

CHAPTER I

INTRODUCTION

This chapter is divided into several parts. There are the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of Study.

1.1. Background of the Study

Language is basically spoken, people tend to be called mastering language if they can speak fluently. By using language, people will be easy to deliver meaning and communicate with others, since language is very important in human activity, especially in social life. As a consequence, language must be studied. The process of learning language itself has many steps until people can use that language, and one of that steps is practicing speaking, people need to speak to use the language. Since long time ago, the most favorite language to be studied is English because English dominate many aspects in the world from the formal fields such as economics and politics to the informal fields like entertainment and gossips. Therefore, people start to be aware that learning English is a demand of the times.

Nowadays, English is one of the widely used languages in the world. Ishihara (2011) says that one-fourth of the world population speak English. This statement shows that English is well spread in the world and the number of the speakers is one of the evidences which prove that it is the global language. People

will not feel inferior when using English anywhere, because English is the global language. Even though not all people can speak English actively, but at least they can understand it and moreover in one country usually there are many people who can speak it, for example in Indonesia. The mother tongue is actually Bahasa or tribe language, but so many Indonesian can speak English, so the tourists who come to Indonesia will not be afraid if they cannot speak Bahasa, they can use English for communication, and vice versa when Indonesian people visit other countries in world.

Indonesian society has been aware of the fact that English holds an important role to deliver kind of information and knowledge in the future very well, and Indonesian will be retarded if they are late to study English. Therefore, English must be studied by the students both in formal and informal school. In Indonesia, English becomes one of lessons that students should learn, but most of them still think that learning English is difficult. In reality, teaching English is focusing on reading skill, so most of students only know how to read and fill the answer sheet. The students actually do not understand at all how to use it when learning a language because reading is a passive skill and students can only use English passively. In order to be able to use English actively, teachers should also develop the learning into speaking learning, because speaking is one of the main requirements when learning language. Sawir (2005) says “when people need English competence for their practical life – and in nearly all professional and business domains, in every nation, English is more and more necessary – they

often need oral skills". In short, to be able to use English actively, students should practice speaking English more than other skills.

However, in teaching learning process, the students think that keeping silent is better than making mistakes when they try to speak English (Arrosy et al. : 2012). This happens because most of them feel shy and anxious, but the real big problem is lack of students' vocabulary diction and coherence. For example when they try to create descriptive text either spoken or written, students usually repeat a lot of same words or mispronounce them. The students' shyness and anxiety make them not confident to speak up, even though they have many words in their brain. For instance, in one sentence that consists of 3 words, students only know one word in English so they are afraid to speak because they lack of vocabulary diction and coherence. This situation of course unfavorable both for students and teachers, and must have a solution to help students speak up to improve their speaking skill.

Based on above case, this study expose game as offer to help students to improve their speaking skill. In many previous researchers, they have proven that game is fun and enjoyable when teacher used game in their teaching process. Dewi et al (2016) say that language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom. Game is one of interesting ways to help students improve their speaking skill, by using game students will not get bored and tight in learning English. By enjoying the game, students will be easy to accept the lesson and the teacher will be easy to deliver the material to the students.

Especially in teaching speaking, game is also proven to have a positive effect to improve students' speaking skill. Therefore, many researchers or teachers offer the way how to improve speaking skill by using the game. Imitating the previous researchers, this study will also try to explore game to help students improve their speaking skills specially by using guessing game. Therefore, this study has entitled "The Use of Guessing Game to Improve Students' Speaking Skill on Descriptive Text".

1.2. Reasons for Choosing the Topic

There are some reasons for choosing the topic as follows:

1. Most of students still feel shy when they speak English in front of their friends.
2. The students' vocabularies are still poor and they lack of practice so they cannot speak English fluently.
3. Playing game in learning English gives the students an interesting way on how to improve their speaking ability.

1.3. Research Question

This study was conducted to answer the main question: Is using guessing game effective to improve eleventh graders' speaking skill of SMP Alfattah Semarang in the academic year 2017/2018?

1.4. Objective of the Study

The objective of this study is to know whether or not guessing game is effective in improving students' speaking skill in eleventh grade of SMP Alfattah Semarang in the academic year 2017/2018.

1.5. Hypotheses of the Study

Hypothesis is a specific prediction what will happen after doing the research (Vanderstoep et al.2009:5), Hypothesis created by the researcher as statement to speculate upon the outcome of a research or experiment. According to Mourougan (2017) basically there are two types of hypotheses; null hypothesis (H_0) and alternate hypothesis (H_1). Null hypothesis is a statement that there is no actual relationship between variables and an alternative hypothesis is a statement that suggests a potential outcome that the researcher may expect.

The hypotheses which are used in this study are as follows:

H_0 : There is no significant difference of seventh graders mean score in English speaking skill between students who are taught by using guessing game and those who are not taught by using guessing game.

H_1 : There is a significant difference of seventh graders mean score in English speaking skill between students who are taught by using guessing game and those who are not taught by using guessing game.

1.6. Limitation of the Study

This study focused on students in the seventh grader of SMP Alfattah Semarang in the academic year 2017/2018. The genre of English text in this research focused on descriptive text especially describing people.

1.7. Significance of the Study

There are 2 significances of the study as follows:

➤ Practical Significances

- Students: The result of this study hopefully has impact to the students. After doing the research the students get positive effect of this study, which is improving their speaking skills.
- Teacher: This study hopefully gives alternative teaching technique to the teacher to improve their students' speaking skill by using guessing game.
- Next Researcher : The further researcher can use the result of this study as reference for similar topic of research in the future and next research.

➤ Pedagogical Significances

- Students : By the end of this study, it is hoped that students get an interesting way to learn and improve speaking skill, so the students feel enjoy in learning English language and get many new vocabularies.
- Teacher: Teacher can use this guessing game as technique variation to improve speaking skill in learning process not only in descriptive text but also for other topics of the study.

- School: The school hopefully aware of the important of teaching techniques to improve teaching learning activities which then automatically improve the school's quality.

1.8. Definition of Key Terms

- Speaking Skill

Speaking skill according to Bashir et al. (2011), is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

- Guessing game

Guessing game is classroom game in which the students are asked to describe their classmates, while the other (group) students have the duty to answer it. So it is really helpful for the students who have difficulties in expressing their ideas due to their lack of vocabulary items (Yusri, 2013).

- Descriptive Text

Gerrot and Wignel (2005) state that descriptive text is a text to describe a person, a place, an idea, an organization or an activity.

1.9. Organization of the Study

Chapter I is introduction. it consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of study.

Chapter II is review of related studies. It consists of general concept of speaking, teaching speaking, descriptive text, and guessing game.

Chapter III is research method. this chapter explains research design, the variable of the study, the subject of the study, the instrument of the study, the validity and reliability of the instrument, scoring technique, the procedures for collecting data, and the technique of data analysis.

Chapter IV is finding and discussion. This chapter presents profile of the school, description of the participants, the validity and reliability of instrument, the analysis of pre-test, the analysis of treatment and activities, the analysis of post-Test, the analysis of t-test and finding and discussion.

Chapter V is conclusions and suggestion. This chapter consists of the conclusions of this study and suggestions based on the result of the experimental study.