the experimental class, leading to the conclusion that guessing games can have a positive impact on students' speaking achievement in quantitative terms.

Meanwhile, the current study entitled 'Determining Students' Speaking Skills Based on Guessing Games in the Eighth Grade of SMP Negeri 2 Lolofitu Moi' uses a qualitative descriptive approach with the aim of identifying students' speaking skill levels based on the ILR scale and analysing the factors that influence them. The results of the observation show that most students are still at the basic level (0–1+). They can form simple sentences but still frequently make mistakes in grammar, vocabulary, fluency, and comprehension. These findings are supported by interviews with students and teachers, who both agree that the guessing game creates a more enjoyable learning atmosphere, increases motivation, and expands vocabulary, although limited vocabulary, nervousness, and pronunciation errors remain the main obstacles.

Both studies confirm the effectiveness of guessing games in supporting speaking skills. The difference lies in the fact that Irawan et al. (2020) study emphasizes quantitative evidence in the form of improvements in pre-test and post-test scores, while this study focuses more on students' proficiency levels at the foundational stage and the factors influencing their development. Thus, this study complements previous findings by providing a detailed overview of students' proficiency levels and the challenges they face in learning speaking skills through guessing games.

4.4 The Finding Versus Theory

The results of the study obtained through observation and interviews show that the speaking skills of eighth-grade students at SMP Negeri 2 Lolofitu Moi are still at a basic level (Level 0–1+) according to the ILR scale. Most students are only able to form simple sentences with various errors in vocabulary, grammar, fluency, and comprehension. However, some students have begun to show improvement, particularly in pronunciation and comprehension, indicating that guessing games provide a positive boost to students' confidence and motivation to speak.

This finding is in line with the theory proposed by Agnesia & Astutik (2023) and Madya & Meningsih (2021), which states that guessing games can improve students' speaking skills because a fun learning atmosphere makes them more active and confident. This theory is reinforced by the opinion of Asdar & Mujahidah (2024), who emphasise that interactive and enjoyable methods can significantly improve speaking skills. The fact that most students feel more motivated and confident to speak supports the validity of this theory.

However, this study also found obstacles in the form of limited vocabulary, difficulty in pronunciation, and fear of making mistakes. This situation differs somewhat from Harris's theory (1974) as cited in Satriawan (2023), which emphasises that indicators of speaking skills (pronunciation, grammar, vocabulary, fluency, and comprehension) can develop in a balanced manner if practice is conducted consistently. In reality, this study shows that improvements tend to be limited to certain aspects, while others have not developed optimally.

Thus, it can be concluded that the findings of this study largely support the theory regarding the effectiveness of guessing games in improving students' speaking skills, particularly in terms of motivation, confidence, and vocabulary mastery. However, the research results also highlight that internal factors such as limited vocabulary and self-confidence, as well as external factors like limited learning time, act as barriers, resulting in students' speaking abilities remaining at a basic level.

4.5 The Research Finding Implications

Based on the results that have been presented and discussed, it is important to reflect on what these findings actually mean beyond the scope of this study. In other words, the outcomes of this research are not only limited to describing students' speaking skills through the use of guessing games, but also carry certain implications for theory, practice, and future research.

In terms of theoretical implications, the findings indicate that the use of guessing games can help students develop their speaking skills, even though most of them are still at a basic level according to the ILR scale. This confirms that game-based learning theory is relevant in the context of language learning, as it can increase students' motivation and courage to speak. This study also enriches the literature on effective learning strategies for improving speaking skills at the junior high school level.

Furthermore, in terms of practical implications, the results of this study are useful for English teachers. Guessing games have been proven to create a more enjoyable and interactive learning atmosphere and motivate students to speak more actively. Additionally, teachers can use this method as an alternative teaching strategy, particularly to address issues such as low self-confidence, easily bored students, or limited vocabulary. However, teachers should also balance this method with others to reinforce grammar, pronunciation, and fluency, ensuring more optimal learning outcomes.

Finally, implications for further research this study is still limited to a qualitative descriptive approach with observation and interviews for data collection in one class at one school. Therefore, future research could expand its scope by involving more classes or schools, using alternative methods such as quantitative or mixed methods, and conducting a more in-depth examination of the impact of guessing games on specific aspects, such as grammar or fluency. As a result, the findings obtained will be more comprehensive and can contribute more broadly to the development of English language learning strategies.

4.6 The Research Finding Limitations

In the process of conducting this research, the researcher realized that there were various shortcomings in the procedures carried out. As this is the researcher's first experience, the lack of knowledge and previous experience posed a number of challenges, including understanding certain terms and concepts correctly. These difficulties provide important lessons about things that future researchers need to pay closer attention to when compiling and refining their scientific work.

Some of the limitations noted in this study include:

- a) The researcher realizes that there are still weaknesses in the aspects of research implementation, report writing, and data analysis. The lack of experience is one of the main causes so that this research cannot be carried out optimally.
- b) The Researcher have limited knowledge in processing qualitative data analysis and difficulties in finding appropriate reference materials related to this research about determining students' speaking skill based on guessing ga