

IMPROVING STUDENTS' SPEAKING ABILITY BY USING GUESSING GAME

(An Experimental Study to The Tenth Grade Students Of SMA Negeri 1 Langsa)

THESIS

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ABSTRACT

Speaking is one of the most important and essential skills that must be practiced to communicate orally. One of the techniques that the teacher can apply in teaching speaking is game. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Based on the theory, the researcher conducted a study entitled Improving Students' Speaking Ability by Using Guessing Game to the Tenth Grade Students of SMA Negeri 1 Langsa. The purpose of this research is to find out the use of guessing game will improve students' speaking ability and students' perception on the use of guessing game. In this study, the researcher used quantitative and qualitative approaches with experimental design by using *True-experimental design*. The research conducted in SMAN 1 Langsa. In this study the population is the tenth grade students of SMAN 1 Langsa and the researcher took samples class X-MIA-6 as experiment class and X-MIA-5 as control class. In this study, the researcher used test and questionnaire to find the data by evaluating the students' speaking ability. Finally, the researcher found the test results where 32 (80%) students from experimental class in post-test, achieved good score. Furthermore, almost all of the students have good perception where 35 (87.5%) students like learning English, 30 (75%) students stated that learning English was not difficult, 35 (87.5%) students liked speaking English, 24 (60%) students liked learning English in a groups, 28 (70%) students paid attention when the teacher explained the lesson, 25 (62.5%) students said that the teachers always used media, such as games in teaching. Moreover, 38 (95%) students said that the use of guessing game in learning was fun, 29 (72.5%) students said that the use of guessing game in learning improved their speaking ability, 31 (77.5%) students did not have the problem when using guessing game in learning, 35 (87.5%) students stated that the use of guessing game in learning English improved their speaking ability. In addition, 38 (95%) students agreed if teachers used guessing game in learning, 38 (95%) students excited when using guessing game in learning, 27 (67.5%) students stated that the use of game needed in learning activities, 37 (92.5%) students stated that English subject was fun, and 32 (80%) students stated that the English study did not boring. It showed that the use of guessing game can improve students' speaking ability.

Keyword: Improving, Speaking ability, Guessing Game,

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Langsa, 25 April 2015

The Writer

Rafsanjany

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a communication tool between teachers, students, and public vary depending on who is communicating, in a situation like what communication will happen, and what is communicated. The purpose of communication in this case is to build social relationships (interpersonal) and develop insight through the exchange of information between the parties involved in communication (transactional).¹ English language is one of languages that important in the world, because almost all of countries in the world using English language.

In the last decade, English has become the most popular foreign language used for communication between people. Harmer states that English is spoken by at least a quarter of the world's population.² It means English is really important for our life, especially for development of knowledge, science and culture.

English is now one of the main subjects taught in schools because of its importance as an international language. Based on Depdikbud, English as an international language needs to be taught for the development of science and technology, culture, and also the relationship between countries in the world.

¹ TEFLIN, Pokok Pikiran dan Rekomendasi tentang Kurikulum Mata Pelajaran Bahasa Inggris, journal, (Bandung, 2013), 3.

² Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, (England: Longman, 2002), 18.

Therefore, in Indonesia's curriculum, English becomes one of the subjects which is taught in elementary school, high schools and university.³

Learning English as language requires the mastery of four language skills: listening, speaking, reading and writing.⁴ However, researcher found that speaking is difficult skill to be mastered by students. Due to the interest of students to speak english is very low. "Speaking is one of language skill that must be mastered by any foreign language learner because speaking is an essential tool for communicating, thinking and learning".⁵ Moreover, English is used almost all over the world. Therefore, it is important for students to be able to speak in English.

Speaking is one of the most important and essential skills that must be practiced to communicate orally.⁶ Speaking is one of the central elements of communication. In English Foreign Language (EFL) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition and components that underlie speaking effectiveness.⁷ This will allow teachers to augment students' understanding about the importance of speaking and improve students' abilities and interests to speak.

³Khasanah, "The use of picture-guessing game In implementing team-pair-solo technique To improve the students' ability to write descriptive text", Thesis, 2012, .1.

⁴ Khasanah,1.

⁵ Herliani, "The Use of Guessing Game to Improve Student's Speaking Skill", Thesis, 2013, 1

⁶ Emma Rosana Febriyanti, "Teaching Speaking of English as a Foreign Language: Problems and Solutions", article, (Lecture, University of Lambung Mangkurat, 2011), 1.

