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CHAPTER I

INTRODUCTION

A. Background of the Problem

Since English has become an international language, most people in some developing countries including Indonesia need to master it. The purpose of studying English is people can exchange information either in spoken or in written form to other countries and it is also to make the learner able to communicate in English. For this reason, English is taught as a compulsory subject in Indonesian schools, that is, from elementary school to university.

In Indonesia, English is an important foreign language which is taught from elementary school level to university. Curriculum is one of the compulsory subjects. In these schools, the purpose of teaching English is to facilitate students on the four language skills, namely, reading, listening, speaking, and writing. In order to be successful, speaking should be taught in effective and in efficient way. Techniques used by a teacher should be appropriate to the students' level. Moreover, the students need strategies to comprehend English passages well.

Speaking is a process of communication between at least two people to express ideas. According to Brown (2001:267) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other.



Subsequently, Cameron (2001:40) states that speaking is the active use of language to express meaning, so that other people can make sense of them.

Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills.

Speaking is interactive and should be taught through communication.

Therefore, the teacher has to give his or her students the opportunity to interact with the others, and thus, to communicate using the target language. It means that speaking is an ability to produce language orally then use it to communicate to each other which involves many aspects in speaking skill.

Dealing with definitions above, it is so essential for the teacher to pay great attention in teaching speaking. The teachers should provide various techniques for speaking activities to develop basic interactive skills required in education and social life. Those techniques make the students more active in learning process and at the same time make their learning more meaningful and fun.

Junior High School 1 Kampar Regency is a school that uses School-Based Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) as its guidance in teaching and learning process. English subject in this school is learned twice a week with the allocation of time is 2 x 40 minutes for each meeting. KKM (passed score standard) for English subject especially for the first year student is 75. Thus, rubric for minimum competence criterion (KKM) can be seen in the following table:

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Table I.1
Rubric for Minimum Competence Criterion (KKM)

NO	Description	Scoring	
		Score	Mark
1	a. Students can express orally of monologue text very accurately, fluently and rhyming to interact with their surroundings.	81–100	A
2	b. Students can express orally of monologue text accurately, fluently and rhyming to interact with their surroundings.	61–80	B
3.	c. Students have limited skill to express orally of monologue text to interact with their surroundings.	41–60	C
4.	d. Students have little skill to express orally of monologue text to interact with their surroundings.	21-40	D
5.	e. Students have not skill to express orally of monologue text to interact with their surroundings.	0-20	E

From the rubric above, some of the students still have low minimum competence criterion (KKM). They also got low score for English on mid semester and final test. By interviewing Mr. Damhir,S.Pd on January, 13th 2016, one of the English teachers of the first year student at State Junior High School 1 Kampar Regency, he had tried to teach his students maximally. The teacher already used several techniques and strategies such as watching movie, small group discussion, work in pair, asking and answering. The teacher also

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let the students express their ideas freely as much as they can and combine English with Indonesian language in speaking. But, what was expected from the teaching was contrary to the reality. Based on preliminary observation done by the writer, there were several problems faced by students in speaking class. Generally, it can be seen in the following some phenomena below:

1. Some of the students still had less vocabulary to speak English.
2. Some of the students were not confident to speak in front of the class.
3. Some of the students were not able to speak English fluently.
4. Some of the students were not able to pronounce the word correctly.
5. Some of the students were still weak in grammar.
6. Some of the students still had score under the standard minimum for speaking lesson.

Based on the phenomena depicted above, the writer assumes that the technique and strategy used by the teacher still cannot help the students to solve those problems. Therefore, to teach the students need appropriate technique and strategy so that students' speaking skill can be improved. English teacher has to work hard to solve the problems. The teacher should create the interesting teaching technique and strategy to improve the quality of students, and develop the learners' communicative competence in English. Actually, there are many techniques that can be applied by the teacher to create communicative atmosphere in the classroom and make them enjoyed in learning English, especially for oral communication activities. One of the techniques is by using game.



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The teacher can play an English game in class. No doubt, all students like to play games. In addition, an English game is a good way for students to participate. It can reduce students' boredom and make students' interested in teaching learning activities. It can also make learning process more enjoyable because game is one of the potential activities giving students' feeling of freedom to express themselves to the others. Therefore the writer would like to do a research by using guessing game technique to improve students speaking skill.

