# CHAPTER I

# INTRODUCTION

This chapter presents some points that include background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, hypotheses of the study, and definition of the key terms.

## 1.1 Background of the Study

Nowadays, mastering English is one of factors that can determine people's succesfullness in study, career or business. However, there are many obstacles to be good in English. For people who want to have good competence in communicating using English, they must learn all aspects in English earlier such as pronounciation, grammar, vocabulary, fluency, and comprehension. Besides, people must build self-confidence and bravery in speaking English. Those can be used as the important aspects to get the successfulness in speaking English. According to Brown (2000), there are four language skills that must be mastered in learning English including listening, speaking, reading, and writing. Between those four skills of language, speaking is one of the most essential components of language, because it is basic function of language as a communication instrument.

Speaking is the process of communication or interaction with other people in order to communicate each other. Through communication, people can access the information and have a good relation in daily life. Thornbury (2007:1) states

"Speaking is so much a part of daily life that we take it to granted." It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign languages need more practice. On the other hand, speaking skill is one of language skills that must be mastered by any foreign language learner. English speaking skill also very prominent for the students because English speaking skill is very needed in global communication at the world. As we know that English used as an international language, it becomes the reason why people is competing to master English as communication tool in this globalization era. Good speaking activities should be extremely engaging for the students (Harmer, 2007:123). In teaching speaking, the teacher must be able to make interesting topic and apply the suitable technique. The aims are to make the students more interested and also to avoid boredom in learning English. So, the teacher must be creative when teaching or often create some new ways like giving them some games in teaching and learning process.

There are many problems in learning speaking skill (Buzanni, 2008): (1) the limited opportunities for the students to speak in class, (2) the lack of variation of teaching techniques used by the teacher in class, (3) the teaching strategy application was monotonous that made the students bored and disinterested in studying English. Considering those problems, improving students speaking skill is part of teacher's job. The teacher is expected to have right teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. Therefore, the students will have an opportunity to use English among themselves (Dwiyanti, 2009:3).

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One of techniques that teacher can apply in teaching speaking is through game, because game is one of potential activity that can be used as an alternative way to make better condition in the class in order that students do not feel bored and are interested to learn the meterial given by the teacher. In line with the statement, Chandra (2008) states that games are also believed to give positive effect on students' interest and motivation in studying English as well as to increase their speaking ability. So, the researcher is going to use an alternative technique in teaching speaking by using guessing game technique, in which students are expected to be involved actively in speaking class.

Guessing game is one kind of game in which the participants compete individually or in teams to identify something that indicate obscurely (Wright, 2005:169). According to Klippel (1994), "Everybody knows guessing games, it is not only children that like guessing games; adult like guessing too, as shown by many popular TV programmer." He adds "Guessing are true communicative situation and such are very important to practice foreign language with fun and excitement." The basic rule of guessing games is very simple; one person knows something that another one wants to find out. Based on those definition, it can be conclude that guessing game is a game in which a person knows something and competes in a team or individually to identify or find out the answer. This game is useful teaching technique because it can create a true communicative situation and combine the language practice in fun and interesting ways. Dwi (2009:16) said that guessing game give students do not feel bored during learning process.

Based on the definition above, it can be said that through guessing game, students are provided by a set of well-arranged activities as follows: participates compete individually or team in identification of something object's picture is shown by the chairperson. In addition, the chairperson tells a clue to team that the object is household tools, clothes, vehicle or other stuff. On finding the answer of what object is team should ask yes or no question to the chairperson, for instance "is it water transportation?". Therefore, the chairperson is allowed only say 'yes' or 'no'. The team will get point if they can guess the answer by having not more than twenty questions.

There are some studies have investigate related with the implementation of guessing game technique on students' speaking skill. The first study conducted by Nita Herliani (2013) entitle "The Use of Guessing Game to Improve Student's Speaking Skill". The design is using both qualitative and quantitative approach. Qualitative data obtain through interview and observation. While, quantitative data will collect through speaking test. The aim is to find out the advantages and disadvantages of guessing game on student's speaking skill in order to improve teaching and learning process. Nita's study is not complete yet because in her study does not show the result of test. So, the reader did not know whether it can improve student's speaking skill or not. The second previous study is by Safitri, Bambang Wijaya, and Syarif Husin (2014) entitle "The Effectiveness of Guessing Game Towards Students' Writing Skill on Descriptive Text". The design is using quantitative research and the aim is to investigate the effectiveness and the effect of using guessing game in students' writing on descriptive text. The result showed

that the use of guessing game significantly improves students' mastery on writing descriptive text, because the mean score of post-test is better than the mean score of pre-test. But, suggestions of their research that is to apply guessing game in other skills in other genres. So, the researcher here will conduct this study using guessing game technique in speaking skill with different genres. The third previous study by Rofi Robiah (2015) entitle "The Use of Guessing Game to Improve Fourth and Fifth Grade Students' Speaking Ability of Elementary School Ar-Rahman Anusorn Narathiwat Southern Thailand 2014-2015 Academic Year". The design is using Classroom Action Research Design (CAR). The result and discussion showed that guessing games provide opportunity to formulate the question on order to force the students to speak. Through guessing game, student's speaking ability can improve.

