

APPENDIX

APPENDICES

Appendices 1. Observation Sheet

OBSERVATION SHEET (For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Adel Vhan Bhastan Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata-kata yang dikenal, tapi dengan beberapa kesalahan.	2+
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Adil Liris Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan.	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon.	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Alex Suyanto Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan.	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keaguan	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon.	1.

OBSERVATION SHEET
(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Arrienida Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Dapat membentuk frasa sederhana yang dihafal	0+

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kesulitan sangat terbatas Dapat mengucapkan kata dan frasa yang dihafal.	0+
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat tapi dengan lebih banyak frasa yang dihafal.	0+
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan yang dihafal	0+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Azas Atwila Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata dasar dengan banyak kesalahan.	0+
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Dapat membentuk frasa sederhana yang dihafal	0+

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Dapat mengucapkan kata dan frasa yang dihafal	0+
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat tapi dengan lebih banyak frasa yang dihafal.	0+
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan yang dihafal.	0+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : *Betrand Y. Gulo*

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	<i>Dapat mengucapkan kata-kata terpisah, tapi bukan kalimat.</i>	0+
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	<i>Sulit membentuk kalimat, banyak kesalahan</i>	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat tapi dengan lebih ^{lebih} dan jeda banyak frasa yang dihafal.	0+
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan yang dihafal.	0+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Charles Axel Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sukit membentuk kalimat, banyak kesalahan	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : David Agustef Halawa

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata-kata yang dikenal, tapi dengan beberapa kesalahan	1+
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Ada struktur kalimat tapi tidak konsisten	1+

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan dalam dengan kebingungan sesekali.	1+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Delvina Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata dengan yang dikenal, tapi dengan beberapa kesalahan	1 +
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Ada struktur kalimat tetapi tidak konsisten	1 +

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon.	1.

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Depi Raniati Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan.	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Fahri M. Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Tidak dapat mengucapkan kata dengan benar.	0
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Tidak memiliki struktur kalimat	0

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Dapat mengucapkan kata dan frasa yang dihafal.	0+
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat tapi dengan lebih banyak frasa yang dihafal.	0+
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Tidak dapat memahami atau merespon	0

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Febri Indah Valenti Halawa

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Ada struktur kalimat tetapi tidak konsisten.	1 +

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon.	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Ferni Bu'ukolo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk menespon.	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Friani Ratna Jesika Halawa

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk merespon	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Jesiska Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata-kata terpisah, tapi bukan kalimat.	0+
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Dapat mengucapkan kata dan frasa yang dihafal.	0+
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	↓
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan yang dihafal	0+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Joseph Fernando Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan.	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat tapi dengan lebih banyak frasa yang dihafal.	0+
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami; pertanyaan yang dihafal.	0+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Lasty Seven Tiara Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Dapat mengucapkan kata dasar dengan banyak kesalahan	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Ada struktur kalimat tetapi tidak konsisten.	3+

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan dasar dengan kebingungan sesekali.	1+

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Ledy Tri Arika Gulo

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Masih mengucapkan katakata dengan masih banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Struktur kalimatnya sd sudah mulai ada tetapi tidak konsisten.	1 +

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kesakitanya masih terbatas, kesulitan menggunakan bahasa yang bervariasi.	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Masih lambat dengan banyak jeda dan keraguan	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Dapat memahami pertanyaan dasar dengan kebingungan sesekali.	1 +

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Nomi Margareta Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan.	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Ada struktur kalimat tetapi tidak konsisten.	1 +

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata terbatas, kesulitan menggunakan bahasa yang bervariasi;	1
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Lambat dengan banyak jeda dan keraguan.	1
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Memahami pertanyaan dasar tapi perlu bantuan untuk menrespon.	1

OBSERVATION SHEET

(For Students)

Research Title : Determining Students' Speaking Skill Based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Piuh Sah Waruwu

No.	Aspects Observed	Indicator	Researcher Notes	Category Level
1.	Pronunciation	Level 0: Unable to pronounce words correctly Level 0+: Can pronounce isolated words, but not sentences Level 1: Pronounces basic words with frequent errors Level 1+: Can pronounce familiar words but with some mispronunciations Level 2: Can pronounce most words clearly, minor errors Level 2+: Clear pronunciation, occasional mispronunciations Level 3: Pronounces words with good clarity, minimal errors Level 3+: Pronounces words correctly and with good intonation Level 4: Pronunciation near-native Level 4+: Near-native pronunciation Level 5: Perfect pronunciation	Mengucapkan kata dasar dengan banyak kesalahan	1
2.	Grammar	Level 0: No sentence structure Level 0+: Can form simple memorized phrases Level 1: Struggles with sentence structure, frequent errors Level 1+: Some sentence structure but inconsistent Level 2: Basic sentence structure with noticeable errors Level 2+: Can form clear sentences with occasional errors Level 3: Good grammar with rare mistakes Level 3+: Very good grammar with minimal errors Level 4: Near-native grammar Level 4+: Near-native grammar Level 5: Native grammar	Sulit membentuk kalimat, banyak kesalahan.	1

3.	Vocabulary	Level 0: Limited vocabulary, unable to communicate Level 0+: Can produce memorized words and phrases Level 1: Limited vocabulary, struggles with varied language Level 1+: Limited vocabulary but can handle basic topics Level 2: Sufficient vocabulary for basic conversation Level 2+: Good vocabulary, can handle more complex topics Level 3: Extensive vocabulary, able to handle nuanced discussions Level 3+: Excellent vocabulary, can discuss advanced topics Level 4: Near-native vocabulary Level 4+: Near-native vocabulary Level 5: Native-level vocabulary	Kosakata sangat terbatas, tidak dapat berkomunikasi	0
4.	Fluency	Level 0: Very slow, many pauses Level 0+: Very slow but with more memorized phrases Level 1: Slow with frequent pauses and hesitations Level 1+: Slow but with fewer hesitations Level 2: Some hesitations, but can speak in a steady flow Level 2+: Steady flow with occasional pauses Level 3: Speaks fluently with few pauses Level 3+: Near-native fluency, few pauses Level 4: Near-native fluency Level 4+: Near-native fluency Level 5: Native-level fluency	Sangat lambat, banyak jeda	0
5.	Comprehension	Level 0: Unable to understand or respond Level 0+: Can understand memorized questions Level 1: Understands basic questions but needs help responding Level 1+: Can understand basic questions with occasional confusion Level 2: Understands most questions and can respond Level 2+: Understands and responds clearly with occasional errors Level 3: Can comprehend and respond to most conversations Level 3+: Excellent comprehension, responds appropriately Level 4: Near-native comprehension Level 4+: Near-native comprehension Level 5: Native-level comprehension	Tidak dapat memahami atau merespon.	0

