

CHAPTER I

INTRODUCTION

This chapter presents the nature of the study. In detail, this chapter consists of background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of the key terms, and organization of the paper.

1.1 Background of the Study

One of major skills in English learning is speaking. Speaking comprehension is crucial part of second language learning and teaching. Speaking is included in productive aspect as communicative competence, which means that there is a process to conceptualize data in a brain then produce it as oral information. In line with the statement, Harmer (2001) says that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.

Learning speaking means learning an interactive processing of constructing meaning that involves producing, receiving, and processing information, stated by Brown (1994) quoted by Florez (1999). Its form and meaning are dependent on the context, participants’ experiences, physical environment, and the purposes of speaking.

Like three other categories of language performances, listening, reading, and writing; speaking is viewed as a significant one. Speaking is a sort of productive skill which is used in oral model. It means that through speaking

people produce words, expressions, or utterances to express our ideas and feelings as well as to respond towards particular situations. It is in line with Kartini (1986: 38) that speaking is an instrument for communicating thought, feeling, idea, and intention to other people through spoken language in order that what we say can be understood by the listeners.

As one of language skill, speaking competence in English subject is taught in Junior High School as foreign language. This study observes the second grader which is in Elementary Level with Competence Standard that is to communicate English which is equal to Elementary Level. Furthermore, Basic Competence is to comprehend daily conversation in professional and personal context. Based on the researcher's observation in the school where she conducted the research, there are some problems encountered by teacher in teaching speaking skill to the students. The main problem is that the students have less motivation to practice speaking in the class, so that they rarely apply their speaking skill in learning activities.

The success of language learning has something to do with teacher's involvement to improve students' speaking skill. Therefore, teacher needs some efforts to attain that purpose, one of them is by doing the arrangement procedures as Lynch and Anderson (1992) state:

All the speaking tasks involve three elements: preparation, performance, and feedback. They have been designed to make you think as well as speak and listen. Becoming a more effective communicator is not simply. It is a matter of practicing the spoken comes from planning how to approach a speaking tasks and evaluating how way you spoke.

Considering the fact above, teacher has to prepare a teaching strategy to improve student's motivation in learning speaking skill. Games become one of the strategies in teaching English. They can reduce students' boredom in learning activity, because it can make the learning process more enjoyable.

Ersoz (2000) as cited by Amelia (2007: 1) stated that “Games are greatly motivating, because they are entertaining and interesting”. The game implemented in this study is guessing game.

Guessing game is one of alternative techniques used in teaching speaking, which the students are expected to be involved actively in speaking class activity. Guessing game which is adopted from a television and radio game can create the teaching-learning situation based on the students’ excitement of playing game. Thus, students are much courage in thinking what they want to say.

In conducting this kind of game, teacher and students can work each other to build a good atmosphere of teaching-learning process in speaking class. This technique requires teacher to facilitate students with some new chunks, it also gives a chairperson an experience to process his/her peers speaking in front of the class. Meanwhile, for the rest, this game motivates them to make a question with loud and clear voice and then explore some new chunks and language exposure in one time.

Based on explanations above, this study tries to find out the benefits of using guessing game technique in teaching speaking skill. Simultaneously, this study also intends to identify students’ attitudes toward the use of guessing game technique in their speaking at second grader of Junior High School.

1.2 Research Questions

The research is led by the following questions:

1. What are benefits of guessing game technique in students’ speaking class?

2. What are students' attitudes towards the use of guessing game technique in students' speaking class?

1.3 Aims of the Study

The purposes of the study are to examine and find the answer of the research questions above, they are stated as follows:

1. To find out benefits of guessing game technique in students' speaking class.
2. To find out students' attitudes toward the use of guessing game technique in students' speaking class.

1.4 The Scope of the Study

Limitation is needed in this study in order to make the discussion more specific, and it is designed to specify the problems that will be analyzed. The problem in this study is to find out benefits of using guessing game technique in their speaking class. Simultaneously, this study also intends to examine students' attitudes toward the use of guessing game technique in their speaking class.

1.5 Significance of the Study

The significances of this study are addressed to English learners, English's teachers, other researchers and general readers. Speaking is a crucial part of foreign language learning and teaching. For English learners, this study is expected to provide information about alternative activity in speaking that

can motivate them to speak and learn language. Learners also can get new experiences in instructional process by using guessing game.

For teachers, this study is expected to help them to design activity which can improve the students' speaking skill and motivation in speaking. Teacher also can get a description about the use of guessing game to improve students' speaking skill. For other researchers, this study is expected to be used as an additional source. The last is for general readers, it can be a reading material that can enhance their knowledge.

1.6 Clarification of Key Terms

1.6.1 Guessing Game

According to Brown (2001: 183) Guessing Game are common language classroom activities. In this study, one kind of guessing games is used. It is twenty questions, are easily adapted to a small group. One member secretly decides that he/she is some famous person; the rest of the group has to find out who, within twenty yes/no questions, with each member of group taking turns asking questions. The person of who "is it" rotates around the groups and points are scored.

1.6.2 Speaking Skill

As described by Hendarsyah (2003) cited in Mulgrave and Tarigan (1987: 24), speaking is defined as a tool for conveying (message) almost directly to figure out whether or not it is understood by the listener and whether or not the materials are comprehended by both the speaker and listener. In this

study, the students are taught a speaking skill by using guessing game technique to find out the benefits of guessing game and students' attitude during the speaking class.

1.7 Organization of the Paper

This paper research is organized into five chapters as follow:

Chapter I: Introduction

This chapter presents general description to the area of investigations. It consists of background of the study, statement of the problems, aims of the study, significance of the study, scope of the study, research methods, clarification of the key terms, and organization of the paper.

Chapter II: Theoretical Background

This chapter deals with the theoretical background that is relevant to the study. It delivers the description of various theories to support the analysis and also various literatures that have to do with the analysis of the study. It is continued with the characteristics of young learner. The following subchapter is the nature of games which is divided into three parts namely concept of games, the use of games in learning, and advantages of using games in language learning. Guessing game and previous research related to study are both then elaborated in the two last parts of this chapter.

Chapter III: Research Methodology

This chapter presents the methodology of the study. It provides information and explanation about the purpose of the study, research design, site and participants, data analysis, data analysis procedures, and testing of validity.

Chapter IV: Finding and Discussion

This chapter provides the result of the study and discussion of the research finding. It is going to display the textual evidences then interpret the findings based on the exploration of observation, questionnaire and interview. In detail, this chapter describes the benefits of guessing game techniques in students' speaking class and the students' attitudes toward the use of guessing game techniques in their speaking class.

Chapter V: Conclusion

This last chapter is conclusion chapter. It consists two subchapters, which are conclusion and suggestion. It offers the overview of all findings that consist of conclusion and suggestion for further study.