

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, the researcher stated the background of the problem, problem formulation, research objectives, and research benefits by the title, namely the effectiveness of using a guessing game in teaching speaking to senior high school.

#### **A. Background of the Research**

Speaking not only says something but also describes, feels, plans, and accomplishes things. When speaking, we often do not consider what we are saying, meaning our speaking does not have meaning. Meaningful speaking should describe events, feelings, things, ideas, and accomplishments (Richards, 1985). Speaking is one of the skills that students should master. By learning to speak, students can communicate with others using English (Turada, 2021).

It is complex to speak English because speakers need to master many essential elements such as comprehension, fluency, vocabulary, grammar, and pronunciation. According to Haris (1969), pronunciation, grammar, vocabulary, fluency, and comprehension are some of the speaking components. Speaking is a crucial component of learning a second language, but for many second and foreign language learners, the most important thing is to learn English.

However, it would help if you spoke English daily to speak the language well. (Richards & Renandya, 2002) state that speaking is challenging for foreign language learners because using language effectively in social situations is necessary for efficient oral communication.

The researcher conducted observations at SMAN 2 Pati during the teaching internship program. Students have good enthusiasm for learning but experience difficulties speaking English when they practice speaking in front of the class. The reasons behind this are that students need more confidence to talk in English and the vocabulary and grammatical skills necessary to speak the language.

Other problems in the classroom include students' being used to learning theoretical content and memorizing texts to practice speaking rather than speaking naturally. Furthermore, these psychological problems are related to self-emotional states, such as lack of confidence, shame, nervousness, and anxiety when speaking English.

Based on the problems above, a teacher must be able to help students improve their English-speaking skills. In addition to creating a classroom environment where students may actively converse in English, teachers must employ various engaging instructional strategies and practical speaking practice exercises. Additionally, it helps pupils enjoy studying languages.

Dahlia (2019) explains that the learning model motivates students to participate in all class activities. The teacher is crucial in selecting instructional strategies that meet learning objectives and foster a productive learning environment. Thus, the researchers are encouraged to find solutions by teaching students how to guess games to improve their speaking abilities.

As cited (Suryadi & Gumawang, 2020), Richards said that "playing games is frequently used in communicative language learning using humanistic methods. The guessing game technique is a solution to improve students' speaking skills. This is a simple game that generates a lot of spontaneous responses despite having a solid structural foundation."

Wright (2006) stated that players work together as a team or independently in a guessing game to identify an unclear spot. Guessing games allow all students to express their opinions and allow them to express their ideas when doing activities with their friends. The topic of the game is vast so you can adapt the game to your lesson topic. According to Klippel (1994), "The basic rules of this guessing game are straightforward: if one player knows something, the other player must discover what it is. This implies that one person knows something, and the other needs to confirm what the speaker is describing."

Pinangkaan (2022) conducted research using guessing games to improve students' speaking skills at SMP Negeri 3 Tondano. This shows that using guessing games in class to improve students' speaking skills is successful. Students can develop their speaking abilities by playing guessing games. Therefore, they can practice speaking at any time.

Another study by Puspitasari and Asari (2018) showed that interactive guessing game techniques significantly affect fluency students' speaking skills at MTS Bustanul Ulum Tulis Prigel.

In addition, Dewi (2021) researched vocabulary teaching guessing games for intermediate language learners. The research results show that guessing games are a fun teaching technique and can increase students' self-confidence.

There are differences between this study and previous studies. In this study, the researcher investigated students' speaking ability using a picture guessing game in the context of descriptive text. The researcher used a guessing game called "Who am I?" Participants describe the characteristics of a person in a picture. The other players then guessed the picture. While each student tries to make a correct guess based only on the picture, each player can describe the characteristics of a person. This study was conducted on XI-6 students from SMA N 2 Pati. This study used a pre-experimental method design with one group pre-test and post-test.

## **B. Statement of the Problems**

Is there any significant difference between the speaking skills of eleventh-grade students for the 2023/2024 academic year before and after being taught by using guessing games?

## **C. Objective of the Research**

Based on the research statement above, this research aims to determine whether there is a significant difference between the speaking skills of eleventh-grade students for the 2023/2024 academic year before and after being taught using guessing games.

#### **D. Significance of the Research**

The researcher expected significance both theoretically and practically in this research. Theoretically, the researcher hoped this research would be helpful for teachers as an alternative way of teaching students' speaking ability, especially in describing things using guessing game techniques. Practically, it can be used to improve students' speaking ability through guessing game techniques. Students can use guessing game techniques as an alternative learning that turns the classroom atmosphere into active communication with each other.

#### **E. Scope of the Research**

In this research, the researcher tried to limit the focus to determine the effectiveness of teaching speaking using guessing games on descriptive texts for eleventh-grade students at SMAN 2 Pati. The researcher took subjects in class XI-6 at SMAN 2 Pati for the 2023/2024 academic year.

#### **F. Operational Definition**

The researcher defined a few essential phrases used in the study to prevent confusion. These terms are as follows:

1. Speaking ability

Speaking ability is the ability of students to communicate, interact with each other confidently, express their ideas orally, and be heard well using English.

2. Guessing game

A guessing game is guessing an object, person, or place, individually or in groups, saying the clues. Other students are guessers, guessing the object, person, or place.

3. Descriptive Text

According to Gerot and Wignell (1994), descriptive text focuses on specific details about people, places, and things. This text can be created by using text to describe a person's appearance, smell, taste, actions, feelings, and voice.

4. Class XI student of SMA N 2 Pati

The eleventh-grade students of SMA N 2 Pati are second-year students currently registered as SMA N 2 Pati students.

