

CHAPTER I

INTRODUCTION

This chapter is an introduction of the study that explores some points relate to the background of the study, research problem, the objective of the study, significance of the study, and the definition of the key terms.

1.1 Background of the Study

As one of the productive skills that is learnt by foreign language learners, speaking skill becomes the main focus or goal of EFL learners to be mastered in learning English. Ur (1991:120) states that speaking is viewed as the most important language skill out of three other skills (listening, reading, and writing); because there is a common opinion that people who have good proficiency in a language is the people who can speak that language. In Indonesia, many EFL learners learn English in order to be able to speak English, so that they can exchange information and communicate in various contexts using that foreign language. By mastering speaking skill, people can directly express their idea, thought, opinion, or information within various aspects in human's life. It can be said that it is important to have good proficiency in English speaking, considering that English is one of the languages that is widely-used in almost every sector, such as economy, politic, education, and many more (Wang, 2010:126).

Considering those reasons, in formal education in Indonesia, the basic competence in English subject, requires the learners to be able to produce English

both spoken and written (Depdiknas, 2006). When it relates to the content of national-curriculum, syllabus, and textbooks, it can be concluded that English subject gives more emphasis in training the learners to be able to speak and communicate in English. Various methods and strategies have been implemented in EFL classroom in order to make students get to know how to speak English well. However, many EFL learners in Indonesia still cannot release from the difficulties of speaking English. There are so many reasons behind the low achievement of speaking skill, such as hesitancy, lack of vocabulary, error in pronunciation, and many more. It makes EFL teachers should work harder to teach them. Therefore, an appropriate method that suits with students' problem and character is necessary to be implemented in order to help the teacher to fix and improve students' speaking skill.

SMP Negeri 1 Singosari as one of the schools that implements curriculum 2013, uses Scientific Approach which means English material is given through text and meaningful learning. Kartikawati (2015) states, "the decision of using scientific approach in language education is to make learners curious about the world around them, to improve skills and exhibit more positive attitudes toward science, to improve their oral communication and critical thinking". Therefore, any types of text and materials are designed as the medium to teach English. The authentic and simple materials, such as introducing self, expressions of greeting, leave taking, describing things around, and many more are chosen as the basic lesson for the seventh year students who are considered as beginner in learning English. They learn about expressions that promote daily use communication.

Most of the materials given, intend to give more exposure in communication. It is expected that the seventh year students will learn easier about common use of communication in English. This research took place in SMP Negeri 1 Singosari as the researcher already did field teaching there during the internship, and knew the condition of teaching and learning process. In addition, the researcher decided to conduct an action research as there are some problems happen at class VII-I related with the learning process of English speaking.

Related to the statements above, the seventh year students at SMP Negeri 1 Singosari have some difficulties in producing spoken language. The researcher find out that most of the students in class VII-I tend to be passive in speaking and expressing their thought or idea. They seem to be hesitant and shy to respond any questions, stimulus, or statements from the teacher. They choose to be silent and reluctant to speak when there is no stimulus from the teacher. After having classroom observation, the researcher knows that when it is time to perform or speak in front of the class, the students speak with hesitancy. And it happened to almost all students in that class. When it relates to the language feature, actually, their vocabulary mastery is fair. However, the English teacher said that their speaking is less to be exposed, so they do not have enough opportunity to train their speaking aspects, such as pronunciation, spelling, accuracy, fluency, etc.

Besides, they have error in pronunciation and grammar, so that they do not know what it is supposed to be. It can be proved from the students' score which was obtained from the previous semester and on the preliminary study. The percentage of students achievement on the previous semester only reach 50% while the

students' good result during the preliminary study only reach 47%. It shows that students' achievement in speaking was quite low. The teacher has to make efforts in improving students' pronunciation, but it needs the improvement of students' participation in speaking. Students need to be more motivated in speaking and communicating so that the teacher can know what their mistakes and difficulties are. Therefore, the teacher should find teaching method that can motivate students to speak up more in classroom activities.

