

## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

As a foreign language, a great deal of students experience problems in English as the international language. Generally, it is on the grounds that students are impacted by their first language. To enable students to communicate well, it is important to apply the language as can imagine native speakers since it includes the interaction of acknowledgment. In Indonesia, the investigation of English language subjects should be learnt by students. In building a decent correspondence with others, the students have to understand the means of the messages conveyed via their companions when they have a conversation. Students have to be able master all of the four essential abilities in English.

Language can make it easier for people to carry out conversations and understanding of various aspects of life, both in terms of education, history, technology, religion, art and culture, economics, business and even to one's social life. As is known in the period of the time of the Prophet SAW, there were many companions who had been instructed by the Prophet himself to understand various languages other than Arabic.

In addition to having to master the language, these companions are also commanded to always maintain civility in every word, as explained by a

hadith from Al-Tirmidhi, Jamius Shahih al-Tirmidzi, 667 which reads "Abdullah bin Abbas-radhiyallahu anhuma- narrated, "Rasulullah teach a few things. First one is Take care of Allah, and He will take care of you for sure. Second is take care of Him and you will see that Allah will be in front of you. The pen had been lifted and the pages had dried.

So it can be concluded that the language, way of speaking and even the civilization used by the Companions at that time had been very much considered by the Prophet himself.

As quoted "take care of Allah, then Allah will take care of you" if we pair the sentence with the ability to speak, it can be interpreted that good sentences thrown out of the mouth will cause mercy and blessings from Allah SWT, which can keep us away from trouble. These trusts were held firmly by the companions until they could assist the Prophet Muhammad SAW in establishing adap and building Islamic civilization in Mecca and Medina.

According to Minister of Education and Culture Regulation Number 81 an addressing the implementation of the 2013 curriculum, it is implemented in Indonesian education if students are the learning center and students have an active part in the learning process. In other words, learning activities concentrate on students as learners. During the learning process, the instructor should have realized what the students require and what the teacher desires.

In the current era in teaching speech is arguably more challenging than some other skills because there are some problems found by some researchers

before. For example, Yun (2008) discovered that students' difficulties in speaking stemmed from their inability to form sentences and recall all of the language necessary for communication. Furthermore, he also found adverse effects of vernacular patois that affected students' pronunciation, intonation, accuracy and fluency. Septyanita (2007) discovered that students struggled with inhibition, having nothing to say, poor or unequal involvement, using their mother language, and speech activities (pronunciation, grammar, vocabulary, fluency, and oral communication) as the major parts of speaking.

Before the researcher decided to use the Guessing Game as a learning medium to support students' speaking, the researcher first observed the methods used by English subject teachers. Researchers see that the method used by the teacher is a lecture-based teaching method. Then researcher directly made observations with the students to find out the reasons why they had difficulty learning English which caused their low English scores, especially in the aspect of speaking skills.

After the researchers looked at the average score of students in English subjects, which was around 70.15 in grade 11, which was considered not to meet the minimum completeness criteria or KKM that had been determine. This is the initial basis for why researchers choose to use a new method based on "learning with playing", namely a teaching method called the Guessing Game.

In this research, researcher was interested in using this method at MAS PP Hidayatul Qomariyah because there are several problems found in teaching English in schools. Based on the findings of the investigation of internship III for the last 2 months, researcher found English teachers at the school that most students especially tenth graders find it is very difficult to express their thoughts in English, mainly due to the lack of necessary vocabulary and the performance of word management when they speak, because most of the teacher used to use monotonous teaching technique like only speech by herself and some devices for bringing teaching material inside of the class such as textbook and markers only.

The researcher also interviewed an English teacher at a senior high school in MA Hidayatul Qomariyah Bengkulu City, and it was determined that the majority of the students had difficulty formulating concepts in their speaking. Furthermore, while students may have concepts in their thoughts, the teacher claimed that they frequently struggle with expressing and beginning to talk, develop, or communicate their ideas in words within the framework of effective speaking. A lack of vocabulary and a poor comprehension of grammar are two variables that contribute to this disorder. Related to the problems mentioned in the school, researchers deliberately plan to implement one strategy that could be implied to increase students' speaking skills. The researcher will use guessing game method in the speaking skill on students.



Language games offer a distinct edge when it comes to teaching foreign languages Klimova (2015). For starters, the game encourages students to participate actively in the learning process. The game can inspire learners to be creative and spontaneous in their use of the language they have learnt. Furthermore, the game helps create a calm mood in the language lesson. The most essential advantage of language games is that they reduce students' fear of speaking and using the language they have learnt in front of other teachers and students.

The Guessing Game is one method that may be used to teach English. Fun game activities are always everyone's favorite things to do in classroom, both for teachers and students, according to Mora, R.A, and Lopera (2001). This is because games may aid the development of numerous skill and competence. In other words, guessing game help students become more competent and develop talents variety.

According to Webster (2001), students are required to engage objectively in speaking class activities while teaching speaking through guessing games; they were so courageous to think about what they intended to say. In other words, through guessing game students become more engaged and enthusiastic about learning to speak.

On the other hand, Klippel (1994) on the other hand, asserting the fundamental of guessing game is straightforward: one person knows something that others want to know. To sum up, this guessing game is a game

in which players or individuals compete either individually or in groups to find the answer or identify it.

