

CHAPTER 1

INTRODUCTION

This chapter elaborates background, research questions, research purposes of study, significance of the research, rationale, and previous studies

A. Background

To face this globalization era and technology teachers should be more skilful and intelligent. One of the field areas taught by the teacher is English which is often regarded as having obstacles in making students understand the materials. Most students consider that English is the difficult subject of study. Meanwhile, teachers also have difficulty in determining the right of teaching method. There are the four most important components of teaching English that is speaking, writing, listening, and Reading. From those aspects of the English language requires serious and fun teaching to teach the students easily. Speaking is one of the language skills that must be mastered by any foreign language learners (Yulianto, 2012). This is due to speaking is an important tool for communicating, thinking and learning (Hadi, 2011). It can be considered how important speaking skill in learning English, Renandy (1999 and Hadi, 2011), in this case, remind English teachers by saying: Speaking is one of the central elements of communication. In EFL (English Foreigner Language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition, and components that underlie speaking effectiveness.

However, it is not easy to master speaking skills, because there are many problems in learning speaking skill: (1) the limited opportunities for the students to

speak in classroom, (2) the lack of variation of teaching techniques used by teachers in classrooms, (3) the teaching strategy application was monotonous that effect to students to become bored and disinterested in studying English (Buzanni, 2008).

In order to improve students speaking skill, games are one of the techniques that can be applied in teaching speaking because games give students more chance to use English orally, it means that students can practice and develop their ability to speak English. There were an experience found when I came into the classroom at seventh-grade of SMP TRIYASA in Ujung Berung, Bandung. In this case, the researcher found the students cannot say the word correctly in English.

They look very confused to express their ideas in their mind. Many students do not have a passion or do not feel the confidence to perform English, especially in speaking class, as the researcher found when taught English language in Junior High School in program PPL for class VII and also the researcher found and experienced the same case in English speaking ability class in a university.

For the comparison, previous research has been inspired by the writing of this research carried out held by Hari Supriyatna (2013) a study entitled “The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam” After carrying experiment and according to the result of students’ pre-test and post-test in the second grade of MTs Darussalam Ulujami, South Jakarta, the previous research found that the students who were taught vocabulary through guessing game technique got higher result than the students who were not taught vocabulary through guessing game. It can be proven that the gained score in the experimental class is higher than the increased score from the control class. It was

aimed to find that teaching vocabulary was done explicitly. In syllabus and lesson planning are not explained how to teach vocabulary. Technique and ways of teaching were entirely depending on the teacher.

The reason for using guessing games in speaking activity is to give more opportunities for students to practice in speaking during the times allocated. Therefore, teachers should use one effective method for teaching speaking that motivates the students to be active in learning speaking. The students can be driven to say something to make possibility activities and giving an opportunity for them to practice their speech.

By using games, teaching and learning process will be more effective. Based on Eroz (2000), games are highly motivating because they are amusing and interesting.

Kipple (2012) states that the basic rule of the guessing games is straightforward, someone knows the vocabulary and the others are trying to find it. Similarly, Wright (2012) said that, in guessing games and speculating game, someone knows something and the others must find what it is for purposes. Smith (2005) stated that the game emphasizes that the speaker is only allowed to answer “Yes” or “No”. The activity is demonstrated by asking one student to come from the front. Draw the slip from the special envelope, and question from the students in the class. Meanwhile, the students can work in groups, and take turns to draw a slip from the thing. In guessing game, a hearing has to infer what speakers are referring to.

From the explanation, it can be said that guessing games are interesting to be played by students all of the ages from children to adult, and it encourages the learners to communicate because it is a combination between language practice in speaking English with fun and excitement. Hence, this present research is different from the previous studies. As the above explanation, this research is interested in encouraging the students' speaking ability applying guessing game. Furthermore, my research is to investigate more about the effect of applying guessing game technique toward students' speaking ability in Junior High School. Thus, the researcher wants to conduct research with the title **“THE INFLUENCE OF APPLYING GUESSING GAME TO IMPROVE STUDENTS' SPEAKING ABILITY” (A Quasi-Experiment study for seventh grade at SMP Triyasa Ujung Berung Bandung).**

B. Research Questions

1. What are the students' speaking abilities before applying guessing game?
2. What are the students' speaking abilities after applying guessing game?
3. How significant is the difference between students' speaking abilities before and after applying guessing game?

C. Research Purposes

1. To find out the students' speaking abilities before applying guessing game.
2. To find out the students' speaking abilities after applying guessing game.
3. To find out the significant difference between students' speaking abilities before and after applying guessing game.

D. Research Significances

There are significances from this research. They are:

a. Theoretical Significance

The research hopes this study will be useful to enlarge knowledge of the use of guessing game, especially in teaching and learning English process that is emphasized on speaking skill, and can be used as references for the researchers.

b. Practical Significance

1. The research greatly expects that the use of guessing game and its influence on speaking skill can be useful for teacher of English in applying the teaching and learning process
2. The research also expects that this study can make them to become more active and creative in teaching speaking skill and learning process.
3. Hopefully, this research will be useful teaching learning process and for improvement of the students' speaking skill.