Appendices 2. Interview Sheet for Students

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-1

Student Name : ADIL IRIS GULO

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Saya merasa bahagia, dan muda memahami
2.	How did you feel about speaking in English during the guessing game activity?	Saya merasa sangat sulit
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Saya merasa kurang percaya diri, dan masih ragu-ragu
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?	Saya merasa masih kurang-kurang dalam, Tata bahasa dan saya juga merasa, ada Peningkatan pada diri saya.
5.	What difficulties did you experience when playing guessing games in English?	Kesulitan saya memahami kata, menebak gambar.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Sulit menebak kata karena, kurang-kurang Tata bahasa.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya sangat membantu karna kosakata ya vokabulery contoh: light
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya saya sangat tertarik karna vokabulery saya dalam berbahasa
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saran saya: ada kerjasama dalam kelompok dan memperbanyak kosakata teman, dan lebih giat lagi belajar

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : ADEL VHAN BHASTEN Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Perasaan saya dalam gim tersebut adalah senang, dan bergembira.
2.	How did you feel about speaking in English during the guessing game activity?	Perasaan saya dalam membaca teks gim tersebut kurang lancar.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Masih ragu-ragu.
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?	Dalam gim tersebut meningkatkan saya dalam berbicara bahasa Inggris, dan saya juga dapat mengenal nama-nama kosakata dalam bahasa Inggris.
5.	What difficulties did you experience when playing guessing games in English?	Mendapatkan kesulitan karena susah menebak kata.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Kurang mengerti dan kosakata baru.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Membantu, kosakata saya bertambah.
8.	If this method was used more often, would you be interested and find it helpful? Why?	Bagus, karena dapat membuka wawasan saya.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saran saya dalam melakukan gim tersebut supaya lebih baik yaitu, mari mengenal kosakata dalam bahasa Inggris.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII - 1

Student Name : ALEX SUHYANTO GULO

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	yang kami rasakan adalah SENANG, dan dapat meningkatkan ilmu bermain game
2.	How did you feel about speaking in English during the guessing game activity?	teralif kami cara berbicara yaitu lumayan sulit
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Karena kami percaya diri dalam bera bermain tebak-tebakan b. inggris
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?	lumayan meningkat tetapi dalam pengucapannya kadang lumayan sulit
5.	What difficulties did you experience when playing guessing games in English?	kesulitan kami yaitu dalam pembacaan kalimat dalam b. inggris
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Kesulitan kami ini adalah karena dalam Pembacaan Kami tidak lancar

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya. Sangat membantu dalam fokus but bulel contoh: kitchen
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya. bermanfaat karena bisa meningkatkan kosakata, per- gucapan dan pemahaman kami
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	saran kami yaitu supaya bisa bekerja sama antar kelompok

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : ~~Asirida~~ Gulō

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Perasaan saya ketika memainkan games sangat menyenangkan bagi saya.
2.	How did you feel about speaking in English during the guessing game activity?	Saat saya berbicara saat memainkan games, saya ^{dim} kurang kaku membaca bhs Inggris
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	ketika saya mengucapkan bahasa Inggris, saya saya percaya diri. dim membaca games itu.
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?	ketika saya membaca bahasa Inggris saat bermain games, mulai ada peningkatan dalam membaca bahasa Inggris dan memahami kosakata.
5.	What difficulties did you experience when playing guessing games in English?	kesulitan saya ketika bermain games adalah saya kurang memahami kalimat.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	yg menyebabkan saya kesulitan dim games seperti Speak Table

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	games ini Sangat membantu Saya dalam belajar Seperti memahami kosakata, bahasa Inggris.
8.	If this method was used more often, would you be interested and find it helpful? Why?	metode bermain games ini bisa membuat kita lebih belajar dalam bahasa Inggris dan Sangat cocok di pelajaran khususnya bahasa Inggris.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saat bermain games bahasa Inggris ini bisa membantu kita bekerja Sama, dalam kelompok

INTERVIEW SHEET (For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : AZAS Akwian Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang, dan menambahkan ilmu
2.	How did you feel about speaking in English during the guessing game activity?	Lumayan Sulit
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Kami sangat percaya diri dalam bermain tebak-tebakan
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?	A lumayan meningkat tapi dalam pengucapan kosakata lumayan sulit
5.	What difficulties did you experience when playing guessing games in English?	Sulit dalam membaca kalimat kosa kata.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Kesulitan kami dalam menebak gambar karena kami tidak lancar B inggris

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya Sangat membantu dalam vocabulary contohnya vocabulary kitchen
8.	If this method was used more often, would you be interested and find it helpful? Why?	dalam pelajaran ini kami dapat meningkatkan kemampuan dasar kami dalam vocabulary
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	dalam tebak-tebakan ini kami dapat meningkatkan kemampuan berbicara, dalam kosa kata

INTERVIEW SHEET (For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : *Bertrand y. Gulo*

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	<i>perasaan saya setelah memainkan game itu saya sangat senang.</i>
2.	How did you feel about speaking in English during the guessing game activity?	<i>Tidak lmaeu dan kurang cara membaca</i>
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	<i>Tidak, karena ragu-ragu dan tidak percaya diri</i>
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?	<i>Masi tidak ada dan kurang cara memahami pembacannya</i>
5.	What difficulties did you experience when playing guessing games in English?	<i>Ada yaitu cara membacanya kurang dan sulit menebaknya</i>
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	<i>Yaitu karna karna membacanya kurang tepat dan tidak bisa menebak gambar.</i>

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	bisakah karnaah dapat meningkatkan Potensi kita dalam belajar
8.	If this method was used more often, would you be interested and find it helpful? Why?	Sangat bagus karena bisah membantu kita belajar bahasa Inggris dengan lancar
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	bisakah membantu kita dalam belajar dan bisah menimbulkan kerja sama

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Charles Axel Gulo

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang, bahagia, seru dan menyenangkan.
2.	How did you feel about speaking in English during the guessing game activity?	dalam mengucapkankurang lancar dan masih kaku
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	ragu-ragu dalam mengucap- kan dan tidak percaya diri
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?	adanya Peningkatan dalam Pengucapan vokal bulary /kosakata, menambahkan wawasan dalam diri saya
5.	What difficulties did you experience when playing guessing games in English?	ketika menyebutkan vokal bulary masih kaku dan ragu-ragu.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	ada kata-kata baru dalam games dan kurang-kurang.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Pemahaman Vokabulery mulai lancar berkat guessing game ini.
8.	If this method was used more often, would you be interested and find it helpful? Why?	guessing game ini sangat cocok dalam pembelajaran bahasa inggris
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saran saya: ada kerja di dalam Tim kompak dalam kelompok.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : DAVID AUGUSTE HAWA

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang, dan menyenangkan Sekali.
2.	How did you feel about speaking in English during the guessing game activity?	Ragu-ragu untuk membacanya
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	kurang percaya diri dan masih ragu-ragu
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?	menurut Saya merasa ada Peningkatan dalam Games Tersebut.
5.	What difficulties did you experience when playing guessing games in English?	merasa ragu-ragu untuk membaca
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	kesulitan yang: cara membaca tidak lancar.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Saya merasa ada Peningkatan Dalam diri Saya yaitu mengenal vocabulary
8.	If this method was used more often, would you be interested and find it helpful? Why?	Bagus, karena kita dapat
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Pendapat Saya yaitu : adanya kerja sama Dalam kelompok