⁷ Herliani,1.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, get information, or expressing an opinion. In real conversation, participants must manage uncertainty about what the other person want to say. Authentic communication involves an information gap; each participant has information that the other does not have.⁸

The ability to communicate one's thoughts clearly, concisely and convincingly – in speaking and in writing – is a key skill in study and in any career based on a college or university education. Yet, although many try to improve their written work, most students give little thought to develop their oral communication skills – until they have to attend their first tutorial, introduce a subject in a seminar, or prepare and deliver a short talk or presentation.⁹

Traditional classroom speaking practice usually takes the form of practice in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.¹⁰

However, it is not easy to master speaking skill, there are many problems in learning speaking skill: (1) the limited opportunities for the students to speak in class, (2) the lack of variation of teaching techniques

⁸ Emma Rosana Febriyanti, 2.

⁹ Barras, *Speaking for Yourself* (Canada: Taylor & Francis e-library, 2006), xiii

¹⁰ Emma Rosana Febriyanti, 2.

used by the teacher in class, (3) the teaching strategy application is monotonous that made the students bored and disinterested in studying English.¹¹ The problem is often became an impediment for students and teachers in developing students' interests and talents in speaking. In this case, the teachers are required to be creative and innovative in teaching speaking.

The researcher also found a similar problem where students are less active in speaking, lack of vocabulary that mastering by the students so that make limited in speak, and almost all of the teachers use role play to test the students' ability, while a simple conversation almost all of students feel difficult.

Considering the problems above, improving students speaking skill is part of teacher's job. Communicative language teaching and collaborative learning serve best for problem solving. The teacher is expected to have effective teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. Therefore, the students will have an opportunity to use English among themselves.¹²

One of the techniques that the teacher can apply in teaching speaking is game, because it is one of potential activities that gives students feeling of

¹¹ Buzanni, "The Use of Guessing Games in Improving Students' Speaking Ability at the Second Year Students Of MTS Ikhtiyarul Ummah Pamekasan". Malang: Institute of Teacher Training and Education Budi Utomo. [Online]. Available online at: <http://historyofindonesi.blogspot.com/2013/07/the-use-of-guessing-games-in-improving.html> Buzanni. 2008. Accessed on 4th August, 2014.

¹² Dwiyaniti, "The Improvement Students' Speaking Skill Through Guessing Games Technique". Thesis, (Jakarta: English Departement School of Teacher Training and Education Kusuma Negara). [Online]. Available online at: <http://www.scribd.com/doc/22057958/The-Improvement-Of-Student%E2%80%99s-Speaking-Skill-Through-Guessing-Games-Technique>). Accesed on 4th August, 2014.

freedom to express themselves.¹³ According to researcher, the game will also make students more excited to follow the teaching and learning activities. Basically, the game makes the class will not be boring and also fun. The game implemented in this research is guessing game. There are some tasks that teacher can instruct to the students to do the activities in guessing game.

A guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Many of the games are played co-operatively. In some games some players know the answer, but cannot tell the others, instead they must help them to guess it. Guessing games are “readily adaptable for classroom use”, as such a game “creates just enough tension to remain exciting, challenging, and competitive” for children, as long as the teacher designs effective rules to eliminate unruly.¹⁴

Based on the above problems, the researcher will conduct a study entitled **“Improving Students’ Speaking Ability by Using Guessing Game to the Tenth Grade Students of SMA Negeri 1 Langsa”**.

B. Research Question

Based on the background above, the research question of this research are:

1. Is the use of guessing game will improve students’ speaking ability?
2. How do students perceive the use of guessing game?

¹³ Dwiyanti, 3

¹⁴ Guessing Game, www.wikipedia.com, accessed on 4 August, 2014.

C. Purpose of Study

The purpose of this study is:

1. To find out the use of guessing game will improve students' speaking ability.
2. To find out if the students' perception on the use of guessing game.

D. Significance of Study

The benefit of the study divided into two aspects. Theoretically and Practically. Theoretically, the result of the study is expected to enrich English teaching theory in speaking ability. Practically, the result of this research is expected to be useful for English teacher certainly in teaching speaking. Therefore, teacher can reduce the difficulties of teaching English, especially in teaching speaking. For students, it is an easy way for students to enrich vocabulary and help students to speak English. For the researcher himself, this research is a new experience in the application of learning methods that effective and creative especially about speaking. For other researchers, this research is expected to be a reference for research in the future.

E. Operational Definition

In his book, Burns & Joyce as cited in Shiamaa Abd EL Fattah Torkey said that "Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its

form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking”.¹⁵

Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object.¹⁶

Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just breaking the ice. However, the important functions for them is to practice speaking in class. Guessing game aims to make students do not get bored during the learning process.

¹⁵ Burns, A & Joyce, H., *Focus on Speaking* (Sydney: National center for English Language Teaching and Research, 1997) as cited in Shiamaa Abd EL Fattah Torky, “The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students”, thesis. (Kairo: Ain Shams University, 2006) 30

¹⁶ Guessing Game, [www. Wikipedia. Com](http://www.Wikipedia.Com), Accessed on 17 Desember 2014.