A guessing game is a type of game that involves interactions among a group of individuals. Putri (2016) demonstrated that students valued joining the English class more when they studied in a group or team. Many experts agree with this, like Anggreyni (2014), who believes that “guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims”. The guessing game strategy might assist students in producing their own utterances focused on the item. This game teaches students how to utilize different types of interrogative sentences.

A guessing game is one of the approaches that may be used to teach English. The approach, among other things, is to assist students absorb the information more easily. There are various advantages to employing guessing games in the teaching learning taught and practicing speaking in communication. This game teaches students how to express themselves directly, ask questions in basic utterances, and utilize a range of vocabulary.

Nation and Newton (2009) define guessing games as the following processes. First, students are sorted into groups of 4 or 5 students each. Second, one group was requested to perform in front of the class, and one of the group members was given the option of selecting a category to play from a box. Third, with his back to the specified word or image, one of the group members attempts to guess the word or image in question and inquires first

about the category, is this word for food, for furniture, or for transportation? Meanwhile, the remaining four students simply answered "yes" or "no" until the correct categories and words were identified. Fourth, after the word or picture can be guessed, it is followed by the rest of the group taking turns sitting in front and guessing the next word.

To strengthen this research that the methods used are good in enhancing students' speaking skills, researchers will provide various studies that have been successful after using. According to Rizali Shikawa (2013), the results of his research revealed that the t-test was higher than the T-table, indicating that the Guessing Game was beneficial in teaching speaking to first-grade children at SMPN 3 Gunung Sari. Nur aziza, (2017), the author got at the following conclusion: (1) the students' speaking skills are regarded as very good after being trained using the Guessing Game. (2) The students' speaking skills are considered as good when they are taught without the use of the Guessing Game. (3) There is a substantial difference in the speaking skills of first-year students taught with and without the Guessing Game at State Junior High School 1 Kampar Regency.

Meanwhile, the researchers Wahyuni and Yulianti (2016), concern on how the use of guessing game may enhance students' speaking abilities in this study. The researchers conducted pre-test and post-test on the instrument. Researcher asked the students to do free speaking in front of the class without teacher's choosing topic. By testing students freely speaking before,

researchers can identify any difficulties that the students have in speaking class.

According to Maqfirah (2018), one of the approaches that may be used for English instruction is the guessing game. The process, among other things, is to assist students absorb the information more easily. There are various advantages to employing guessing games in the teaching learning taught and practicing speaking in communication. Improving the frequency with which learners practice speaking abilities while playing the game is intended to improve the quality of the learners' output in managing their English language skills.

Based on the background of the study, the researcher formulated the statement of problem is “How effective is guessing game toward students' speaking skills at the second grade of MAS PP Hidayatul Qomariyah”

### **B. Identification of the Problem**

Based on the background of the problem, there are several problems namely

1. Lack of students' courage to speak English because they are embarrassed by other students,
2. Teacher strategies are considered boring by students so that students are less interested in the material presented by the teacher,
3. Students find it very difficult to speak because of the student's lack of vocabulary mastery and they don't know how to use grammar accurately.



### **C. Limitation of the Problem**

This research is limited to see the effectiveness of guessing game toward students speaking skills in MAS PP Hidayatul Qomariyah, Bengkulu. It also investigates the difficulties encountered by students, speaking problem solving, and students' perception about the media guessing game in teaching and learning speaking process. The research data was collected through some steps namely pre-test, treatment, and post-test. Aside from collecting data, the research data was also analyzed by doing some test like Normality test, Homogeneity, and T-test to determine the data is considered normal and completed. The students object in this research is 40 students. From open-ended pre and post-test, the class was divided into two class, each experimental and control class consist 20 students.

### **D. Research Questions**

Based on the background above, the question can be concluded that: are there any significant different on student's speaking skill between the students who were taught by using Guessing Game and the students who were not, toward student's speaking skills on the second grade students in MAS PP Hidayatul Qomariyah academic year 2022-2023

### **E. The Objectives of the Research**

The objectives of this research could be described as follows:

1. To describe the implementation of Guessing Game media on teaching and learning process especially in speaking skill aspect.

2. To describe the difficulties which are faced by students on carrying out learning of speaking skill in English subject,
4. To describe and identify the methods and strategies that teachers use to solve problems on students speaking skill.

#### **F. The Significant of the Study**

The findings of this study are anticipated to provide the following benefits and information:

Speaking is very important to communicate, especially in learning English. Researcher interest using a Games called Guessing Game, it is hoped that students will succeed due to their speaking skills by learning to use the Game. This research is useful:

a. For Researchers

This research is written to fulfill the requirements for obtaining a bachelor's degree.

b. For Students

Using Games like Guessing Game are expected to enhance students' speaking skills.

c. For Teachers

This research expected to help teachers teach speaking skills to students with more different and fun media and strategies to improve students' speaking skills.

d. For Institutions

This research was expected to be a reference for Universities to pay more attention to the quality of their students' teaching as the next teacher.

**G. Operational Definitions**

1. Guessing Game

Guessing game methods require learners to find a lot of vocabulary to explain something objects such as objects, animals, plants and humans. The purpose of this study was to find out whether the Guessing Game method affected the learning outcome of speaking skills in first-class learners at MAS PP Hidayatul Qomariyah Bengkulu.

2. Speaking skills

Speaking skill is an aspect in English language that people used to practice it. According to Parmawati & Inayah (2019), Speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types of know the language.