CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and delimitation of the research, definition of the key terms, and research paper organization.

A. Background of the Research

Speaking is the process of communication or interaction with other people in order to access the information and have a good relation in the daily life. Thornbury (2007:1) states "Speaking is so much a part of daily life that we take it to granted." By speaking, people can express their ideas and purposes orally to the listeners. Because of that, learning speaking needs more practice especially for foreign language. Speaking skill is one of language skill that must be mastered by any foreign language learner. As we know that English used as an international language, it becomes the reason of why the people is competing to master English as an communication tool in this globalization era.

Currently, mastering English is one of factors that can determine the successfulness of people in studying, business or career. However, there are many barriers to be an English master. For the people who want to have good competence in communicating by using English, he or she must learn all aspects in English early included pronounciation, grammar, vocabulary, fluency, and comprehension. Besides, he or she must build the 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 (1994:217), there are four language skills that must be mastered in English learning, among as listening, speaking, reading, and writing. Speaking skill is important to many language learners who are involved in the spoken language, especially to the students.

In the reality, many people have learned English for years but they are still incapable and awkward to speak English orally. It is caused by of the situation or place where the people stay. The limitation of people that used English for communication in they daily life also make them limited practice even forget some vocabularies or some parts in speaking English. Lack of vocabularies will make difficulties in speaking or communicating with other people that have been skillful in English. In other reason, the people have some problems in psychology like feeling nervous, shy, worry and fear of making mistake. It means that the peoples have low self-concept

which make them unconfidence to speak English. Whereas, the people need self-confidence in speaking English well.

If the people always think that they are going to be failed in speaking English like the troubles above, they will be difficult to speak English well. These troubles can cause the people have low even self-negative concept that will make them loose of their confidence. In other word, the people who have these troubles will loose their word and confused about what they want to say. They will be nervous and forget all of the idea in their brain. They will feel unconfidence, uncomfortable, and fear of making mistakes. It is very dangerous if they are going to have speech in public because it can cause the bad effect or become object of ridicule. So, they should be more preconditioned themselves and deeper again in learning English to build the self-confidence.

Good speaking activities can and should be extremely engaging for the students (Harmer, 2007:123). In teaching speaking, the teacher must be able to make the interesting topic and apply the suitable technique. The aims are to make the students more interested to learn English and also avoid saturation. So, the teacher must be creative or often create some new ways in teaching like giving them some games. Game can be used as an alternative way to make the better condition in the class.

Commonly, there are many perceptions that teaching should be serious in order to achieve the target of learning, but if the students become lazy and do not interest, it will be make them not really learning. The students will be bored, lack concentration, even cheating. The perception is actually wrong because we can make the teaching and learning in class more fun, enjoyable and easy to be understood. So, the researcher are 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.

Klippel (1984:31) says that the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. How this is done is determined by an additional sets of rules. These rules lays down, for example, the type and number of questions. The thing to be guessed differ greatly from game to game. It can be something one player is thinking of, an object seen only by one person, a word, an activity, or lots of other things.

According to Byrne (1987:21), name the object, say something about the object, say what they would do with the object if they had it, make up sentence using the object, link the object on the right to the left object. So, guessing game is a game in which the object is to guess some kind information, such as a word, a phrase, title, or the location of the object.

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 the activities with their friends. The researcher want to know whether the use of game is effective or not in teaching speaking. So, the researcher is interested to conduct the research to see the effectiveness of using guessing game technique toward the eight grade students' speaking skill at MTs Negeri Bandung.

B. Research Problems

1. How is the students' speaking skill before being taught by using Guessing Game technique?

2. How is the students' speaking skill after being taught by using Guessing Game tecnique?

3. Is there any significant different score between students' speaking skill before and after being taught by using Guessing Game technique?

C. Objectives of the Research

1. To know the students' speaking skill before being taught by using Guessing Game technique.

2. To know the students' speaking skill after being taught by using Guessing Game technique.

3. To know the significant different score between students' speaking skill before and after being taught by using Guessing Game technique.

D. Research Hypothesis

The researcher formulates the null Hypothesis (Ho) and alternative Hypothesis (Ha). The null Hypothesis indicates that there is no significant different score of the students before and after being taught by using Guessing Game technique. Meanwhile, the alternative Hypothesis (Ha) states that there is significant different score of the students before and after being taught by using Guessing Game technique

E. Scope and Delimitation of the Research

The scope of the study is technique of teaching speaking for students' of Madrasah Tsanawiyah. This study was limited to the use of Guessing Game technique in teaching speaking; an experimental study at the eight grade students of MTs Negeri Bandung.

F. Significance of the Research

The significance of the research are:

a) Teacher

If 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) Students

The result of this study will be 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. Students that have problems of speaking can be used it as input and idea in improving speaking skill.

c) Future Researcher

The researcher believes that the result of this research had not perfect yet. So, the researcher hopes that the future researcher who will conduct the same research by applying guessing game technique can be better and complete this thesis.

G. Definition of Key Terms

In this part, there are some explanations from the topic of the study and the title mentioned in the previous item. The title is "The Effectiveness of Using Guessing Game Technique towards the Eight Grade Students' Speaking Skill at MTs Negeri Bandung". The definition of key terms as follows:

1. The effectiveness : producing the result that someone wants or actual existing

2. Guessing game technique : a way of game to guess an object such as a verb, noun, abstract noun, or phrase by giving many clues to the guessers as much as possible. In guessing system, every student has time and chance to practice speaking and gives the clues to others until they can guess it correctly.

3. Speaking skill : the student's ability in producing sounds, words, and utterances.

H. Research Paper Organization

The organization of the research paper is given in orders to make the readers understand the content of the paper. The organization of this research paper is given as follows:

Chapter I is the introduction of the research which presents the background of the research, research problems, objectives of the research, research hypothesis, scope and delimitation of the research significance of the research, definition of the key terms, and research paper organization.

Chapter II is the review of related literature. It consists of some explanations based on the title and literatures based on the research. It includes the explanation about teaching speaking, principles for designing speaking techniques, techniques of teaching speaking, classroom speaking activities, assesing speaking, games for language learning, guessing game technique, implementation guessing game technique, and the previous study.

Chapter III is research method. It covers research design, population and sample, research instruments, validity testing, normality and homogeneity testing, data collecting method, and the data analysis.

Chapter IV is research findings and discussion. In this chapter presents the description of data, data analysis, hypothesis testing and discussion.

Chapter V presents the conclusion of the research and suggestion for further research to be better.