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THE INFLUENCE OF THE APPLICATION OF GUESSING GAMES STRATEGY ON STUDENTS' SPEAKING ABILITY OF THE FIRST YEAR STUDENT OF *MTs DARU'L HIKAM CIREBON*

A THESIS

Submitted to the English Eductaion Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic studies in Partial Fulfillment of the Requirements for the Scholar Degree of Islamic Education (S.Pd.I)

By

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CIREBON

2013

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ABSTRACT

SITI NURROCHMAH: THE INFLUENCE OF THE APPLICATION OF GUESSING GAMES STRATEGY ON STUDENTS' SPEAKING ABILITY OF THE FIRST YEAR STUDENT OF *MTs DARU'L HIKAM CIREBON*

Speaking is significant to an individual's living processes and experiences. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society.

This study aims to : 1) To find out the students' response towards the application of guessing games strategy. 2) To find out the students' speaking ability at the first year student *of MTs Daru'l Hikam Cirebon.* 3) To find out the positive and significant influence of guessing games strategy on students' speaking ability at the first year students at *Mts Daru'l Hikam Cirebon.*

Guessing game is game in which the participate compete individually or team in the identification of something indicate obscurely (as in riddle or charades). The strategy of guessing games are discriminate, guess, speculate. The learner is challenged to identify something which is.

Furthermore, the mean score of students' response of guessing game strategy and their ability in speaking were computed for the subject in the study. Then, the computation used the correlation formula by Pearson. It aimed to

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determine if a contribution exist between the application of guessing game strategy and students' speaking ability. The method of research that used by researcher is quasi experiment design.

Finally, the test were considered sufficient categorization with the mean score 75.5 of students' response of guessing games strategy and 61.1 of the mean score of the students' speaking ability. Then, the research got positive an significant at the 0.61 level. Hence, the contribution of the application of guessing game strategy on students' speaking ability was 37.21 %. The rest, 62.79 %, was influenced by other factors related to the speaking skill

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RATIFICATION

The thesis entitled "**THE INFLUENCE OF THE APPLICATION OF GUESSING GAMES STRATEGY ON STUDENTS' SPEAKING ABILITY OF THE FIRST YEAR STUDENT OF MTs DARU'L HIKAM CIREBON**" written by **Siti Nurrochmah** whose registration number is **59430791** has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on August 1st, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

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PREFACE

Alhamdulillah, in the name of Allah, Most Gracious, Most Merciful praises and thanks to Allah the only God of all creatrures and universe, that gives the writer the force physically, spiritually, and knowledge so she gets understanding in doing this study, and continue in analyze until this thesis can be properly done. Because she realizes that she is nothing without His help and because of His mercies and blessings, the writer is finally able to finish writing this thesis entitled "**THE INFLUENCE OF THE APPLICATION OF GUESSING GAMES STRATEGY ON STUDENTS' SPEAKING ABILITY OF THE FIRST YEAR STUDENT OF *MTs DARU'L HIKAM CIREBON*",** which is presented to the *Tarbiyah* Departement of English Education of the Institute for Islamic Studies *IAIN Syekh Nurjati Cirebon* in partial fulfillment of the requirement for the degree of Islamic Scholar in English education. May invocation and safety always given to the prophet Muhammad SAW (peace be upon him) who has brought human beings from the darkness to the lightness, his family, his colleagues, and his followers up to the end of the world.

The writer is very grateful thanks to their Excellencies, among other:

1. Prof.Dr.H.Maksum Muktar.M.A. Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr.Saefudin Zuhri.M.Ag. Dean of the *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon.*
3. Dr. Hj. Huriyah Shaleh, M.Pd, the Chairwoman of English Departement of Tarbiyah Faculty of *IAIN Syekh Nurjati* and as first supervisor.

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4. Sumadi, SS. M.Hum, the second supervisor.
5. Ujianti Prihatini, M.Pd as a headmaster of *MTs Daru'l Hikam Cirebon.*
6. Fauzi, S.Pd.I as English teacher.
7. All of the 7th grade students of *MTs Daru'l Hikam Cirebon.*

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. So all mistakes and available in this thesis is becoming hers' responsibility.