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-1

Student Name : Delvina Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang, bahagia dan dapat membuktikan kita untuk menebak sebuah gambar
2.	How did you feel about speaking in English during the guessing game activity?	masih sedikit berketak-ketak
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Percaya, karena dalam games tersebut saya dapat memahami dan menebak sebuah gambar.
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?	Paham, karena dalam kelancaran membaca bahasa inggris.
5.	What difficulties did you experience when playing guessing games in English?	sulit dalam menyebut kalimat
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	karena kurang dalam membaca kalimat

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya! sangat membantu dalam vocabulary contohnya television televisi
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya saya tertarik karena dapat meningkatkan dalam memahami sebuah kata.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saran saya, kalau bekerja sama dalam kelompok dan juga lebih banyak menghafal kata-kata.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Devi Raniati Gulo

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang dan menyenangkan
2.	How did you feel about speaking in English during the guessing game activity?	Dasar Saya kurang lancar untuk membacanya dan ragu ^u
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	tdk krn saya ragu ^u untuk membacanya, dan tdk percaya diri
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?	g bisa me adanya meningkatkan untuk memahami, dan membaca materi tersebut
5.	What difficulties did you experience when playing guessing games in English?	ada, misalnya cara membacanya masih kurang dan sulit untuk menyebutkan
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Saya susah menyebutkan kata-kata dan menyebutkan dan tdk mengerti

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	↳ bisa membantu dengan cara membacanya, dan meningkatkan saya untuk memahami gambar
8.	If this method was used more often, would you be interested and find it helpful? Why?	bagus, dan bisa ^{saya} mudah untuk memahami gambar, dan meningkatkan pemahaman saya dan bisa memahami soal
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	bisa adanya kelompok dan dalam kelompok ada dan bisa sama yg buat

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : FAHRIL M. GUS

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Perasaan saya dalam Menjalankan guessing games itu saya Merasa Sangat Menyenangkan dan bagus.
2.	How did you feel about speaking in English during the guessing game activity?	saya Masih Merasa ragu.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Saya Masih Merasa Tidak Percaya diri dan Masih takut.
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?	Saya Masih belum Mendapat kan peningkatan dalam kosa-kata atau cara Mengucapkannya.
5.	What difficulties did you experience when playing guessing games in English?	Kesulitan yang saya rasakan adalah masih tidak percaya diri untuk Mengucapkannya.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Saya tidak bisa Membaca kosa-kata tersebut dan itulah penyebabnya.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	iya, dapat Meningkatkan pengetahuan tetapi dalam Mengucapkannya saya Merasa tidak percaya diri.
8.	If this method was used more often, would you be interested and find it helpful? Why?	bagus, karena dapat Meningkatkan saya untuk dapat memberanikan diri untuk pengucapan kosa-kata tersebut.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Menurut saya untuk cara pengucapannya masih belum pas dan saran saya agar belajar lebih giat lagi agar bisa mengucapkannya tepat pada kata.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII -1

Student Name : Febri Indah Valenti Halawa

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Saya merasa sangat senang dan, bisa para dipahami dengan mudah.
2.	How did you feel about speaking in English during the guessing game activity?	saya masih sulit mengucapkan ya kalimatnya
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	saya percaya diri me lebih baik permainan guessing game tadi
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?	Saya merasa penguasaan saya masih kurang, pemahaman saya semakin naik, dan cara mengucapkan semakin meningkat.
5.	What difficulties did you experience when playing guessing games in English?	kesulitan saya adalah : membaca teksnya.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	karena saya tak sering membacanya, dan tak mengerti.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya, sangat membantu dalam Fakebuleri, contohnya Lamp / Lampu
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya, sejauh saya sangat tertarik karena membantu dan meningkatkan Fakebuleri.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	adanya kerjasama antar teman, dan bisa memperbanyak kosa kata dan lebih giat lagi dalam belajar

INTERVIEW SHEET (For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-1

Student Name : ~~Fer~~ Ferni Buulolo

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Menyenangkan, dan dapat memudahkan kita untuk menebak sebuah gambar
2.	How did you feel about speaking in English during the guessing game activity?	Saya lumayan bisa dalam membaca
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Percaya diri karena, saya dalam membaca, saya tidak berkele-tele
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?	Paham. dalam kelancaran membaca bahasa Inggris dan manti dalam
5.	What difficulties did you experience when playing guessing games in English?	Sulit dalam memahami arti kata.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	karena, kurang ketiduran dalam mencari arti kata

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya sangat membantu dalam Vocabulary ^{sup} contohnya: Television = Televisi
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya saya sangat tertarik, karena dapat meningkatkan kita dalam memahami sebuah kata dan kelengkapan dalam membaca
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Saran saya, adalah bekerja sama dalam kelompok, dan lebih banyak menghafal dan memahami arti kata.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII - 1

Student Name : Frlani Ratna Jesika Halawa

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	merasa Senang. Dan mudah di Pahami
2.	How did you feel about speaking in English during the guessing game activity?	Saya : merasa Senang ragu ^{2x}
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Saya : merasa ragu Dan kurang Percaya diri
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?	lumayan meningkat
5.	What difficulties did you experience when playing guessing games in English?	Sulit memahami kata Bahasa, Dan susah di Tebak.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Sulit menebak gambar Dan tidak mengerti cara Baca

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya, Sangat membantu vocabulary. Contoh nya Lamp/ Lampu, light
8.	If this method was used more often, would you be interested and find it helpful? Why?	Iya, Sangat Saya Sangat tertarik karna dapat membantu meningkatkan kosa-kata Saya Dalam B. Inggris.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	adanya kerjasama kepada teman, Dan memperbanyak kosa kata Bersama teman. Giat Dalam belajar.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII -1

Student Name : Jesiska Gulo

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	ternyata setelah saya bermain game, seru. <u>Senang</u> dalam mata Pelajaran.
2.	How did you feel about speaking in English during the guessing game activity?	dalam mengucapkan kata dim membaca teks game bhs Inggris lumayan . Sangat lumayan.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Saya Sendiri Percaya diri atas game yg telah dilakukan.
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?	Dalam mengucapkan kata dim game bhs Inggris itu Saya Sangat kurang
5.	What difficulties did you experience when playing guessing games in English?	Dalam game bhs Inggris kesulitan Saya ada dim membaca teks atau kata
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	yg menyebabkan kesulitan dim membaca game bhs Inggris adalah kurang memahami kosa kata bhs Inggris

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	ya sangat membantu dim vocabulary contohnya: bed
8.	If this method was used more often, would you be interested and find it helpful? Why?	ya, sangat lancar membantu Saya dim mengungkapkan bahasa dan kosa kata.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	kerja sama antara kelompok untuk membentuk kosa kata.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII

Student Name : Joseph Fernando Gulo

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang sekali dan sangat berkegaja dan juga membangkitkan semangat.
2.	How did you feel about speaking in English during the guessing game activity?	ragu-ragu atau tidak lancar
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	kurang atau cara pembicaraannya tidak lancar
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?	Peningkatan kami yaitu membantu cara berbicara dalam b. Inggris
5.	What difficulties did you experience when playing guessing games in English?	kesulitan yang kami rasakan yaitu ketika dalam menyampaikan cara berbicara
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	penyebab kesulitan kami yaitu karena terdapat kosakata baru

