

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is one of activities which is done by language learners and it's one of language skills of English. Speaking and other skills of English cannot be separated with each other because they consist of important element. Speaking is one of the productive oral skills. Speaking is the language skill that is used to express ideas and thoughts through communication with others in order to know information, to convey messages, to share ideas and knowledge and to express feelings.<sup>1</sup>

According to Bygate in Nunan, speaking activity can be characterized in terms of routines which focus on information or interaction.<sup>2</sup> It enables the people to interact, share ideas, give and get information. Furthermore, routines enable the people to have certain ways to communicate each other. Speaking can also measure students' ability in communication with other students by having a good accent, grammar, vocabulary, fluency, and comprehension in using foreign language at English classroom.<sup>3</sup>

In teaching learning process of English in Indonesia school, especially on every educational level, speaking is categorized as the language skill should

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<sup>1</sup>David Nunan, *Practical English Language Teaching*, (Sidney: Mc Graw Hill, 2003), p.48

<sup>2</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sydney: Prentice Hall, 1991), p. 40

<sup>3</sup>Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1989), p. 111

be mastered by all students because the students' good speaking will help them in their academic success in their future. This statement is also stated by Van Duzer "a speaker's skills and speech habits have an impact on the success of any exchange".<sup>4</sup>

Based on the school-based curriculum (KTSP) as guidance in teaching and learning process, the purpose of teaching speaking is that students are able to communicate effectively to access knowledge with language proficiency. Especially for speaking, there are two competences that should be achieved by students in order to be able to communicate effectively; the clarification of the competence can be seen from their syllabus. The first competence is Standard Competence which refers to capability of students to express meaning of transactional and interpersonal conversation in daily life context. The second competence is Basic Competence which refers to capability of students to express meaning of transactional and interpersonal conversation accurately, fluently, and acceptable by using various simple oral language in daily life context. SMPN 6 Pekanbaru is one of the schools that follows the rule of School Based Curriculum.

SMPN 6 Pekanbaru is one of junior high schools in Riau province located in Yos Sudarso street Pekanbaru. Speaking is one of the English skills that has been taught, and it should be mastered by the students. In this school English is taught twice a week so that the students learning English for 80 minutes

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<sup>4</sup> C. Van Duzer, *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*, (Washington, DC: Project in Adult Immigrant Education and National Clearinghouse for ESL Literacy Education, 1997), p.2

each meeting in a week. In SMPN 6 Pekanbaru speaking and other skills of English are taught integratedly. Speaking is sometimes taught together with reading, writing or listening skill. Then, the passing grade for English Subject in SMPN 6 Pekanbaru is 75 point. Thus, the students should achieve the passing grade that has been decided.

In teaching learning process of second grade students of SMPN 6 Pekanbaru, the speaking learning process in that class was leaded by the teachers by using conventional teaching strategy. Firstly, the teacher gives explanation about materials students. Then, the teacher asks the students to read the material first. When the students understand it, the teacher gives some exercises that related to speaking skill. Then, the students must retell it in front of the class. Ideally, what had been taught by the teacher to the students by using that strategy made the students able to speak English well. As stated by Nation on his book that one of the guidelines for teacher to practice the four strands which involves to learning through meaning-focus input, meaning focus output, deliberate attention to language items and language features and developing fluent use is train the learners in strategies that will contribute to language learning.<sup>5</sup>

In reality, based on the writer's preliminary observation at SMPN 6 Pekanbaru on January 21<sup>st</sup> 2013. It was found that students had a lot of problems in their speaking and writer found some problems that cause the

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<sup>5</sup> I.S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), pp, 12-13

result of students' speaking score that is still low, and it caused by some factors.

Firstly, the students' grammar, include the way to construct the sentences. Their grammar is error constantly and it often prevents the communication. Secondly, the students' vocabulary. As one of the important key in learning English, their vocabulary is still limited, only to the basic personal and survival area like about time, food, transportation, family, etc. So, they always lack of vocabulary when they are talking about something. Thirdly, the students' pronunciation. Pronunciation is a way to speak the words of a language. They have a lot of errors in pronouncing the English words that makes the difficult understanding and need frequent repetition to understand it. Lastly, for the fluency aspect, they speak very slow and not smooth. But, for the short and routine sentences like greeting and asking news to someone, they can speak fluently enough. The strategy used by the teacher does not seem to give significant effect in improving students speaking ability. It seems the students still get difficulties to achieve minimal score standard (75) of English subject.