Guessing game is one of many techniques which can be applied in speaking class. The guessing game is interesting and challenging to the students since it demands the students to compete as well as win from others. Allen (1983: 52) points out "guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess." Then, guessing game is very easy to understand and interesting to play because it asks the students to give simple questions while recognizing the objects. So, the game can control the students to use their English and it is expected to motivate as well as to solve the problems of their speaking skill

Based on phenomena depicted above, the writer is interested in investigating the phenomena above into a research entitled: *The Effect of Using Guessing Game Technique on Students' Speaking Skill of the First Year Student at State Junior High School 1 Kampar Regency*



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B. Problem

1. The Identification of the Problems

The description of the background and the symptoms above, the problem can be identified as follows:

- a. Why did some of the students still have less vocabulary to speak English?
- b. Why were some of the students not confident to speak in front of the class?
- c. Why were some of the students not able to speak English fluently?
- d. Why were some of the students not able to pronounce the word correctly?
- e. Why were some of the students still weak in grammar?
- f. Why did some of the students still have score under the standard minimum for speaking lesson?

2. The Limitation of the Problem

Based on the identification of the problems above, there were several problems involving in this research. The writer needed to limit and focus on solving students' problem in speaking skill. Therefore, the writer used guessing game technique to improve students' speaking skill of the First Year Student at State Junior High School 1 Kampar Regency.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, thus the research questions are formulated in the following questions:



- a. How is the students' speaking skill taught by using guessing game at State Junior High School 1 Kampar Regency?
- b. How is the students' speaking skill taught without using guessing game at State Junior High School 1 Kampar Regency?
- c. Is there any significant effect on students' speaking skill taught by using guessing game and taught without using guessing game at State Junior High School 1 Kampar Regency?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out how the students' speaking skill taught by using guessing game technique is.
- b. To find out how the students' speaking skill taught without using guessing game technique is.
- c. To find out whether there is significant effect on students' speaking skill taught by using guessing game and taught without using guessing game at State Junior High School 1 Kampar Regency.

2. Significance of the Research

- a. Hopefully this research is able to benefit the writer as a novice researcher especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for students and the teachers of the English of the first year student at state Junior High School 1 Kampar Regency as a consideration in their learning process in the future.



- c. Besides, these research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning English.
- d. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

D. Definition of the Terms

There are some terms involved in this research, thus to avoid misunderstanding of the terms used in this research, the following terms are defined as follows:

1. Effect

According to Hornby (1995) effect is a change that something or somebody causes in something or somebody else, or result. In addition, Richard states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is referring to the implication of two different variables in quasi experimental research between two variables (X and Y). X is referring to the use of Guessing Game Technique and Y is referring to students' speaking skill. It means that, effect is referring to the implication of the use of Guessing Game technique on students' speaking skill of first year student at State Junior High School 1 Kampar Regency.



2. Guessing Game Technique

Technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers are able to develop, create and implement by using their distinctive way, the procedures (method) of teaching. Guessing game is one of many techniques which can be applied in speaking class. “Guessing game can be used to develop and reinforce concept, to add diversion to regular activities or just to break the ice. The most important function is to give practice in communication” (Richard-Amato, 1988: 156). In this research, guessing game technique is a technique used by the writer to know the effect of the technique on students’ speaking skill of the first year student at State Junior High School 1 Kampar Regency.

3. Speaking Skill

According to Homby (1995:1140) speaking come from the word “speak” that means talk or say the words. It means that speaking is one important skill in learning English because speaking is used to communicate with other. According Homby (1995: 1109) skill is the ability to do well or a specific or a particular type of skill. So, Speaking skill is one of the important skills to be mastered to communicate in English. In this research, the writer wants to know the students’ speaking skill through guessing game technique of the first year student at State Junior High School 01 Kampar Regency.

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E. The Reasons of Choosing the Title

There are some reasons why the writer chooses the title as follows:

1. The writer wants to investigate the students' speaking skill by using guessing game technique at State Junior High School 1 Kampar Regency.
2. The topic of this research is relevant to the writer as one of the students of the English Education Department.
3. The writer is able to carry out this research regarding the time, finance and the writer's knowledge.
4. As far as the writer is concerned, this research has never been investigated by other researchers yet.