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	dalam permainan guessing game meningkatkan cara mengucapkan gaya bicara
8.	If this method was used more often, would you be interested and find it helpful? Why?	menurut kami guessing game bagus untuk diterapkan dalam mata pelajaran Inggris agar pembelajaran semakin cepat
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	pendapat kami saran kami adanya kelompok dalam kelompok sehingga bisa saling aktif dan lancar dalam pengucapan dalam 13. Inggris

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII -1

Student Name : Lasya Seven Flora Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Ya. Setelah bermain Gem ini sangat senang dan memudahkan perbedaan. dan juga sangat seru.
2.	How did you feel about speaking in English during the guessing game activity?	Dalam menjawab & mengucapkan sangat lumayan
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Ya Saya Percaya diri, karena Gem ini sangat bagus Gem yang diajarkan
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?	Dalam mengucapkan kata dalam B. Inggris itu saya kurang.
5.	What difficulties did you experience when playing guessing games in English?	Kesulitan saya dalam menebak Gem itu
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Karena yang membuat kesulitan saya dlm membaca B. Inggris ada memahami kata kata

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya. Sangat membantu vocabulary contohnya: Bed and P now
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya. Karena bermanfaat untuk saya yaitu meningkatkan dalam tata-tata bahasa, dan kosa kata
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Sangat saya yaitu menambahkan kosa kata dan kosa sama antara kelompok

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-1

Student Name : Ledy Tri Avika Guio

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	saya merasa senang, dan meningkatkan bagaimana kita mengenal benda ^{dim} bahasa Inggris.
2.	How did you feel about speaking in English during the guessing game activity?	saya masih tidak sempurna ^{dim} mengucap- an kata bahasa Inggris di dim game tersebut.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	saya Percaya diri, karena saat salah kita masih bisa memperbaikinya dan bertanya kpd ibu Ibu Guru.
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?	Meningkat dan kelancaran kita untuk mengucapkan kata ^{dim} bahasa Inggris.
5.	What difficulties did you experience when playing guessing games in English?	kesulitan saya saat bermain game, yaitu saat membaca kalimat tersebut.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	peran sulit karena cara membaranya tdk jelas.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya, sangat membantu dalam kosa kata, Contohnya, the room adl ruangan
8.	If this method was used more often, would you be interested and find it helpful? Why?	Ya, karena membantu dim ke kosa kata Saya dim bahasa Inggris.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	adanya kerja sama dengan teman dan memperbanyak kosa-kata y kita untuk mempelajari kosa kata.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII- 1

Student Name : Neni Margareta Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Setelah Saya memainkan guessing games ternyata seru juga dalam pembelajaran.
2.	How did you feel about speaking in English during the guessing game activity?	Saya masih lumayan sulit untuk membacanya atau terya sulit.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Dalam memainkan guessing game Saya merasa masih ragu dalam pembacanya karena Saya tidak percaya diri.
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?	Dalam memahaminya kurang mengerti karena Saya sulit untuk meng menemukannya.
5.	What difficulties did you experience when playing guessing games in English?	Saya kurang dalam pembacaan dan menebaknya penemuan.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	Karena Saya selalu menggunakan bahasa Indonesia jadi saya sulit untuk membaca bahasa Inggris.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	ya, sangat membantu dalam Vocabulary yaitu Vocabulary contohnya Bed.
8.	If this method was used more often, would you be interested and find it helpful? Why?	ya, benar jika sering memainkan permainan ini jadi gatin bamoa dapan mening- ketikan dalam kosakata.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Lebih banyak mengetahui kosakata tersebut dan juga dapat membacanya dengan baik.

INTERVIEW SHEET

(For Students)

Purpose : To gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-I

Student Name : Pilihsah Waruwu

No.	Questions	Answer
1.	How do you feel about learning English with guessing games?	Senang, bahagia, dan dapat memudahkan kita untuk menebak sebuah gambar.
2.	How did you feel about speaking in English during the guessing game activity?	Cukup lumayan dan lancar.
3.	Did you feel more confident in speaking English by playing the guessing game? Why?	Percaya diri, karena saya bisa menebak sebuah gambar dalam bahasa Inggris.
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?	paham, karena kat cara membacanya cukup lumayan sedikit.
5.	What difficulties did you experience when playing guessing games in English?	Sulit dalam memahami kata.
6.	What do you think makes you speak fluently or struggle during the guessing game activity?	karena kurang dalam membaca kalimat.

7.	Did the guessing game help you learn new vocabulary or sentence structure? Please give examples?	Ya, sangat membantu dalam Vocabulary contoh: Television = Televisi.
8.	If this method was used more often, would you be interested and find it helpful? Why?	Tertarik, karena dapat meningkatkan kita dalam memahami sebuah kata dalam membaca.
9.	What are your suggestions to make guessing games more fun and help you become more confident in speaking?	Lebih banyak menghafal kosakata.

Appendices: Interview Sheet for Teacher

Purpose : To find out and explore information about the teacher's views on the use of the guessing game method in learning English to improve students' speaking skills.

Observer Name : Asirida Waruwu

Class : VIII-1

Teacher's Name : Neriya Waruwu, S.Pd

Subject : Guru bahasa Inggris

No.	Questions	Answer
1.	What are your views on the use of guessing games in teaching speaking in class VIII?	Penggunaan guessing game dalam pembelajaran berbicara cukup efektif. Permainan ini mampu menciptakan suasana belajar yang lebih menyenangkan dan interaktif, sehingga siswa lebih bersemangat untuk berbicara dalam bahasa Inggris. Dibandingkan metode konvensional, siswa tampak lebih aktif dan antusias ketika terlibat dalam permainan ini.
2.	Do you see any improvement in the students after guessing game such as in their pronunciation, grammar, fluency, vocabulary, comprehension?	Ya, saya melihat adanya perkembangan terutama dalam kosa kata dan kelancaran berbicara siswa. Banyak siswa yang lebih berani menggunakan kosa kata baru yang mereka temui saat permainan. Walaupun tata bahasa dan pengucapan masih sering mengalami kesalahan, namun mereka mulai terbiasa membentuk kalimat sederhana dan lebih percaya diri untuk mencoba berbicara.
3.	What is your view on the use of guessing game in influencing students' confidence when speaking in English?	Permainan ini sangat membantu meningkatkan rasa percaya diri siswa. Dengan suasana yang lebih rileks dan menyenangkan, siswa merasa tidak terlalu tertekan saat harus berbicara. Sebagian besar siswa terlihat lebih berani untuk mencoba mengungkapkan pendapatnya meskipun masih terdapat kesalahan.