The researcher does this study according to the previous study by Amelia Resti, Erni, and Mahsyur (2016) entitle "The Effectiveness of Guessing Game Technique in Improving Students' Speaking Ability at MTs. Hasanah Pekanbaru". The design is using quantitative design. The aim was to find out the improvement of students' speaking ability through Guessing Game technique at MTs. Hasanah and to find out the effectiveness of guessing game technique in improving students' speaking ability. In the previous research, the highest score increased in speaking aspect is in comprehension. Meanwhile, the lowest score is in fluency aspect. It is because of the implementation of Guessing Game technique is using teacher center. So, the teacher emphasize more by asking students some questions relating with an object and also giving clues to the student, then the students only

guess the object. Finally, the result showed that theory of Guessing Game is sigficant for comprehension aspect. Because students can comprehend what teacher said and guess an object by comprehending the clues from the teacher. So, the students get high score in comprehension aspect but not in fluency aspect. Whereas, fluency aspect is also important as comprehension aspect in speaking skill. Because fluency means speaking easily, reasonalbly, quickly and without having to stop and pause a lot. It is automatically in our brain, we have many vocabularies and accustomed to use English language in daily communication. So that, we can speak up fluently. But, in comprehension aspect make students passive speaking because they only answering the clues that given by the teacher. It means, they are not communicate each other. There is no interaction among students in the class. So that is why, the researcher will do this research again, because she want to increase students' speaking skill especially in fluency aspect with different steps using Guessing Game technique.

The researcher here wants to change name from Guessing Game become Interactive Guessing Game technique in order to different with other studies. Interactive itself means there is an action and communication between two people or two thing such as two-way communication. The researcher add the word interactive because there is communication and interaction between student who gives clues in front of the class and other group who should guess the clues. So, that is why she want to rename the name.

Based on the statements above, the researcher assumes that applying guessing game technique is effective toward the students' speaking skill because it gives students more chance to practice and gives more opportunities to the students to make turn in speaking during the times allocated. The researcher tought that games are combination between language and fun. The students can practice and express their idea freely because they do activities with their friends. The researcher wants to know whether the use of game is effective or not in teaching speaking. So, the researcher is interested to conduct research to see the effectiveness of using guessing game technique toward the eight grade fluency students' speaking skill at MTs. Bustanul Ulum Tanggungprigel.

## 1.2 Statement of the Problems

According to the argument above, the problem statement of this research can be formulated in the form of question as follow: "Is there any significant effect on fluency students' speaking skill taught by using Interactive Guessing Game technique?"

## 1.3 Purpose of the Study

Based on the problem of the research, the purpose of the study is to know the significant effect on fluency students' speaking skill taught by using Interactive Guessing Game technique.

**1.4 Significance of the Study**

The result of this study hopefully to be beneficial from both theoretical and practical aspects. In this case, for those involve in teaching English.

**1.4.1 Theoretical significance**

a) It is expected that the result of this research will generate idea on teaching speaking in Junior High School.

b) It is expected that the result of this research will give contribution to the theory of the strategy in teaching speaking.

c) It is expected that the result of this study will give contribution to theory of Interactive Guessing Game technique.

d) It is expected that the result of this study will provide information about implementation of Interactive Guessing Game as technique in teaching speaking class at Junior High School.

**1.4.2 Practical significance**

a) For teacher

The result of this study is hopefully useful as input of teacher teaching speaking, gave more experience and motivation as input which could be expended into various strategies in teaching and learning process, the teacher could reflect and reform his way of teaching in order to make it more interesting and succesful.

b) For students

The result of this study will be expected to make students have higher motivation in expressing and communicating their English in speaking and students may have good skill in speaking if students always practice in their daily activities. Students that have problems of speaking can be used it as input and idea in improving speaking skill.

c) For other researcher

This study can be reference to conduct further research related with implementation of Interactive Guessing Game as technique in teaching speaking class in Junior High School. The researcher believes that the result of this research had not perfect yet. So, the researcher hopes that future researcher who will conduct same research by applying Interactive Guessing Game technique can be better and complete this thesis.

## 1.5 Scope and Limitation

In order to make this study more specific, the researcher determine the scope and limitation. The scope of this study is the students at eight grade of MTs. Bustanul Ulum Tanggungprigel about "The effect of using interactive guessing game technique on students' speaking skill". The limitation of this study is speaking ability focus on fluency aspect of short functional text about short message, announcement and notice in eight grade.

**1.6 Hypotheses**

In order to answer the research question, the following hypotheses is proposed: the null hypotheses ($H_O$) and the alternative one ($H_1$). If the null hypotheses is rejected so, the alternative one will be accepted.

$H_O$: There is no significant effect on fluency students' speaking skill taught by using Interactive Guessing Game technique at the eight grade students of MTs. Bustanul Ulum Tanggungprigel.

$H_1$: There is significant effect on fluency students' speaking skill taught by using Interactive Guessing Game technique at the eight grade students of MTs. Bustanul Ulum Tanggungprigel.

**1.7 Definition of Key Terms**

In order to avoid misunderstanding, it is important to to give the definition of some key terms. The following terms are needed to be defined:

1. Speaking

   Speaking ability is how the way students express the monologue of short functional text about short message, announcement and notice with the right component of speaking skill such as speak with appropriate content, fluently, comprehensibility, right pronunciation and various vocabularies.

2. Interactive

   Interactive means there is an action and communication between two people or two thing such as two-way communication. In this study, there is

communication between the student as a chairperson of another team who shows pictures and gives clue in front of the class and the team who should guess the pictures one by one.

3. Guessing game

Guessing game is a simple game. In this study, students are provided by a set of well-arranged activities as follows: participates compete individually or team in identification of something object's picture is shown by the chairperson of other team. In addition, the chairperson shows some pieces of pictures and tells clue to team. Then a team should guess what the picture is. On finding the answer of what pictures is, the team should ask yes or no question to chairperson one by one, for instance "Is it building? Is it a big place? Is it clean?". Therefore, the chairperson is allowed only say 'yes' or 'no'. After that, the team should write down the key words based on the picture that has been guessed, then the team should make short functional text based on the key words that they get.