

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is one of the English language skills that should be taught in the schools. It is an important aspect for students to master this skill. The mastery of speaking skills in English is a priority for many foreign language learners. Bygate as quoted by Nunan defines that 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>1</sup> It can be inferred that speaking is a tool to communicate to carry out a conversation in the language. It involves thinking, knowledge and skills. Through speaking students learn about themselves and about their world. Learning to express their thoughts, ideas and feelings, and being able to respond to the communications of others, enables students to participate in society successfully.

So, speaking is one of the language skills that should be mastered by students, but in fact, in learning speaking students are not able to speak English in front of the class because students are afraid of making mistake and sometimes they are uninterested in speaking English. There are still many problems that are faced by the students in speaking but the problems always relate to interest.

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<sup>1</sup>David Nunan, *Language Teaching Methodology: A Text Book for Teachers* (New York: Prentice Hall, 1991), p.40.

Many students are uninterested in learning English especially in speaking. As we know interest is the important aspect and has a great influence toward students' learning. Therefore, teacher must create the situation to make the students interested in teaching learning process so that students are able to communicate in the process of teaching and learning speaking.

As a formal education, SMP Negeri 20 Pekanbaru also has English subject to be taught for the students, especially speaking skill. Students study English twice a week (4 periods) with duration 40 minutes per period. Based on the School-Based Curriculum (KTSP), speaking skill for the second year students at SMP Negeri 20 Pekanbaru, has four basic competences that should be achieved by the students in first semester. First, students are expected to be able to express the meanings in the simple short transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently, and acceptable to interact with surrounding environment involving the speech act of asking, giving and refusing services and thing, recognizing, denying facts and asking and giving opinion.

Second, students are expected to be able to express the meanings in the simple short transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently, and acceptable to interact with surrounding environment involving the speech act of inviting, accepting and refusing invitation, agreeing and disagreeing, praising and congratulating. Third, students are expected to be able to express the meanings in the simple short functional text accurately, fluently and acceptable to interact with surrounding

environment. Fourth, students are expected to be able to express the meanings in the simple short monologue accurately, fluently, and acceptable to interact with surrounding environment in the form of descriptive and recount.<sup>2</sup>

Based on the writer's observation at SMP Negeri 20 Pekanbaru, the teachers have already used some techniques for the students in teaching speaking. In teaching process, the teacher gives a conversation and the students have to memorize and perform the conversation in front of the class. Sometimes the teacher gives a text to the students and asks them to read some minutes and then the teacher asks the students to read the text in front of the class.

From the statement above, it is clear that speaking skill needs aspects that should be mastered by the students. Based on the writer's observation of the second year students at SMP Negeri 20 Pekanbaru, the writer found many problems. The problems can be seen from the following phenomena:

1. Some of the students are lazy to study.
2. Some of the students do not want to respond what the teacher says
3. Some of the students do not pay attention to the teacher
4. Some of the students are not interested in learning English
5. Some of the students are not interested in speaking English in the classroom

Based on the phenomena above, it is clear that some of the students in SMP Negeri 20 Pekanbaru still have some problems with speaking interest. The writer tries to use a technique in teaching English, called Adverb Charade

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<sup>2</sup>Syllabus of SMP Negeri 20 Pekanbaru 2011/2012, Pekanbaru (Unpublished)

Game. Adverb Charade Game is a technique used to students to act out adverb and guess the adverb being acted out. This encourages students to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. This game also encourages students to keep interested in the work and the teacher can use it to create contexts in which the language is useful.<sup>3</sup>

From the explanation and the problem above, the writer is interested in investigating these problems by conducting a research entitled “The Effect of Using Adverb Charade Game Toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru”.

## **B. Problems**

Based on the phenomena illustrated in the background above, it is very clear that the students of the second year at SMP Negeri 20 Pekanbaru still have a lot of problems, especially in terms of interest in speaking English.

### **1. Identification of the Problems**

Based on the background of the problem and phenomena that writers showed above, the problems of this research are identified: some of the students feel English is difficult to understand, some of the students have low motivation in learning English, some of the students are not interested in participating in the classroom, and some of the students feel bored because teacher still uses the conventional technique, such as: discussion, question response and explanation.

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<sup>3</sup>Amal, Alqaanuni. “Using Games in the Second or Foreign Language Classroom,”(2012).

## **2. Limitation of the Problems**

Based on the identification of the problem above, the problem in this research only focuses on the using of Adverb Charade Game and speaking interest of the second year students at SMP Negeri 20 Pekanbaru.

## **3. Formulation of the Problems**

Based on the problems limited above, these research questions are formulated as follows:

1. How is the students' speaking interest taught by using Adverb Charade Game of the second year students at SMP Negeri 20 Pekanbaru?
2. How is the students' speaking interest taught without using Adverb Charade Game of the second year students at SMP Negeri 20 Pekanbaru?
3. Is there any significant difference between using and without using Adverb Charade Game toward the students' speaking interest of the second year students at SMP Negeri 20 Pekanbaru?

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

### **1. Objective of the Research**

Based on the research questions formulated above, the objectives of this research are as follows:

- a. To find out the students' speaking interest taught by using Adverb Charade Game.
- b. To find out the students' speaking interest taught without using Adverb Charade Game.

- c. To find out if there is a significant difference between using and without using Adverb Charade Game toward the students' speaking interest.

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

Related to the objectives of the research above, the significances of the research are as follows:

1. To give information about the students' speaking interest after being taught by using Adverb Charade Game.
2. To enlarge the writer's knowledge about the research especially in topic of Adverb Charade Game.
3. To fulfill one of the requirements of S.1 Degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

## **D. Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used as follows:

### **1. Effect**

Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>4</sup> In this research, effect is defined as the result of teaching speaking by using Adverb Charade Game toward speaking interest of the second year students at SMP Negeri 20 Pekanbaru.

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<sup>4</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education,2010), p.190.

## 2. Adverb Charade Game

Adverb Charade Game is a technique used to students to act out adverb and guess the adverb being acted out. Guessing something is linked with the real desire to find out and thus is a true communicative situation.<sup>5</sup> In this research, the technique helps students' interest in speaking of the second year students at SMP Negeri 20 Pekanbaru.

## 3. Speaking

Speaking is to be able to talk in particular language. Speaking is to express the opinion, thought or feelings of a person or group of people.<sup>6</sup> Furthermore, Bygate as quoted by Nunan defines that 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. However, speaking in this research is defined as the students' speaking interest by using Adverb Charade Game of the second year students at SMP Negeri 20 Pekanbaru..

## 4. Interest

Interest is an activity or subject which you enjoy doing or learning about.<sup>7</sup> It is an internal factor that can be shown by having full attention and strong desire to something. Interest means that the students' enthusiasm in learning English of the second year students at SMP Negeri 20 Pekanbaru.

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<sup>5</sup>Friederike Klippel. *Keep Talking*. (Cambridge: Press Syndicate of the University of Cambridge, 1984), p.115.

<sup>6</sup>Della Summers, *Longman Pocket Phrasal Verbs Dictionary* (China: Pearson Education Limited, 2001), p.349.

<sup>7</sup>Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition* (Oxford: Oxford University Press, 2008), p.232.