4.	Do you think guessing games are suitable for all students or only for certain students?	Menurut saya, permainan ini dapat digunakan untuk semua siswa, meskipun efeknya bisa berbeda-beda. Siswa yang aktif dan percaya diri biasanya lebih cepat menyesuaikan diri. Sementara itu, siswa yang pemalu atau memiliki keterbatasan kosa kata mungkin membutuhkan waktu lebih lama, tetapi tetap bisa terbantu dengan metode ini.
5.	What factors do you see as causes of improvement or decline in students' speaking ability in guessing game activities?	Faktor yang mendukung peningkatan kemampuan berbicara adalah suasana kelas yang menyenangkan, dukungan teman sebaya, serta bimbingan guru dalam memberikan koreksi. Sedangkan faktor yang menghambat biasanya berasal dari keterbatasan kosa kata, rasa takut melakukan kesalahan, serta kurangnya kebiasaan menggunakan bahasa Inggris di luar kelas.
6.	How do you manage the class during the guessing game activity?	Saya biasanya membagi siswa ke dalam kelompok kecil agar mereka lebih aktif berbicara. Saya juga berperan sebagai fasilitator, memberikan arahan, mengawasi jalannya permainan, dan membantu jika ada siswa yang kesulitan. Dengan begitu, kelas tetap terkendali meskipun suasananya lebih hidup.
7.	What challenges do you face in implementing this method in the classroom?	Tantangan yang sering di hadapi adalah keterbatasan waktu, karena permainan membutuhkan persiapan dan pelaksanaan yang cukup lama. Selain itu, masih ada sebagian siswa yang merasa malu atau takut ditertawakan saat salah berbicara. Kesulitan lainnya adalah perbedaan kemampuan siswa, sehingga beberapa siswa lebih mendominasi sementara yang lain masih pasif.
8.	Do you plan to use this method regularly? Why?	Ya, saya berencana menggunakan metode ini secara rutin, meskipun tidak setiap

		pertemuan. Alasannya karena permainan ini terbukti membuat siswa lebih aktif, meningkatkan motivasi belajar, serta membantu mereka berlatih kosa kata dan kelancaran berbicara. Namun, saya juga tetap perlu mengombinasikannya dengan metode lain agar pembelajaran lebih seimbang.
9.	What advice do you have for other teachers in applying guessing game as a method of teaching speaking?	Saya menyarankan agar guru lain mencoba menggunakan guessing game sebagai variasi dalam mengajar berbicara. Namun, sebaiknya permainan disesuaikan dengan tingkat kemampuan siswa dan dipandu dengan baik supaya semua siswa mendapat kesempatan berbicara. Guru juga perlu memberi dukungan positif agar siswa tidak takut salah dan lebih termotivasi untuk berlatih.







22 Oktober 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth:
Bapak Kristof M. E. Telaumbanua, S.S., M.Pd
(Dosen Penasihat Akademik)

Dengan hormat,

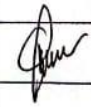
1. Saya yang bertandatangan dibawah ini:

Nama : ASIRIDA WARUWU

NIM : 212108008

Jumlah SKS yang telah diselesaikan : 141 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Bapak kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	Implementation of Competency-Based Curriculum in Enhancing Learning Interest of Primary School Teacher Education Students		
2	Analysis of the Teachers' Role in Integrating Character Education in English Language in the Classroom.	23/10-24	
3	Analysis of the Effectiveness of Project-Based Learning Methods in Developing Students' Critical Skills		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Bapak dapat mempertimbangkannya.

Hormat saya
Pemohon,



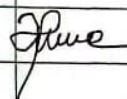
ASIRIDA WARUWU
NIM. 212108008



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Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	Implementation of Competency-Based Curriculum in Enhancing Learning Interest of Primary School Teacher Education Students				
2	Analysis of the Teachers' Role in Integrating Character Education in English Language in the Classroom.				
3	Analysis of the Effectiveness of Project-Based Learning Methods in Developing Students' Critical Skills				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan Terimakasih.

Hormat saya
Pemohon,


ASIRIDA WARUWU
NIM. 212108008

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA



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SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 06/UN10/PP.12.06/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : **AFORE TAHIR HAREFA, S.Pd., M.Pd.**
NIP : 0117038305
Pangkat : Penata/III-C
Jabatan Akademik : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : **ASIRIDA WARUWU**
NIM : 212108008
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **ANALYSIS OF THE TEACHER'S ROLE IN INTEGRATING CHARACTER EDUCATION IN ENGLISH LANGUAGE LEARNING IN THE CLASSROOM**

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024

Dekan

Dr. Yaredi Waruwu, S.S., M.S.
NIDN/0120047903

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (ASIRIDA WARUWU)



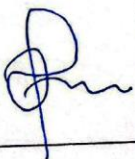
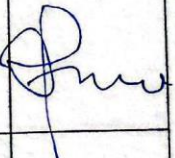
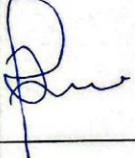
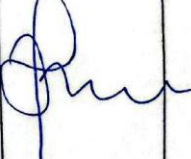
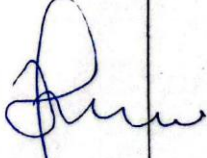
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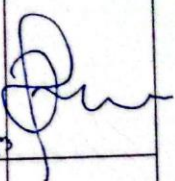
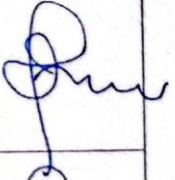
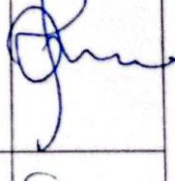
KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Asirida Waruwu
Nim : 212108008
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Analysis of the teacher's role in
intergrating character education in
English language learning in the
classroom
Pembimbing : Afore Tahir Harefa, S.Pd, M.Hum

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	Senin, 12 Desember 2025	Pengajuan judul : Analysis of the teacher's role in integrating character education in English language learning in the classroom.	Ganti judul	
2	Sabtu, 21 Desember 2025	Pengajuan judul baru : Analysis of students' experiences in Team Games-based language learning through question game	Mencairi : - Teori tentang TGBL - Desain penelitian apa yang sesuai / cocok.	
3	Rabu, 08-01-2025	Konsultasi tentang : - Teori TGBL - Desain penelitian yg sesuai untuk judul sebelumnya	Mencairi : - Teori TGBL - Memahami judul - Contoh team games	

4	Kamis, 16 Januari 2025	Konsultasi tentang: - Teori Teorell - Contoh team Games.	Mencari : - Apa pengalaman siswa dalam games tersebut. - Bagaimana cara mengetahui pengalaman apa yg mereka rasakan	
5	Jumat, 17 Januari 2025	Konsultasi tentang: - Pengalaman siswa dalam games - Pengalaman apa yang dirasakan siswa	Mencari : - Desain penelitian - Belajar memahami istilah-istilah dalam judul. - Seperti apa pengalaman mereka.	
6	Selasa, 21 Januari 2025	Konsultasi tentang: - Desain penelitian - Pengalaman siswa.	Mencari : - Teori tentang pengalaman - Prosedur dan menganalisis pengalaman. - Contoh-contoh menganalisis pengalaman.	
7	Rabu, 22 Januari 2025	Konsultasi tentang: - Teori pengalaman - Prosedur dan menganalisis pengalaman - Contoh menganalisis pengalaman	Ganti judul - An Analysis of Students' Speaking Skill by using Question Game at the Grade Eight Grade of SMP Negeri 2 Lm. - Mencari skor dan question game - prosedur question game. - seperti question game.	
8	Kamis, 06 Februari 2025	Konsultasi ttg: - Skor penilaian dim question game - Prosedur question game - aspek dim question game	Mencari : - Teori question game - Cari teori yg sesuai - Research question.	
9	Jumat, 07 Februari 2025	Konsultasi ttg: - Teori question game - Research question	Ganti judul : - Categorizing Students' Speaking Skill based on Guessing Game at the Grade Eight Grade of SMP N 2 Lm - Apakah di sekolah tsb ada data question game.	
10	Rabu, 12 Maret 2025.	Konsultasi ttg: - Bab 1, 2, 3	1. Lengkapi daftar isi. 2. Lihat bagian yg ada di proposai.	

