ABSTRACT

S.Alfia, Zahra. 2023. USING GUESSSING GAMES AS THE TEACHING METHOD TO IMPROVE STUDENT SPEAKING SKILLS (A Pre-Experimental Research to the Seventh- Grade Student at MTs Madrasah Tsanawiyah Mazroatul Ulum Citiis**).**

Speaking is an essential aspect of the English ability that is frequently used to communicate since speaking is connected to how we talk and how to say a word to other people in daily activities Afidah (2021). This research to improve student speaking skills use guessing games method. The research investigates whether implementing a guessing game to teaching method improving speaking skills in seventh grade MTs Mazroatul'ulum, Citiis.

This research employed a quantitative method using statistical models as the data analysis methodology, a pre-experimental one-group pre-test and post-test design was utilized to collect data. The seventh-grade student were chosen as the sample, the were 30 students in the sample class for the study, pre-test and post-test were administered to collection data on student speaking skills. Both the pre-test and post-test were questions. The pre-test was administered to measure the students' performance before the implementation of the treatment, and the post-test was administered to evaluate the student concert following implementation of the treatments.

Based on the pretest results, it was found that the average pretest score was 11.16. This shows that almost all student scores are still low. It can be concluded that students' speaking ability before using guessing games is still weak. Regarding the second research question, based on the results of the post-test, the data shows that the average score of the pre-test is 14.1. This study shows that students' speaking ability increases, after using the word chain application. Regarding the last research question, this research shows that using guessing games is effective. This proves that the average post-test results are higher than the pre-test (14.1> 11.16). This shows that the students' speaking ability has increased. As a result, the sig, two-tailed value on the t-test is 0.000, less than 0.05. The alternative hypothesis is accepted, and the null hypothesis is rejected because speaking ability has a significant effect on the speaking ability of class VIIC students of MTs Mazroatul'Ulum.

Finally, it was demonstrated the use guessing games to teaching method improving speaking skills at MTs Mazroatul'ulum, Citiis