

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the language skills which must be mastered by the language learners besides listening, reading, and writing. Nunan pointed out that most of the people master the art of speaking which is the most important aspect of learning the second and foreign language. The success is measured in term of carrying the conversation in language.¹

Speaking is a very important link in the process of students' learning and thinking developments. It provides a foundation for the development of other language skills. Through speaking, students learn about themselves and about their world. Besides, they also learn about how to express their ideas, feelings, and to respond others, and enable them to participate in society successfully.

SMPS Sei Putih is a private junior high school in Kampar Timur district. English is one subject taught in four periods in two meetings. The curriculum used in teaching and learning process is school based curriculum. One of the genres used at the first semester of the second grade is descriptive text. Based on the school based curriculum, the second year students are required to be able to express the meaning in the form of functional text and short monologue descriptive and recount text to interact with environment. In teaching learning process especially in speaking skill, the teacher gave lessons based on the

¹David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, Prentice Hall International, New Jersey , 1991, p. 39.

reference book. They did speaking practice based on the topic such as retelling, role playing, and discussion. Ideally, the second grade students of SMPS Sei Putih were able to speak English, at least for functional level. Yet in fact, it was still hard for students to practice their speaking. They were not able to speak English. They were difficult to express their idea, ask and answer information or questions orally. This condition shows that the students seem difficult to perform their English proficiency based on the curriculum given. The symptoms are as follows:

1. Some of the students are not able to express their ideas in English.
2. Some of the students are afraid of making mistakes to speak English because they need to memorize many grammatical formulas.
3. Some of the students are not able to express information of descriptive text orally.
4. Some of the students are not able to ask and answer the information and questions of descriptive text.
5. Some of the students are lack of self confidence when they are speaking with each other.

Speaking is considered as the most difficult English skill for Indonesian student in learning English as foreign language. It is because speaking is a means in communicating and interacting with other people requiring oral and direct performance in language classroom. It makes them become stressful whenever they must think about pronunciation, grammar, vocabulary, and many others factors involved in speaking.

Furthermore, it is necessary for the teacher to apply certain technique or strategy in the classroom to make students enjoy learning English. One of the helpful techniques is applying language games. Games help and encourage learners to sustain their interest and work². Games can help motivate the students' interest to speak. By playing game, the students will be enthusiastic to speak because they will compete with others. According to Promadi, among several teaching techniques that can be used by teacher in language learning and teaching are language games³.

Twenty Questions game is one of the language games⁴. It is one kind of guessing games. The essential rule of this game is that someone knows something and others must find out what it is. This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting a research entitled by “ **The Effect of Using Twenty Questions Game Technique toward Speaking Ability of the Second Grade Students at SMPS Sei Putih Kampar Timur District of Kampar Regency**”

² Andrew Wright, et. al. 1989. *Games for Language Learning*. Cambridge: Cambridge University Press, p. 2

³ Promadi. 2008. *Cara Praktis Mengaplikasikan Communicative Language Teaching dalam Pembelajaran Bahasa*. Pekanbaru: Suska Press. P. 5

⁴ Jeremy Harmer, *The Practice of English Language Teaching 3 Ed*, 2001, Malaysia: Longman, p. 272

B. The Definition of the Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

Effect is change that something or somebody causes in something or somebody else, or result⁵. The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in this research, the term of effect refers to the effect of using Twenty Questions game technique toward speaking ability of the students.

2. Game

Game is an organized activity that usually has the following properties : a particular task or objective ;a set of rules; competition between players; and communication between players by spoken or written language⁶. In this research, the game used is Twenty Questions game

3. Speaking Ability

According to Longman, speaking is defined as being able to talk in a particular language⁷. Furthermore, Bygate as quoted by David 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

⁵A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, Oxford: Oxford University Press, 2005, p. 138.

⁶ Richards, Jack C. *Longman Dictionary of Language Teaching & Applied Linguistics, Third Edition*. Pearson Education Limited: 2002. p. 219

⁷ Longman, *Longman Active Study Dictionary*, London: Pearson Education, 1998, p. 497.

what, to whom, and about what⁸. However, speaking in this research is defined as the students' ability of using English in spoken form on descriptive text in their communication activities.

C. The Problem

1. The Identification of the Problem

Based on the background above, it can see clearly that some of the students of the second year at SMPS Sei Putih still face problems in their speaking ability. The problems are identified as follows:

- a) Some of the students are lack of vocabulary
- b) Some of the students have high anxiety in speaking
- c) Some of the students are lack of knowledge about descriptive text
- d) Some of the students are afraid of making mistakes to speak English
- e) Teacher's strategy in teaching speaking is still monotoneous

2. The Limitation of the Problem

Because the problems are quite broad, the writer limits the problems of this research on Twenty Questions Game technique and students' speaking ability on descriptive text.

⁸David Nunan, Op Cit, p. 40.

3. The Formulation of the Problem

Based on the limitation of the problems, thus the problem of this research is formulated in the following research questions:

- a. How is students' speaking ability before being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency?
- b. How is students' speaking ability after being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency?
- c. Is there any significant effect of using Twenty Questions Game Technique toward speaking ability of the second grade students at SMPS Sei Putih Kampar Timur District of Kampar Regency?

D. The Objective and Significance of the Research

1. The Objective of the Research

The objectives of this research are as follows:

- a. To find out the students' speaking ability before being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency
- b. To find out the students' speaking ability after being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency
- c. To find out whether or not there is any significant effect of using Twenty Questions Game Technique toward speaking ability of the

second grade students at SMPS Sei Putih Kampar Timur District of
Kampar Regency

d. **The Significance of the Research**

- a. To give contribution to the English teacher creating joyful atmosphere required in learning and teaching process.
- b. To enlarge the writer's knowledge.
- c. To provide information for the next researchers.