11.	Senin, 23 Maret 2025	Konsultasi ttg: - revisi sebelumnya.	Mengubah: - Formulation of the problem. - Objective of the research. - Menekan apa level speaking skill. - Skill. mungkin, determining students' speaking skill based on guessing game at the English grade of SMP N 2 Liris.	
12.	Rabu, 09 April 2025	Konsultasi ttg: - revisi sebelumnya.	- Mengubah beberapa grade bagian conceptual framework. - menambah bagian level speaking skill.	
13.	Sabtu, 12 April 2025	Konsultasi ttg: - Revisi sebelumnya.	- Teori asli guessing game (Hopitalian). - Mengapa menggunakan level speaking skill tersebut pd bab 2.	
14.	Senin, 14 April 2025	Konsultasi ttg: - Revisi sebelumnya.		
15.				
16.				
17.				
18.				



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THE APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **ASIRIDA WARUWU**
Reg. Number : 212108008
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Determining Students' Speaking Skill Based on Guessing Game at The Eighth Grade of SMP Negeri 2 Lolofitu Moi

has been approved to be presented in the research proposal seminar forum.

Gunungsitoli, April 15, 2025

Acknowledged by:

Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Advisor,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305
dec sempro
14/4-2025



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BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini, Selasa tanggal enam bulan Mei tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : Asirida Waruwu

NIM : 212108008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

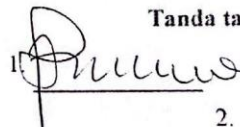
Judul R. Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**

Waktu : 09 WIB s/d Selesai

Susunan Dewan Pembimbing & Penelaah

1. Afore Tahir Harefa, S.Pd., M. Hum.
2. Kristof Martin Efori Telaumbanua., S.S., M.Pd.

Tanda tangan

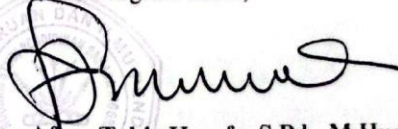
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Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total nilai
Afore Tahir Harefa, S.Pd., M. Hum.	85
Kristof Martin Efori Telaumbanua., S.S., M.Pd.	85.71
Total Nilai	170.71

Rata-rata Nilai: 85.35

Gunungsitoli, 06 Mei 2025

Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
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SURAT KETERANGAN SEMINAR

Nomor: 374/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : Asirida Waruwu

NIM : 212108008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul R. Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**

Hari/tanggal : Selasa, 06 Mei 2025

Pukul : 09.00 WIB s/d selesai

Tempat : Fakultas Keguruan dan Ilmu Pendidikan

Dengan hasil penilaian :

☐

Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100)

☒

Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89)

☐

Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69)

☐

Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54)

Gunungsitoli, 06 Mei 2025

Ketua Program Studi,



[Signature]
Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : Afore Tahir Harefa, S.Pd., M. Hum.
NIDN : 0117038305
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Asirida Waruwu
NIM : 212108008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**

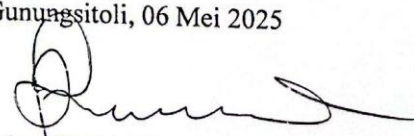
Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 06 Mei 2025
Pukul : 09.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan

3. Perbaikan Rancangan Skripsi

NO.	BAB/Halaman	Uraian
		<i>- Si' lakan 'inglapi depati sasan pue laah -</i>

Gunungsitoli, 06 Mei 2025


Afore Tahir Harefa, S.Pd., M. Hum.
NIDN 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah
Nama : Kristof Martin Efori Telaumbanua., S.S., M.Pd.
NIDN : 0104117202
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias
2. Mahasiswa
Nama : Asirida Waruwu
NIM : 212108008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**
3. Waktu Pelaksanaan Ujian
Hari/tanggal : Selasa, 06 Mei 2025
Pukul : 09.00 WIB s/d selesai
Tempat : Fakultas Keguruan dan Ilmu Pendidikan

4. Perbaikan Rancangan Skripsi

NO.	BAB/Halaman	Uraian
		<i>Perbaiki yg perlu diperbaiki</i> 

Gunungsitoli, 06 Mei 2025

Kristof Martin Efori Telaumbanua., S.S., M.Pd.
NIDN. 0104117202



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **ASIRIDA WARUWU**
Reg. Number : 212108008
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi

has been presented in the research proposal seminar forum and approved for research.

Advisor,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, 16 May 2025

Reviewer,

Kristof Martin Efori Telaumbanua., S.S., M.Pd.
NIDN. 0104117202

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Home page : <https://fkip.unias.ac.id> email : fkip@unias.ac.id

Gunungsitoli, 07 Juli 2025

Nomor : 127/UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala SMP Negeri 2 Lolofitu Moi
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

Nama	: Asirida Waruwu
NIM	: 212108008
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata Satu (S-1)
Judul Skripsi	: Determining students' speaking skill based on guessing game at the eighth grade of SMP Negeri 2 Lolofitu Moi
Lokasi Penelitian	: UPTD SMP Negeri 2 Lolofitu Moi
Jadwal Penelitian	: 15 Juli s.d. 15 Agustus 2025

Maka kami mohon kepada Bapak kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



Dr. Yaredi Waruwu, S.S., M.S.
NIDN 0120047908

Tembusan Yth:

1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Asirida Waruwu**)
6. Arsip



**PEMERINTAH KABUPATEN NIAS BARAT
DINAS PENDIDIKAN
UPTD SMP NEGERI 2 LOLOFITU MOI**

Alamat : Jln. Nias Tengah Km. 44 Kec. Lolofitu Moi
Kode Pos 22875 email : smpneg.2lolofitumoi@gmail.com

SURAT IZIN

Nomor : 421.3/130/TU/SMPN.2-LM/VII/2025

Saya yang bertanda tangan di bawah ini:

Nama : **ELVIANUS HALAWA, S.Pd.,Gr**
NIP : 198807072015031005
Jabatan : Kepala UPTD SMP Negeri 2 Lolofitu Moi
Unit Kerja : UPTD SMP Negeri 2 Lolofitu Moi

dengan ini menerangkan bahwa:

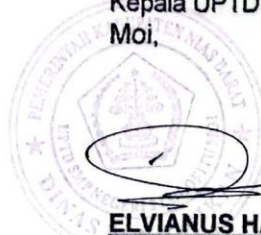
Nama : **ASIRIDA WARUWU**
NIM : 212108008
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Memberi izin untuk melakukan penelitian di UPTD SMP NEGERI 2 LOLOFITU MOI KABUPATEN NIAS BARAT dengan judul "Determining students' speaking skill based on guessing game at the eighth grade of SMP NEGERI 2 LOLOFITU MOI"