After conducting an observation the writer found some symptoms as listed below:

1. Some of the students are not able to speak accurately with good grammar
2. Some of the students are not able to comprehend their own idea
3. Some of the students are not able to speak fluently
4. Some of the students are not able to use appropriate vocabulary

5. Some of the students are not able to pronounce the word well
6. Some of students are bored in learning process
7. Some of students have low self confidence and practice in speaking
8. The teaching techniques do not give good contribution in teaching speaking.

Considering the problems above and helping students to improve their speaking skill, teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. In the classroom, the teacher must create a situation that can encourage real communication. Many activities can be designed to make majors' element lively.

Games are the potential activities that can be applied in teaching speaking because games can give students feeling or freedom to express themselves. Games are also potentially useful to encourage students to interact with each other orally. Games provide fun and relax. It is expected for shy or slow students can be active participants to show their ability and find their confidence in communicating in the foreign language. The variety and intensity that games offer may lower anxiety.<sup>6</sup>

There is actually a game that can help students in speaking, called Describe and Identify game. According to Wright, this game can improve students' speaking ability because Describe and Identify game can give students a confirmation and confidence resulting from the successful use of

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<sup>6</sup> Richard-Amato P. A, *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice*, (New York: Longman, 1988), p. 281

the language or a warning signal on the unsuccessful use of the language and give the students considerable support in the language needed for the game.<sup>7</sup> And because they are still children (13 – 14 years old) who like to play, enjoy something fun, and do not like to be serious. This game can also involve all students participate, and while they are playing this game, they are not afraid to be evaluated.

Based on the explanation and problems experienced by the students, the writer is interested in conducting the research entitled by **“The Effect of Using Describe and Identify Game toward Speaking Ability of the Second Grade Students at SMPN 6 Pekanbaru.”**

## **B. Definition of the Terms**

To avoid misunderstanding and misinterpreting about the terms used in this research, the writer provides the definition of the following terms:

### **a. Describe and Identify game**

Describe and identify game is one of language games that using descriptive language and vocabulary as determined by the teacher's choice of words or pictures.<sup>8</sup> So, in this research, the term of describe and identify game refers to the language game that is done by writer in order students are able to improve their speaking ability.

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<sup>7</sup> Andrew Wright et al, *Games Language Learning*, (Cambridge: Cambridge University Press, 2006), p. 24

<sup>8</sup> *Ibid*, p.29

### b. Speaking Ability

Based on Oxford, Speaking is defined as to be able to use a language.<sup>9</sup> Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom and about what.<sup>10</sup> In this research, the term of speaking ability means students' skill to arrange, understand and show up their idea orally.

## C. The Problem

### 1. Identification of the Problem

After finding the problems, the writer identified the problems as follows:

1. Some of the students are not able to speak accurately with good grammar
2. Some of the students are not able to comprehend their own idea
3. Some of the students are not able to speak fluently
4. Some of the students are not able to use appropriate vocabulary
5. Some of the students are not able to pronounce the word well
6. Some of students are bored in learning process
7. Some of students have low self confidence and practice in speaking

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<sup>9</sup> Oxford, *Advanced Learner's Dictionary, International Student's Edition*, (New York: Oxford University Press, 2000), p. 414

<sup>10</sup> David Nunan, *Op. Cit*, p.40

8. The teaching techniques do not give good contribution in teaching speaking.

## **2. The Limitation of the Problem**

Based on the identification of the problems, it is clear that there are some problems involved, thus, the problems of this research are limited to one of the problem, it is “The teaching techniques do not give good contribution in teaching speaking”. Therefore, the writer tries to use Describe and Identify game to make students easy when they are speaking in English.

## **3. Formulation of the Problem**

The writer formulated the formulation of the problems in the following research questions as follows:

1. How is students’ speaking ability taught by using describe and identify game of the second grade students at SMPN 6 Pekanbaru?
2. How is students’ speaking ability taught without using describe and identify game of the second grade students at SMPN 6 Pekanbaru?
3. Is there any significant effect of using describe and identify game toward students’ speaking ability of the second grade students at SMPN 6 Pekanbaru?



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

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

- a. To find out the data about speaking ability of the second grade students at SMPN 6 Pekanbaru taught by using describe and identify game
- b. To find out the data about speaking ability of the second grade students at SMPN 6 Pekanbaru taught without using describe and identify game
- c. To find out whether there is any significant effect of using describe and identify game toward students' speaking ability of the second grade students at SMPN 6 Pekanbaru.

### **2. The Significance of the Research**

- a. To give the information to the teachers, and the institution about the effect of using describe and identify game toward speaking ability
- b. To give some contributions to the students in order to improve students' ability in speaking
- c. To enhance the writer's ability about teaching speaking by using describe and identify game
- d. To be beneficial findings in education.