

# CHAPTER I

## INTRODUCTION

This chapter describes some points including background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation of the study, assumption and operational definition.

### 1.1 The Background of the Study

English as one of the subjects taught at junior high school in Indonesia is compulsory subject covering the four language skills called: Listening, Speaking, Reading, and Writing (Rabbani, Vianty, & Zuraida, 2016, p. 807). Speaking, as one of the language skills which is related to the role of English as a foreign language in Indonesia, has the significant role for learners to be mastered. Brown and Yule (in Rini, 2012, p. 2) stated “The aim of speaking is primarily to communicate his message rather than to be nice to the listener and when the message is the reason of speaking so the message must be understood”. Speaking is known as the production skill of language to carry out the ideas orally (Fauzi, Sulistyaningsih, & Prasetyo, 2018, p. 2). Thus, it can be argued that it is a challenging task for the English teachers to get their students in order to use English in the classroom during the English lesson.

As one of the important and essential skill to be mastered by students, in fact, a great number of Indonesian students still get difficulties to express ideas in communicating English orally (Anggreyni, 2014, p. 2). There are many obstacles in mastering English. Most of them are not able to express their feeling and ideas in

English speaking assuming that they still use Indonesian or mother tongue in communicating in the English class. The opportunity to practice English Speaking for Indonesian students is essential to be done in the learning activity. Though, asking students to practice speaking in English during the learning process is a challenging task for an English teacher. “There are several factors influencing students’ willingness to speak English, such as familiarity with environment, lack of confidence, discomfort and fear of making mistake” (Zen, in (Rabbani, Vianty, & Zuraida, 2016, p. 808). Based on the explanation mentioned, it can be said that one of the important roles in teaching speaking is teacher’s competence in conducting the learning activity effectively.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable techniques involved. Playing games is one of the techniques that can be applied in teaching speaking because game is one of the potential activities giving students feeling of freedom to express themselves (Syahara, 2010, p. 2). Game is a strategy that can be used as a one of the effective ways to create a good condition during the learning activities. Students can enjoy the learning through games. According to (Brewster & Ellin, 2002, p. 27), “Games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom”.

Furthermore, there are many kinds of games can be implemented during the learning process. One of them is a guessing game. A guessing game is a kind of game to play involving interactions among of group of people. Klippel (in Fitriana,

2012, p. 31) argued that “Guessing game is a game in which participates compete individually or team in the identification of something indicated”. Guessing game is also useful activity to encourage students’ interaction in oral communication because it offers the creation of an enjoyable atmosphere in learning activities. In addition, games can be applied to help students learn better because the way they received the information is through an enjoyable learning process. In a short, it can be said that the implementation of this technique will be the effective way to teach speaking.

Considering the role of speaking as one of the English language skills that Indonesian junior high school students have to learn, the researcher believes that an effort should be done to help students improve their speaking performance. In line with Sulistyaningsih (2016, p. 50), teaching speaking has the important rules in order to teach students in producing the English speech sounds. In this case, the implementation of guessing games becomes one of the ways to enhance students speaking performance. Deesri (in Rabbani, Vianty, & Zuraida, 2016, p. 804) explains “Since students know how to play games, they may feel relax and it will make them feel free to communicate without worrying to make mistake”. Concerning the explanation mentioned, it can be assumed that students who do not feel worry can reduce the stress condition and it can give impact to their speaking performance.

In this research, the researcher focused on the implementation of guessing game in teaching speaking descriptive text for the seventh grade students at SMP Sunan Ampel Porong regarding they had various problems of speaking

performance in the class. Descriptive text became the focus of the learning material regarding the seventh grade of the students at SMP Sunan Ampel Porong was available during the research conducted based on the lesson plan in the curriculum 2013 available. The reason for using guessing games in speaking activity is to give more opportunities for students to practice in speaking during the times allocated. The researcher assumed that guessing games are the combination of language practice and fun activity.

This research mainly discussed the implementation of guessing game and students' responds in applying the guessing game in teaching speaking descriptive text for the seventh grade students at SMP Sunan Ampel Porong. Thus, this research was very significant to be conducted with the aim of knowing how the implementation of guessing game in the process of teaching speaking descriptive text and the students' responds about the implementation of guessing game involved in the class activities. As a result, the researcher decided to take the title "The Use of Guessing Game in Teaching Speaking Descriptive text to the seventh grade students of SMP Sunan Ampel Porong in academic year 2018/2019".

## **1.2 The Statement of the Problem**

Based on the background of the study, the statements of the problem in this research are :



- 1.2.1 How is the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019?
- 1.2.2 How are the students respons of the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019?

### **1.3 The Objective of the Study**

Based on the background of the study, this research has two objectives of the study:

- 1.3.1 To describe the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019.
- 1.3.2 To describe the students respons of the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019.

### **1.4 The Scope and Limitation of the Study**

After identifying the problems explained, this research was focused only the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019 as the subjects of this research. Then, this research was focused only on the students'

responds toward the implementation of guessing game in teaching speaking descriptive text.

### **1.5 The Significance of the Study**

The result of this research is expected to give contribution to english teachers, students, and further researchers.

#### **1.5.1 English Teachers**

The result of this study hopefully can give more experiences and motivations as input which could be expended into various strategies in teaching and learning process. The teacher can reflect and reform his way of teaching in order to make it more interesting and succesful.

#### **1.5.2 Students**

The student result of this study is expected to make the 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.

#### **1.5.3 Other Researchers**

The results of the study hopefully can be reference especially for the researcher who will conduct the study with the similar topic of discussion. The further researcher can use this method as additional method that this method is effective for other students.

## 1.6 The Assumption

This research was conducted under the assumption that the guessing game technique could be implemented for the seventh grade students at SMP Sunan Ampel Porong regarding. this technique involve the students in learning process. Then, it was also assumed that there were various responds toward the implementation of the guessing game in teaching speaking descriptive text.

## 1.7 The Operational Definition

There are some technical terms used in this study that might create misunderstanding and misinterpreception. Thus, it is considered to elaborate those terms clearly to be a similiar framework of thinking between the researcher and readers as below:

### 1. Teaching

Teaching is a process which is concered on sharing of knowledge and experience between teacher and students (Dewey, 2004, p. 47).

### 2. Speaking skill

Speaking skill is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently (Fitriana, 2012, p. 9)

### 3. Descriptive Text

Descriptive text is a text which describes what a person or a thing is like and it has a purpose to describe a particular person, place or thing (Friedman, 2010, p. 2).

### 4. Guessing game

Guessing game is a game in which the participants compete individually or team in the identification of something indicate obscurely (Klippel, 1984, p. 13).