E. Rationale

According to Ladouse (1991), speaking is portrayed as the action as the ability to show themselves in the situation, or the activity to report action or case in precise words or the ability to converse or to display a sequence of ideas fluently. Furthermore, According to Tarigan (2008), speaking is a tool to communicate ideas which are designs and also to develop by the necessities of the excellent listener.

A game is an enjoyable activity with a set of rules or terms against each other (Hadfield: 2005). Larsen and Freeman (2000) agree that games make students

enjoyable. They also say that if they are correctly designed, they will give students valuable communicative practice. Hornby (1995:486) elucidates that game is an activity that you do to have some fun. Sometimes it is used as an educational tool. Teachers can use games to help their students practice more their skills of communication.

Richards and Schmidt (2002) believe that games are often used as a fluency activity in communicative language teaching and humanistic method.

Jeremy Harmer (2007) states there are students in the classroom. First, speaking courses provide opportunities for real-life practice speaking in the classroom. Second, speaking is the duty of students try to use any languages that they know provide feedback for teachers and students. Everyone can see how well they do, and also what language they have problems with. Finally, students have more chance to activate the various language elements they should store in their brains, using these elements to become more automatic. As a result, students gradually become free user languages. It means that they will be able to use words and phrases smoothly without thinking very much consciously. Students must master speaking to learning a second language or a foreign language.

According to Brown (2001), guessing games are ordinary language classroom activities. Twenty questions, for example, are readily suitable for a small group. Part, a group, secretly decides that he or she is some famous person. The rest of the group has to find out, who within twenty yes/no questions, with each member of the group taking turns asking questions. The person who is "it" rotates around the group and point is scored.

Wright and Buck also said in Ibrahim (2012) it is vital, in guessing games and game speculation, someone knows something, and the other must find what is in the intention. In addition, the same thing mentioned by Webster (1986) that guessing the game is a game in which learners have to challenge individually or team to identify something accordance with dimly (as in riddles or charades). As the explanation above, it can be concluded that Guessing Game is a game in which a person or a group tries to answer a question that has been given several keywords related to the word.

According to Richard and Amato (2013), “Guessing games can be used to develop or reinforce the concept, to add diversion to regular activities, or to break the ice. However, the most crucial function is to give much practice in communication. In other words, guessing the game will make students become more enthusiastic and eliminate the boring learning atmosphere. Especially, these games can help students to practice in speaking English”. Therefore, applying guessing game is a new technique in teaching students’ speaking English.

F. Previous Study

There are several relevant studies conducted previously concerning teacher using guessing game to improve students’ speaking ability. The result of the previous studies is a useful reference for consideration in this present study. The first study was conducted by Hari Supriyatna (2013) who researched about teaching vocabulary using guessing game is more effective than only using memorising method by the teachers. It is because guessing game is more interesting and exciting.

In this case, the teacher needs to develop their ways of teaching English, especially in vocabulary, to give enthusiasm to the students by creating a new atmosphere in the classroom varies. It is possible, by using specific methods or activity in teaching English, the students will get the new experiences so they will not get bored. Variation of activity in teaching vocabulary is needed to make the students motivated to use their new vocabulary that can retain their mind to memorize it.

The second study was obtained from Medina Rahma (2012) who conducted the research about The Use of Pictures as Media to Improve Students' Guided Writing Ability shows that the students had progress in learning guided writing because the average of post-test (71.80) was higher than the pre-test (58.50). Other studies of The Use of Animated GIF (Graphics Interchange Format) as an alternative medium to improve students' ability in writing descriptive text by Daud Jiwandono (2012) in the final project shows that the mean score of the control group on the pre-test was 71.21, while on the post-test was 86.29. Whereas, the mean score of the experimental group was 71.12, while on the post-test was 89.91. The result of the t-test (1.83) was higher than t-table (1.67). It means that there was a significant difference between the students taught using animated GIF and those not.

There is a final project made by Rosita Amalia (2011) who conducted the research about The Use of team-Pair-Solo in Reading Comprehension. In this study, the researcher finds out that the t-value (7.43) was higher than t-table (2.03). These

means that there was a significant difference between the students taught using team-pair-solo and those not.

In addition, a journal of language teaching and research made by Deguang Zhu (2012) who conducted the research about using games to improve students' communicative ability also shows that from the analysis done, teaching and learning English by means of language games is more effective and efficient to improve students' communicative ability than the traditional one.

From the studies above, it concluded that the use of media could help students understand and have more motivation the materials taught by their teacher, and for teachers, media can help them improve students' ability in teaching English. From all the studies above, it can be concluded that there are many ways in which teachers can do to help students succeed in their learning. In teaching, the teacher can make students get more understanding and higher motivation. So teachers may be assisted by media, techniques, strategies, and so on. Regarding these findings, therefore, the researcher conducted a study by applying guessing game to improve students' speaking ability.