

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The role of English as a foreign language in Indonesia is very important. English is not only a medium for developing modern knowledge but also a means of international communication. According to Richards & Rodger 1986, English is used to advertise to many people from various countries in big international meetings. English is very important because this language is used by almost all sources of global information in all.(Mastur,2018).

People always utilize language as a tool while interacting. The language will always change to reflect the times in different ways. In the age of globalization, communication between different nations is one of the factors contributing to international harmony. Everything is always dependent on communication, even as knowledge and technology advance. In this situation, communication must provide a connection between nations. As a result, English is a global language since it is the primary language of communication around the globe.

The primary foreign language that must be taught in schools in Indonesia, according to the government, is English. However, there are plenty of students in Indonesia that struggle with learning English. This is because English pronunciation differs from student pronunciation every day. Students who are learning the language must pay close attention to accurate pronunciation. Also, they lack confidence and are afraid to speak English within and outside the home. (Istianti, 2013)

After the researcher conducted the preliminary study observations and interviews with teachers and students, the researchers found a problem. The English teacher said that the most prominent obstacle was the students' low ability to speak English. The students cannot understand the words spoken by the teacher when the teacher explains the material using English. Because many students complained, the teacher finally taught English by interpreting Indonesian when delivering an English manual. So that the students cannot

be in control of their vocabulary. In addition, according to students in class eleven at Vocational High School, English lessons are very difficult to understand, especially in pronunciation which is considered very difficult because it does not match writing and is also not the same as students' everyday language.

To solve this issue, the researcher must find a fresh way to increase students' enthusiasm for speaking English for practice. Students' terms and standards must apply. The researcher sense that the instructor needs to be more imaginative when selecting a strategy to suit the needs and requirements of students. Students will be happy learning English in this scenario. When a teacher employs instructional strategies that are appropriate for the topic being taught, students will likewise be able to comprehend what is being taught to them with ease. Teachers must use the proper teaching strategies while instructing pupils to speak in front of the class. Teachers must therefore use engaging and innovative techniques to help students learn English, particularly when teaching beginners. (Khasanah, 2021)

Games are not only entertaining but also excellent for encouraging students to practice speaking and master vocabulary, grammar, and the four language skills. The game is not only played outside of the classroom, but it is also simple to play within. A game is a suitable strategy that may be used to teach pupils how to talk because it has the potential to give them many opportunities to express themselves. Also, playing guessing games with other students can help them communicate with one another.

As a result, the researcher attempts to use "guessing games" to improve students' speaking abilities while also creating a pleasurable learning environment. It is intended that by using this approach, the teaching and learning process will be efficient and simple for students to understand. With this guessing game technique, pupils will be unintentionally encouraged to use English. In addition, this game can develop confidence.

Because it combines communication and practice for the students, the researcher thinks the guessing game is entertaining and fascinating. When teaching English-speaking class XI of Vocational High School utilizing

guessing games or other teaching methods, this study also provides materials to help teachers identify disparities in their students' abilities.

1.2 Purpose of the Study

1. To describe the implementation of the guessing game method in a Vocational High School speaking class.
2. To find out the effect of guessing games on Vocational High School students speaking.

1.3 Research Question

Research questions are used to express knowledge of a topic that is obtained iteratively and systematically from the researcher's scientific background, to motivate the study process to be more focused, and stimulate discussion of potential solutions. Judging from the background of the problems above, it can be studied with the following problem formulation:

1. How does the use of guessing games in Vocational High School Speaking class?
2. What is the effect of guessing games on Vocational High School students speaking skills

1.4 Significance of Study

After the research, it is hoped that some benefits will be obtained. The results of this study hopefully can provide benefits to researchers, English teachers, and students from Vocational High Schools. These benefits include:

1. After conducting this research, the researcher hopes that the guessing game's method can make it easier for students to learn English, especially speaking skills.
2. The researcher also hopes that English teachers can use this guessing game method to teach more creatively and not be boring.

1.5 Definition of Terms

1.5.1 Speaking Skill

Speaking skills are described as the traits that help us speak clearly. They enable us to communicate information verbally and in a way that is clear to listeners.

In primary and high schools, students will study both English and other language-speaking skills. For pupils, learning how to improve their English-speaking abilities is crucial. Because speaking is how most people communicate in daily life, it is one of the most crucial aspects of learning a language.

Speaking is a collaborative activity in which listeners contribute information and, if necessary, take action on it. So, it's crucial to improve your speaking and listening abilities if you want to communicate effectively.

1.5.2 Guessing Game

Guessing game is a game that is done by guessing something by using information such as words, titles, or where the object is. This game can be taken from various sources such as television, cell phones, etc. To create a fun and not boring atmosphere for students during learning takes place.

In the guessing game, players must guess an object after receiving a hint. In the guessing game, players try to respond to a question with the help of various keywords that are associated with the term.

To encourage more active participation in learning, this might give shy and less outgoing pupils the chance to play games while learning. As a result, the researcher tries to apply the guessing game approach, which will be used in learning English, to encourage students' speaking skills so they dare to talk while enhancing students' speaking skills.

1.6 Limitation of Study

The limitation of this problem is used so that the research is not excessive, decide on the problem is decided as follows.

1. Teachers tend to be monotonous when explaining the material
2. Students speaking ability is still low
3. Students' motivation is low in speaking

1.7 Assumption

Assumption means the basic assumption of research. The basic assumption is something that the author can trust to be true, which serves as

a basis for researchers during the study. According to Suharsimi Arikunto, assumptions are basic suppositions whose truth is accepted by researchers. Based on the above understanding, the assumptions of this study are: The effect of guessing on the speaking skills of Vocational High School students.

1.8 Organization of the Study

Chapter I is an introduction, it consists of the background of the study, the purpose of the study, the research question, the significance of the study, the definition of terms, delimitation of the study, assumptions, and organization of the stud.

Chapter II consists of a review of the literature, previous study, theoretical framework, and hypothesis.

Chapter III Research Method, this chapter discusses the methodology used in conducting this research. It presents the research design, setting and subjects of study, research procedure, preliminary study, planning, implementing, observing, and reflecting on the action.

Chapter IV Research Findings and Discussion, this chapter presents the research findings and the discussion. The research findings are based on the data obtained during the teaching of speaking skills using guessing games and the discussions are based on the research findings.

Chapter V Conclusions and Suggestions discusses the conclusion and suggestions based on the research findings and discussion.



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