**Chapter I**

**Introduction**

In this chapter, the writer presents five parts and they are: explains about background of the study, research problem, limitation of the study, objectives of the study and significane of the study.

**1.1 Background of the Study**

In line with the statement, Harmer (2001) said that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.

Learning speaking means learning an interactive processing of constructing meaning that involves producing, receiving, and processing information, stated by Brown (1994) quoted by Florez (1999). Its form and meaning are depend on the context, participants' experiences, 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 utterances to express our ideas and feelings as well as to respond towards particular situations.

It is in line with Kartimi (1986:38) clarified that speaking is an instrument for communicating thought, feeling, idea and intention to other people through spoken language, in order that what we say can be understood by the listeners.

Speaking is a way of expressing ourselves in whatever language we use. The most motivating language to learn therefore enables us to talk in a way that is true to our personality. As described by Hendarsyah (2003) cited in Mulgrave and Tarigan (1987 : 24), 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 materials are comprehended by both the speaker and listener.

As one of language skills, speaking competence in English subject is taught in Junior High School for the English Teaching-Learning requirement. This study observes the second graders which are in Elementary Level with Competence Standard that is to communicate English which is equal to Elementary Level. Furthermore, Basic Competence is to comprehend daily conversation in professional and personal context.

The language teaching success has something to do with teacher's involvement to improve students' speaking ability. Therefore, teacher needs some efforts to attain that purpose, one of them is by doing the arrangement procedures as Lynch and Anderson (1992) stated:

All the speaking tasks involve three elements: preparation, performance, and feedback. They have been designed to make you think as well as speak and listen. Becoming a more effective communicator is not simply. It is a matter of practicing the spoken comes from planning how to approach a speaking task and evaluating how well you spoke.

One of alternative techniques used in teaching speaking is guessing game technique, in which students are expected to be involved actively in speaking class activity. Guessing game 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 game, students are provided by a set of 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 to say 'yes' or 'no'. The team will get point if they guess the answer by having twenty questions or more.

There are some tasks that teacher can instruct to the students to do the activities in guessing game. Byrne (1987 : 21) said that as follows: name of the object, spell the object, say something about the object, give one or 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 a good atmosphere of teaching-learning process in class. This technique requires teacher to facilitate students with some new chunks, it also gives a chairperson an experience to process his/her peers' speaking in front of class. Meanwhile, for the rest, this game motivates them to make a question with loud and clear voice and then explore some new chunks and language exposure in one time.

Therefore, by doing the activity through game can make students fun and enjoy while learning english and it can also be the alternative in teaching speaking strategies in order to improve students speaking ability.

**1.2 Research Problems**

Research problems are mainly based on the writer’s own interest and curiousity to analyze the implementation of guessing game technique in teaching students’ speaking skill at senior high school. Thus, problems are raised as follow:

1. How is the implementation of guessing game technique in teaching students speaking skill?
2. What are the advantages of guessing game student’ point of view?
3. What is the students’ opinion of learning speaking english through guessing game?

**1.3 Limitation of the Problems**

This study emphasizes of the use of Guessing Game in speaking teaching. The study will be conducted in Senior High School SMA PASUNDAN 3 by selecting one class that has the english lesson Furthermore, hopefully, this study can give an alternative teaching model in teaching speaking.

**1.4 Objectives of the Research**

The writer has two purposes on conducting this research in order to make itapproriate with her research. The purposes are:

* To find out how the implementation of guessing game technique in teaching students speaking skill.
* To find out how the advantages of guessing game student’ point of view.
* To find out how the students’ opinion of learning speaking english through guessing game.

**1.5 Significances of the Study**

Speaking is a crucial part of foreign language learning and teaching. Therefore, this study is expectide to give valuable contribution to the lenguage teaching learning proces, especially for teaching speaking in senior high school. The significances of this study are addressed to English learners, English teachers, other researchers and general readers. For English learners, this study can be provide information about alternative activity in speaking that can motivate them to speak and learn language. Learners also can get new experiences in instructional process by using guessing game.