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Duria, 15 Juli 2025

Kepala UPTD SMP Negeri 2 Lolofitu
Moi,



ELVIANUS HALAWA, S.Pd.,Gr
NIP. 19880707 201503 1 005



**PEMERINTAH KABUPATEN NIAS BARAT
DINAS PENDIDIKAN
UPTD SMP NEGERI 2 LOLOFITU MOI**

Alamat : Jln. Nias Tengah Km. 44 Kec. Lolofitu Moi
Kode Pos 22875 email : smpneg.2lolofitumoi@gmail.com

SURAT KETERANGAN

Nomor : 421.3/128/TU/SMPN.2-LM/VIII/2025

Saya yang bertanda tangan di bawah ini:

Nama : **ELVIANUS HALAWA, S.Pd.,Gr**
NIP : 198807072015031005
Jabatan : Kepala UPTD SMP Negeri 2 Lolofitu Moi
Unit Kerja : UPTD SMP Negeri 2 Lolofitu Moi

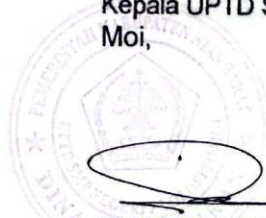
dengan ini menerangkan bahwa:

Nama : **ASIRIDA WARUWU**
NIM : 212108008
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Determining students' speaking skill based on
guessing game at the eighth grade of SMP NEGERI
2 LOLOFITU MOI

Telah menyelesaikan Penelitian di UPTD SMP NEGERI 2 LOLOFITU MOI mulai tanggal
15 Juli-15 Agustus 2025 dan berjalan dengan Baik

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk
dapat dipergunakan sebagaimana mestinya.

Duria, 15 Agustus 2025
Kepala UPTD SMP Negeri 2 Lolofitu
Moi,



ELVIANUS HALAWA, S.Pd.,Gr
NIP. 19880707 201503 1 005



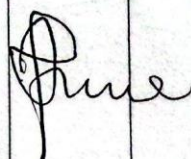
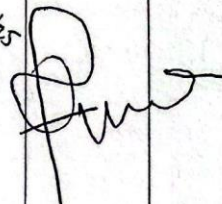
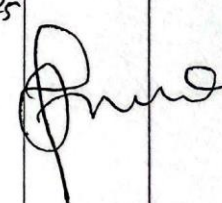
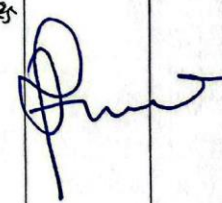
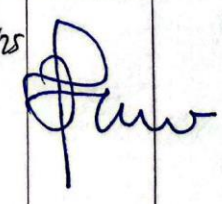
YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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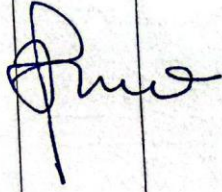
KARTU BIMBINGAN SKRIPSI



Nama : ASIRIDA WARUWU
NIM : 212108008
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul : Determining Students' Speaking Skill
Based on Guessing Game at The Eighth
Grade of SMP Negeri 2 Lolofitu Moi
Pembimbing : Afore Tahir Harefa, S.Pd., M.Hum.
NIDN : 0117038305

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanggal Rencana Konsultasi	Tanda Tangan
1.	Senin, 8-9-25	Bab 4 Results and discussion Chapter III Source of data	1. Apakah guessing game ada di dlm speaking skills. 2. Mengapa menggunakan aspek tersebut. 3. Apa hubungan antara dengan guessing game	09/09/25	
2.	Sabtu, 13- 09/25	Chapter IV Results Perbaiki data observasi, dan gambarannya.	1. Perbaiki data hasil observasi	15/09/25	

3.	Senin, 19/09/25	Chapter IV Interview	1. Perbaiki tabel interview berdasarkan hasil observasi.	16/09/25	
4.	Selasa, 16/09/25	Chapter IV	1. Perbaiki penyajian data.	17/09/25	
5.	Rabu, 17/ 09/2025	Chapter IV	1. Perbaiki penyajian diskusi	18/09/25	
6.	Kamis, 18/09/25	Chapter IV	1. Buatlah diagram 2. Perbaiki penyajian tabel	19/09/25	
7.	Jumat, 19/09/25	Chapter IV	Perbaiki diagram	22/09/25	

8	Senin, 22/09/25	Chapter IV x IV	Perbaikan penyajian diskusi	22/09/25	
9	Rabu, 24/09/25	Chapter IV dan Chapter V Memperkirakan lampiran untuk maka jawab.	ace yia Shayin 27/9-2025		
10					
11					
12					



YAYASAN PERGURUAN TINGGI NIAS
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THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

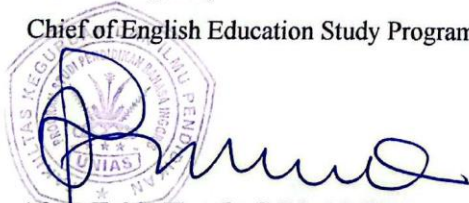
Name : ASIRIDA WARUWU
Reg. Number : 212108008
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Gunungsitoli, September 23th, 2025

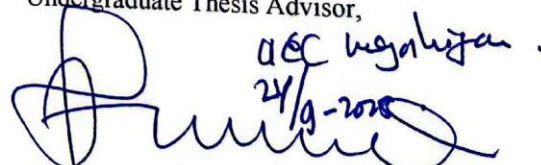
Acknowledged by:

Chief of English Education Study Program,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Undergraduate Thesis Advisor,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
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LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

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SURAT KETERANGAN

Nomor : 684/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Yupiter Mendrofa, S.E., M.M.**
NIDN : 0112078103
Pangkat/Golongan : Penata Tk.I /III/d
Jabatan : Plh. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

dengan ini menerangkan bahwa,

Nama : **Asirida Waruwu**
NIM : 212108008
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : DETERMINING STUDENTS'SPEAKING SKILL BASED ON GUESSING GAME AT THE EIGHTH GRADE OF SMP NEGERI 2 LOLOFITU MOI

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 16% dan tingkat *Artificial Intelligence* (AI) 21%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 29 September 2025

Plh. Kepala LPPM Universitas Nias

Yupiter Mendrofa, S.E., M.M.

NIDN. 0112078103

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Asirida Waruwu.**



YAYASAN PERGURUAN TINGGI NIAS
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SURAT KETERANGAN

No. 1156 /UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama : **ASIRIDA WARUWU**

NIM : 212108008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.

2. Surat keterangan ini diberikan kepada yang bersangkutan untuk mengikuti ujian skripsi.
3. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli
Pada Tanggal : 10 November 2025

Ka. Prodi,



[Signature]
Afere Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan
Dekan FKIP Universitas Nias

02 Oktober 2025

Perihal : Permohonan Ujian Skripsi
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertandatangan di bawah ini:

Nama : Asirida Waruwu
NIM : 212108008
Program : Sarjana (S-1)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Afore Tahir Harefa, S.Pd., M. Hum.
Judul Skripsi : Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

Mengajukan permohonan untuk diperkenankan menempuh Ujian Skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
2. Lembar persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari semester 1 sampai terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan telah menyelesaikan semua beban studi kecuali skripsi/penulisan skripsi/thesis writing*)
9. Transkrip Nilai yang telah ditandatangani ketua program Studi
10. Surat Keterangan telah melakukan pengecekan Plagiarisme dari LPPM.
11. Undangan ujian skripsi
12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP

Atas perhatian Bapak, saya ucapkan terimakasih.