Finally, the writer hopes this thesis will be some valuables to the readers, especially for the writer herself and for the English Education Department of *IAIN Syekh Nurjati Cirebon.*

The Writer,

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Look at the science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily need. English as the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop or conference. All countries in the world have set the language as one the compulsory subject studied at school.

English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language; listening, speaking, reading and writing. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, competence of teaching facilitation, interesting media, and condition of school environment.

According to Finnochiorao, (1993: 82) Language is system of arbitrary, vocal symbol which permits all people in given culture or other people who have learnt the system of that culture, to communicate or interact

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The definition shows that language is formed by the composition of sound arbitrary, vocal symbol used to express something in communication among people in their society. This existence of language amid society touch many human interaction forms the certain culture and social institution.

In Indonesia, English is one of foreign language that should be kindergarten until university. According to Alison Wray (1998: 64-65) language are skills are normally defined as the skill of listening, speaking, reading and writing. Some formal classroom activity will encourage the learner to focus on integrating the skill within a communication activity. In the classroom activity, the teacher has to focus on speaking activity. The teacher will know how far the students' ability in speaking skill.

Speaking is included in productive aspect as communicative competence, in which means that there is a process to conceptualize data happen in a brain the produce it is an orally information. Its form and meaning are dependent on the context, participants' experience, physical, environment, and the purposes of speaking.

Like three other categories of language performances; listening, reading and writing, speaking is viewed as the 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 utterance to express our ideas, feelings as well as to respond towards particular situations.

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Speaking is a way to expressing ourselves n whatever language that we use. The most motivating language to learn therefore enables us to talk in a way that is true our personality. As described by Hendarsyah (2003: 7) 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 material are comprehended by both the speaker and listener. Speaking is important for them to practice their capability and their understanding, how to send idea, how to spell word well. In this case the students' motivation and interest are much needed to make the process of their understanding more easily.

O'Malley and Pierce (1996: 57) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

In addition, Burn and Joyce (1997: 54-55) state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964: 51) states that to know the language is to use it. He further states that students do not know a sentence until he can speak it.

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In fact, the English instruction in some Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000: 27). Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

Based on the preliminary study conducted *at MTs Daru'l Hikam Cirebon*, on May 3th to July 3th 2013, the researcher found out some problems related to the instructional activities in this school. Those problems are that: 1) the students have low speaking ability; 2) the students have low motivation in learning English; and 3) the teacher still uses monotonous and inappropriate teaching strategies.

Considering the problems faced by the teacher above, it can be said that the English teacher of *MTs Daru'l Hikam Cirebon* still meets some serious problems in teaching and learning process. The three problems– the students' low speaking ability, the students' low motivation in learning English, and the teacher's monotonous and inappropriate teaching techniques are very close connected and correlate one another. Referring to the result of the observations, informal interview, test and analysis

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above, the researcher supposes that the above unsatisfactory proficiency of the students' speaking is not caused mainly by the students' low motivation, high anxiety, or limited vocabulary; rather, the primary cause of their poor skill is the inapt technique the teachers utilize and the inadequate "space" they provide to facilitate students' speaking.

Because the problem in English teaching and learning are very variety, so the teacher are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teacher who is able to present the material easily will be students' idol. The teacher can use some method in teaching learning process to help the students' understanding about the material that was explained. In playing method, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate strategies can make the students get the difficulties in understanding the teachers' explanation, and it means that the teacher may be failed in teaching them. To make the students have strong interest in teaching and learning process, especially in learning speaking, the teacher should take the best approach, method, strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and the students. Furthermore, the teacher has to prepare the interest aids before

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teaching learning process done. In this case the researcher used guessing games as technique in teaching learning process.

According to Hornby (1995: 486) game is an activity that you do to have some fun. Guessing games can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because guessing game can make the students more active in learning, and they do not feel that they are forced to learn. Guessing game can be method that will give many advantages for students in classroom.