For teachers, this study is expected to help them to design activity which can improve the students’ speaking skill and motivation in speaking. Teacher also can get a description about the use of guessing game to improve students’ speaking skill. For other researchers, this study can be used as an additional sources. The last is for general readers, it can be a reading material that can enhance their knowledge.

**Chapter II**

**Theotorical Foundation**

In this chapter discassed on the definition of speaking skills, guessing game, teachning, the technique of teaching speaking.

**2.1 Speaking skills**

Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assesment as well. Louma (2004: 1). Hymes (1976:16) said that as one of the language skills, speaking can be complex process. The first speaking has some points to show speaking and productions are related in the mind of individual for the learners. The learners also need production to get interaction in receiving messages.

While another expert, Theodore Huebner (1960:3) said that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

Based on the statements above, it can be concluded that speaking is essential to all interaction and it is an ability to understand and master about how to send and receive a message. Especially for students, they need to comprehend every question which they are listened to produce answer in order to get interaction in receiving messages or speaking.

According to Chaney (1998:1) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Penny Ur (1966:120) said that All of four skills (listening, speaking, reading and writing) speaking seem intuitively the most important.

Hesley (1998: 6) stated Speaking is total number of words which make up a language. It is a very powerful part of language.

From the quotation above, it can be said that speaking is very important skill which is needed to make the students active to use the language communicatively. In another word, by learning speaking skill, students are not only able to arrange the words in English class, but also it helps students to speak spontaneously, and get the real communication in daily life.

Brown and Yule (1989:14) said that speaking is to express the needs–request, information, service, etc. It means that the speaker says words to the listeners not only to express what in her or his mind but also to express what she or he needs whether information, service, etc. In expression, one needs information, service, etc, we must consider some points about speaking.

Jones (1989:1) stated Some point should be considered about speaking, they are clarity, variety, audience and tone. Beside on that statement, we conclude that one of the important aspects in speaking is a communication or interacting between the speaker and listener. So it will make the good attraction or understanding among them about the topic.

1. Clarity

Here, the speaker must consider proportional speed and volume when he or she speaking in order to make listeners understand it.

1. Variety

The speakers must try the variety of way of speaking such as pitch (rise and fall of voice), emphasis, speed, variation, volume and pause. The speaker is expected to make good variation in saying of words and do not speak monotonously.

1. Audience and Tone

The speaker must really know about who is your audience. It is important to consider the topic of speaking and use the suitable tone, for instance when you are discussing something with your friends, you should use informal conversational tone, or you are giving explanation to a group which consist of thirty people, you should use formal conversational tone, raise the pitch and the volume of your voice in order to make sure that you are listened by all your listeners. And so, when you are telling a comic story to children, you must speak in various voices and tones in order to entertain the audience.

**2.2 Guessing Game**

According to Alex case, guessing game is a game in which the object is to guess some kinds of information, such as: a word, a phrase, a title, and the location object. this research, the writer made limitation for the guessing game only for guessing things around us game.

A guessing game is a game to guess an object by using some kind of information, such as a word, a phrase, a title, or the location of the object. Guessing game can be adopted from a television and radio game which creates the teaching-learning situation based on the students excitement of playing game. Thus, students are much courage in thinking what they want to say.

According to Patricia A.Richard – Amato (1988:155) Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, the most important function is to give much practice in communication.

Silver (1983:244) stated that real guessing games provide the students with much practice in formalize questions, an essential skill that does not always receive sufficient attention. Silver (1983:244) said that Real guessing games provide the students with much practice in formalize questions, an essential skill that does not always receive sufficient attention.

Based on the statements above, it can be concluded that guessing games give students more chance to practice and formalize questions in communication.

Lee (1994:13) added that among them,there are number of guessing games which can be applied at various age level in general, the challenge to guess arouses considerable interest and encourages the learners to communicate….” It means that guessing games can be applied at various age levels.

According to  Klippel (1994:32), every body knows guessing games, it is not only children that like guessing games; adults like guessing game too, as shown by many popular TV programmer. He added guessing game are true communicative situation and such are very important to practice foreign language with fun and excitement.