Hormat saya,
Pemohon



Asirida Waruwu
NIM. 212108008

Tembusan
Yth.
Dekan FKIP Universitas Nias



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **ASIRIDA WARUWU**
NIM : **212108008**
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : Determining Students' Speaking Skill based on Guessing Game at the Eighth
Grade of SMP Negeri 2 Lolofitu Moi
Yang dilaksanakan pada
Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 10 Oktober 2025

Pembimbing,

1. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan,



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : **ASIRIDA WARUWU**

NIM : **212108008**

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

Yang dilaksanakan pada:

Hari/tanggal : Jum'at, 10 Oktober 2025

Pukul : 13.00 WIB s.d. selesai

Tempat : Prodi Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 10 Oktober 2025

Penguji I,

1. Kristof M. E. Telaumbanua, S.S., M.Pd

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : ASIRIDA WARUWU
NIM : 212108008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

Yang dilaksanakan pada

Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 10 Oktober 2025

Penguji II,

1. Elwin Piarawan Zebua, S.Pd., M.Pd.

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI

Nomor: 1068/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : Asirida Waruwu
NIM : 212108008
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

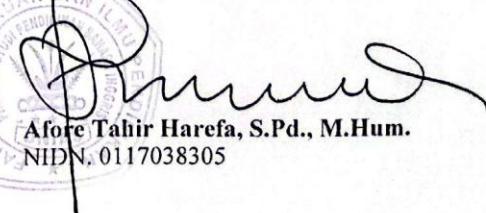
Waktu pelaksanaan ujian:

Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

Dewan Penguji:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Kristof M. E. Telaumbanua, S.S., M. Pd	Penguji I	
2	Elwin Piarawan Zebua, S.Pd., M.Pd	Penguji II	
3	Afore Tahir Harefa, S.Pd., M.Hum.	Pembimbing Utama/ Penguji	

Gunungsitoli, 06 Oktober 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

Gunungsitoli, 06 Oktober 2025

Nomor : 1069/UN10.03/PP.08.05/2025
Lampiran : 2 (dua) eks.
Hal : Pelaksanaan Sidang Skripsi
atas nama **Asirida Waruwu**

Yth. Dosen Penguji Ujian Skripsi

1. Kristof M. E. Telaumbanua, S.S., M. Pd
2. Elwin Piarawan Zebua, S.Pd., M.Pd
3. Afore Tahir Harefa, S.Pd., M. Hum.

Penguji I

Penguji II

Pembimbing Utama/Penguji

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

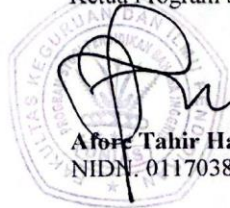
Nama : **Asirida Waruwu**
NIM : 212108008
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, diucapkan terima kasih.

Ketua Program Studi,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan

1. Plh. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. **Asirida Waruwu**



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BERITA ACARA UJIAN SKRIPSI

Pada hari ini, Jum'at tanggal sepuluh bulan Oktober tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

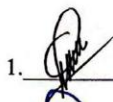
Nama : Asirida Waruwu
NIM : 212108008
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**

Waktu : 13.00-s.d. selesai

Susunan Dewan Penguji

1. Kristof Martin Efori Telaumbanua, S.S., M.Pd
2. Elwin Piarawan Zebua, S.Pd., M.Pd.
3. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan

1. 
2. 
3. 

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Kristof Martin Efori Telaumbanua, S.S., M.Pd		84
2	Elwin Piarawan Zebua, S.Pd., M.Pd.		83
3	Afore Tahir Harefa, S.Pd., M.Hum.		90
	Jumlah		257

Berdasarkan perhitungan, rata-rata nilai adalah: 85,66 (Delapan puluh lima koma enam puluh enam)

Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 10 Oktober 2025
Dewan Ujian Skripsi

Ketua,

Sekretaris,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305


Riswan Harefa, S.Pd., M.Hum.
NIDN. 0124108804



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LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : Afore Tahir Harefa, S.Pd., M. Hum.
NIDN : 0117038305
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Asirida Waruwu
NIM : 212108069
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

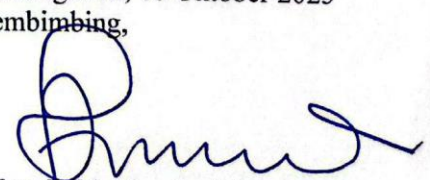
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

4. Perbaikan Skripsi

No	Bab/Halaman	Uraian
		

Gunungsitoli, 10 Oktober 2025
Pembimbing,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



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LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : **Kristof M. E. Telaumbanua, S.S., M.Pd**
NIDN : 0104117202
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Asirida Waruwu**
NIM : 212108008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

4. Perbaikan Skripsi

No	Bab/Halaman	Uraian
		Guessing game → Interview dan observasi les. Obs. Inggris. Hlm. 32 → diperbaiki. Data mentah. Hlm 37, diperbaiki :

Gunungsitoli, 10 Oktober 2025

Penguji I

Kristof M. E. Telaumbanua, S.S., M.Pd
NIDN. 0104117202



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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji II
Nama : Elwin Piarawan Zebua, S.Pd., M.Pd
NIDN : 0130108603
Jabatan : Penguji II
Unit Kerja : FKIP, Universitas Nias
2. Mahasiswa
Nama : Asirida Waruwu
NIM : 212108008
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi**
3. Waktu Pelaksanaan Ujian
Hari/tanggal : Jum'at, 10 Oktober 2025
Pukul : 13.00 WIB s.d. selesai
Tempat : Prodi Bahasa Inggris

4. Perbaikan Skripsi

No	Bab/Halaman	Uraian
		perbaiki sesuai saran, terutama bukti otentik data Lapangan. Untuk olahan data, pastikan kebenaran rubrik penentuan skill speaking, dan logika / rursus pasti penentuan final level speaking skill siswa

Gunungsitoli, 10 Oktober 2025
Penguji II,

Elwin Piarawan Zebua, S.Pd., M.Pd
NIDN. 0130108603

BIOGRAPHY



Asirida Waruwu was born in Duria on October 15, 2001. She is the fourth of six children, the daughter of Mr. Aliyasa Waruwu and Mrs. Asirida Waruwu. Her educational journey began at SDN 078436 Duria, graduating in 2015. Then, she continued her education at SMP Negeri 3 Lolofitu Moi, graduating in 2018. Then, she continued her education at SMA Negeri 1 Lolofitu Moi, graduating in 2021.

After graduating from high school, she continued her education at University of Nias, enrolling in the English Language Education Program at the Faculty of Teacher Training and Education. When she first entered university, the institution was still called IKIP Gunungsitoli, but it has since been renamed University of Nias.