CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, research questions, research purposes, research significance, limitations of the study, as well as the terminology, which the researcher explains in detail the problems that the researcher finds while in the field.

A. Research Background

Speaking is a skill that aims to express arguments, ideas, and feelings orally as a process of communicating with one another. In the process of speaking, someone was experience a thought process to express arguments and ideas widely. The process of speaking is closely related to thinking development factors, based on the underlying experience. This experience can be gained through reading, listening, observing and discussing.

In daily life, people need more time for communication. The most dominant form of communication in social life is oral communication. People need to communicate with other people to provide information, get information, or even entertain. In addition, communication skills are very important to have someone to convey opinions to other people. In the practice of daily life, speaking and listening are two language skills that are interrelated. Speaking activities are always accompanied by listening activities, as well as listening activities will be preceded by speaking

activities, although the subject of the perpetrator is different. This shows that both of them are very important in the communication process.

Speaking English is a very difficult subject for middle school students. Even for some adults, speaking English is not an easy thing. Middle school students often experience confusion and boredom when learning English about understanding conversation. The confusion that often arises is when students are faced with memorizing vocabulary, while they are very confused in determining what words to use in the topics to be discussed. After being confused in determining vocabulary, students also had difficulty in pronouncing words, which made them feel afraid and dislike English lessons. Then in addition to experiencing confusion, students also often feel bored with the boring English learning system, which always uses the same method by giving a lot of tasks to do.

Teaching speaking English to junior high school students is quite difficult because the material to speak using English is practical and relies on spontaneity in answering questions which is contrary to the characteristics of students in junior high school who are concrete and cannot think formally and abstractly. Often in the implementation in the field, speaking material using English is simply passed by the teacher without paying attention to the motivation of students in following the material. Speaking in English is often done by Indonesian teachers using the method of giving practical assignments, asking students to read conversations in front of the class and make assessments. The absence of interesting strategies or methods in

conversational learning makes the material less memorable in the hearts of students so that it makes them confused and afraid when facing speaking exercises using English.

In classroom learning, students' ability to communicate using English is minimal. This is due to the influence of several factors, including teachers who are less creative and innovative in learning English, both in terms of learning media, strategies, approaches and learning methods used. Conversation as one of the English skills must be cultivated since students are in junior high school because basically learning English has not been learned by students at the elementary school level and only a few schools have provided English language learning at the elementary school level. Cooperative learning is structured in an effort to increase student participation, facilitate students with group decision-making experiences, and provide opportunities for students to interact and learn with students from different backgrounds. So in cooperative learning students have a dual role, namely as students or as teachers. By working collaboratively to achieve common goals, students will develop interpersonal skills that will benefit students' lives outside of school.

In the cooperative learning model, students are given the opportunity to communicate and interact socially with their friends to achieve learning objectives, while the teacher acts as a motivator and facilitator of student activities. This means that in this learning, active activities with knowledge are built by students themselves and they are responsible for the results of

their learning. Students work together actively in groups that train them to be socially related skills and what is no less important is to increase students' motivation to learn to speak so that they can continue to practice independently outside of language learning in the classroom.

In this classroom action research, a meaningful learning innovation is planned and implemented in the English speaking material in the classroom using a guessing game of cooperative learning model to students in English speaking skills. Then students work in pairs express their opinions about the theme and then discuss and ask each other in turn which they will use as material to answer questions as a task from the teacher. Based on the background of the problems above, the researcher is interested in conducting classroom action research (CAR) with the following title: The use of guessing game to improve students' speaking skill at class VII A in SMPN 3 Sungai Tebelian in academic year of 2021/2022.

B. Research Question

From the problems of research background, the research questions in this research are:

1. How is the student participation after using guessing games?

2. How to improve students' speaking skills by using guessing games?

C. Research Purpose

Based on the research background and the research questions presented above, the purpose of this research is:

1. To find out the student participation after   using guessing games.

2. To find out the improvement of students' speaking skills by using guessing games.

D. Research Significance

The researcher hopes that by raising the research with the title of "The Use of guessing game to improve students speaking skill at class VII A in SMPN 3 Sungai Tebelian," it can provide useful knowledge for several parties both for the teacher, the students, the other researcher in the future, the study program, and the college. As for the benefits which the researcher is going to mention, it can be seen as below:

1. For the Teacher

The researcher hopes that by using guessing game as the strategy to improve the students' comprehension especially in speaking English, it can inspire the teacher to seek and use a simple strategy which it can give a big impact toward the students' learning process and to help the students to be easy in order to comprehend the material.

2. For the Students

The use of guessing game is enabled the students to learn the material from the very basic thing in which they can easily boost their knowledge especially in learning English and it helps them to know the form of each word and its meaning. Besides, the students are also going to be active and imaginative learners in which they are going to active in seeking the new word which they do not know and try to define it by using their own words.

3. For the Other Researcher in the Future

By doing this kind of research, the researcher hopes that it enables the other researcher to get more addition of information and references especially for the next researcher in the future which conducts the similar research. In addition, this research is used to find out the suitable of teaching strategy or technique which it can be used by the teacher in order to enhance their students' ability and comprehension during the learning process.

4. For the English Education Study Program

This research is presented as a part of reference or information for another student in the similar field in which it has a purpose to give a description toward the research activity especially for the before and after its implementation. Furthermore, this research is also used in order to enhance the accreditation of the study program in order to help the lecturer to produce the students with a good quality.

5. For the STKIP Persada Khatulistiwa

The researcher hopes this research is able to use as one of the references that can boost the accreditation of the college or the faculty also it can be used as additional information for the other students.

E. Limitation of the Research

The research objectives or limitations of this research are focused on:

1) Introducing guessing games as a method in learning to speak English.

2) To examine the use of guessing games in increasing student participation in learning to speak English.

3) To examine the use of guessing games in improving students' English speaking skills.

F. Terminology of the Research

In this case of this research, the researcher will explain the parts of the title the researcher used, such as speaking skill, guessing game, and the school of this research. They can be described as follows:

a. Speaking Skill

Speaking skill is known as the process in which it involves an action to improve something of skills from students especially in speaks English. In concerning toward the problem of this research, there are five aspects in which it wants to be enhanced and it includes of pronunciation, grammar, vocabulary, fluency and, comprehension.

b. Guessing Game

Guessing game is known as a strategy that similar like a guidance in which it is used by providing a short clue about the guess to the students also the clue can reveal the meaning and form of unknown word which it fits to the context.

c. SMPN 3 Sungai Tebelian

SMPN 3 Sungai Tebelian is a place used by researcher to conduct the research. The school of this research lies on Sintang - Pontianak streets Km.17 Sungai Tebelian, which in this research, researcher used class seventh A as a research object and the students of the class consisting of 35 students there are nineteen male and sixteen female.