In order to train the students to use the language more often, the new method emerged to be developed and implemented in the language classroom.

This method is known as Communicative Language Teaching (CLT). In CLT, students will be challenged to learn and use the target language by doing various tasks activities that can provoke them to communicate in meaningful context and situation. As Wang (2010:127) said,

“CLT aims to develop learners' communicative competence by exposing learners to rich and comprehensible input in the target language and involving them in communicating and participating actively through using the language. The chief technique of CLT is having students use the target language to carry out creative tasks such as games, dramas, songs, or role playing to attain the communicative goal of the curriculum.”

From the statement above, it can be assumed that CLT can be very effective to train EFL learners to speak and use the language. The teacher can create various activities that match with CLT. There are many kinds of language classroom-activities that can be carried out to teach and improve students' speaking skill with fun and interesting way for students. One of those activities is creating language games for students. There are many advantages of the games. Games can make the learners to learn with relax and enjoyable atmosphere instead of

under pressure. The learners will get the point of the lesson through co-operative and competitive activity, because games will provide excitement, amusement, and enthusiasm to the learners. Zhu (2012:802) argues that a game leads to students-centered learning which students enjoy to do it.

Using games for classroom activity becomes popular nowadays. As the goal of language teaching turns into achieving communication goals, many types of games are developed in order to attract learners' interest and needs in learning English. When the learners play games, they automatically have to do or say something in a set of rules and situations in order to win the games. That is why doing the games can provoke students to practice language and improve their skill, especially speaking skill. Therefore, the researcher will conduct a classroom action research that uses a kind of game as a teaching strategy, which is guessing game. It is expected that guessing game can be very helpful and useful to provoke students' enthusiasm and reduce their difficulties in speaking.

Guessing game is a game in which the goal is to guess the object or the information (Purnata 2013:20). The guessing game can be modified into various ways in order to suit the lesson objective. When one participant knows the information and the other will guess about it, students will exchange the information and use the language to each other. They will be expected to be active in expressing their idea and speak or communicate more. Students will try to describe orally about an object (it can be people, animals, or things), and the other will guess it. By implementing guessing game in the classroom, the researcher wants to make students to be accustomed to speak in a fun and interesting way.

Students will learn to create and produce the correct sentences while they are playing the guessing game. The benefit of implementing guessing game in language classroom is already done in previous study entitled, *Using Guessing Game to Improve Students' Writing Ability in Writing Descriptive Text*. It gave evidence that guessing game is appropriate and successful in improving students' ability in writing. Therefore, the researcher has interest in conducting a classroom action research which is also emphasized on the use of guessing game in learning process. This study entitled *The Use of Guessing Game in Teaching Descriptive Text to Improve Students' Speaking Skill* is a different research from the previous one because it aims to improve students' speaking skill in descriptive text instead of writing.

1.2 Problem of the Study

Based on the reason stated above, this study intends to answer and describe the research problem as follows: How guessing game can improve speaking skill of the seventh year students at SMP Negeri 1 Singosari?

1.3 Objective of the Study

This study intends to find out how guessing game can improve students' speaking skill on the seventh year students of SMP Negeri 1 Singosari.

1.4 Significance of the Study

- This study is theoretically expected to give additional information about teaching technique, especially to improve students' speaking skill in describing things by using guessing games.

- This study practically intends to improve students' speaking skill in English, and hopes that the students can speak and communicate well in describing things using guessing games.

1.5 Definition of the Key Terms

1. Speaking Skill

Speaking skill in this study is defined as the ability to produce words, phrases, or sentences to express the idea with appropriate language form, spelling and pronunciation.

2. Descriptive Text

Descriptive text is a spoken text that describes a particular person, animal, and things around. In this case, students will describe (people, animals, and things around) orally.

3. Game

Game is defined as an activity that is entertaining, engaging, often challenging for learners in which the learners play, learn, and interact with others within teaching and learning process.

4. Guessing Game

Guessing game is a game in which the participants compete in teams in the identification of something indicated obscurely, in which is already described by the other team.