Method must be able to increase the students' motivation in learning English, especially in speaking English, and method has to be able to manipulate, seeable, listenable, and readable. At least the teacher hopes that method can motivate the students to speak English to communication their need especially in the classroom and their daily need in general.

The researcher includes the related study on guessing games in which has close relationship with this research. A previous research was done by Ni'fatul Aula (2006) in her thesis entitled "*Improving students' writing ability of the second grade at SMPI Brebes through guessing games"* . It was conducted to describe the form of guessing games. This research was designed to improve the students' writing ability in learning to write through a guessing games strategy. This strategy was chosen because it is able to make students actively involved in the process of

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teaching and learning so as to help improve the writing skills of the students. The other research was written by Muhammad Rizal (2008) in his thesis entitled "*Improving Vocabulary's Student of first grade student of SMP Assuniyah Losari"* The approach is based on the Wright's theory of games for language learning. He applied guessing games to improve vocabulary's student.

One of the alternative methods used in teaching speaking is guessing games strategy. In which the students are expected to be involved actively in speaking class activity. Guessing games 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.

Through guessing games, students are provided by set well-arranged activities as follows: an object's picture is shown to the chairperson. In addition the chairperson tells a clue to the team that the object is household tools, clothes, vehicles or any other stuff. In finding the answer of what the object is, the team should ask yes or no questions to the chairperson, for instance "is it for helping us?" Therefore, the chairperson is allowed only say 'yes' or 'no'. The team will get point if they guess the answer by having twenty questions are more.

There are some tasks that teacher can instruct to the students to do the activities in guessing games. Byrne (1987: 21) says as follows: name of the object, spell the object, say something about the object, give one or

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more uses for the object, say what they would do with the object if they had it, and make up sentence using the object.

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

B. Identification of The problem

Based on the background of the problem above, the problem can be formulated as follows:

1. The Field of The Research

The thesis which is entitled "The Influence of the application of guessing games strategy on students' speaking ability of the first year students of *MTs Daru'l Hikam Cirebon.* Try to application of guessing game strategy in teaching learning English. The other one is to increase the students' speaking ability through guessing games.

2. The Kinds of The Problem

There are many problems in English, especially about speaking. Speaking is important for them to practice their capability and their

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understanding, how to communicate, how to send idea, how to spell words well. The writer would like to mention the kinds of the problems.

a. The students are not confidence to speak English.
b. English speaking in teaching learning is so difficult to do.

3. Main of The Problem

The researcher focuses on main of the problem about the lack of students' speaking ability. Therefore, the writer tries to apply of guessing game strategy, as the problem solving to solve the problem.

C. The Limitation of The Problem

In this research, the researcher will limit the problem that has correlation with the title of the thesis. "The influence of the application of guessing games strategy on students' speaking ability."

D. The Questions of The Research

This study conducted to reveal the following research questions:

1. How is the students' response towards the application of guessing games strategy?
2. How is the students' speaking ability of the first year student *of MTs Daru'l Hikam Cirebon?*
3. Is there any positive and significant influence of the application of guessing game strategy on students' speaking ability of the first year students *at Mts Daru'l Hikam Cirebon?*

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E. The Aims of The Research

1. To find out the students' response towards the application of guessing games response?
2. To find out the students' speaking ability at the first year student *of MTs Daru'l Hikam Cirebon.*
3. To find out the positive and significant influence of guessing games strategy on students' speaking ability at the first year students of *MTs Daru'l Hikam Cirebon.*

F. The Use of The Research

The research product hoped to be able to develop English language learning especially in increasing the students' speaking ability through guessing games strategy. The research is expected useful for:

1. The teacher

The research was made by hoped the teacher will know that a lot of English teaching strategy that can be used in teaching and learning process by a strategy that is fun and not boring.

2. The Student

By using guessing games strategy in this research, the researcher hoped that the students can feel the effect of the using of guessing games strategy in teaching and learning process.

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3. Other Researcher

By this research, the researcher can give contribution to other researcher to more diligently about method of teaching area by using guessing games strategy especially in teaching and learning process.

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