From the quotation above, it can be said that guessing games are interest to be played by students all of ages from children to adult, and it encourages the learners to communicate because it is a combination between language practice with fun and excitement

**2.3**   **Teaching**

Teaching is an act that requires a moral responsibility. The success of students’ education depends on the accountability of teachers in performing their duties.

Zamroni (2000:74) said that the teacher is a creator of the learning process. He or she is the person who will develop free atmosphere for students to study about what their interesting, expressing ideas and creativity within the boundaries of norms enforced consistently. Thus, it can be stated that the orientation of teaching in the context of teaching and learning activities are geared to the development of students learning.

According to Nasution (1982:8), teaching is defined as all the complex activities which teachers do to organize or manage the environment as well as possible and connect with the child to get the process of learning, therefore, the process of student learning and success is determined by the role of teachers during the interaction process of learning takes place.

Usman (1994:3) argueded that, *mengajar pada prinsipnya adalah membimbing siswa dalam kegiatan belajar mengajar atau mengandung pengertian bahwa mengajar merupakan suatu usaha mengorganisasi lingkungan dalam hubungannya dengan anak didik dan bahan pengajaran yang menimbulkan terjadinya proses belajar.*

From the statements above, it can be said that teachers are required to act as organizers of student learning activities and also should be able to take advantage of the environment, both in the classroom and outside the classroom in order to support the teaching and learning activities.

According to Tardif in Adrian, (2004), teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner), which means that teaching is an act done by a person (in this case educators) with purpose of assisting or facilitating another person (in this case the learners) learning activitied.

Burton in Sagala, (2003:61) argued that teaching is an effort to provide stimulus, guidance counseling, and encouragement to the students so that learning occurs.

Based on the definitions of teaching from experts above, it can be concluded that teaching is a complex activity which teachers convey knowledge to students in order to result in the learning process. The complex activities are (1) set of students learning activities, (2) using of the environment, both in the classroom and outside the classroom, and (3) provide stimulus, guidance counseling, and encouragement to students.

**2.4 The Technique of Teaching Speaking**

            Teaching English as a foreign language needs challenging and rewarding. A technique is implementation that which actually takes place in a classroom. It is a particular trick, or contrivance used to accomplish and immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. The technique can be applied in teaching process to get students interesting in learning English.

            Richard and Rodgers (1986:15) said that An approach is set of correlative assumptions dealing with a nature of language teaching and learning. Method is an overall plan for the order presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.

            Referring to above statement, the writer concludes that: an approach is the level at which assumptions and beliefs about language learning are specified. A method is the level at which choices are made about the particular skills to be taught, the content that consist of a procedural will be presented, and a technique is the level implementation of presenting materials in the classroom.

            (Available at : [Http://iteslj.org/articles/kayi-TeachingSpeaking.html](http://iteslj.org/articles/kayi-TeachingSpeaking.html)), there are some suggestions for English language teacher to keep in mind the following techniques of teaching English as simple guidelines:

1.       Use non-verbal cues. Facial expressions, hand gestures, and other non-verbal cues are a great way to overcome the language barrier. For example, when explaining the concept of tall, raise your hand high into the air. When explaining the concept of cold, shiver and chatter your teeth.

2.       Use visual aids. Sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a second language. Visual aids can be used to teach everything from vocabulary to prepositions. In addition to instructional advantages, visuals keep lessons interesting for the students.

3.      Put students in groups. If the teacher is constantly talking, students will never get a chance to practice. Group work gives students an opportunity to practice the language.

4.      Repeat and rephrase. Teachers of English as a second language need to repeat everything at least three times. They should also vary the wording of their remarks. A student may know one set of vocabulary but not another - even when the topic of discussion is the same. Even if the student does understand a concept upon first explanation, he/she will still benefit from the repetition and variation of language. It will expose him/her to new words and phrases.

5.      Do not over-correct. Our first instinct as teachers of English as a second language is to correct student language errors. Over-correction, however, can make students reluctant to use the language.

6.      Create a safe atmosphere. Learning English as a foreign or second language is not an easy thing emotionally. Students will feel self-conscious about their lack of English ability and will be reluctant to use the language. The job of the English teacher is to create a safe environment which the student will be comfortable to carry out an experiment of the language.