

**USING GUESSING GAME TECHNIQUE IN TEACHING
SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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By

Sari Ni Moranita Lubis

77081/2006

Advisor: Havid Ardi, S.Pd, M. Hum

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
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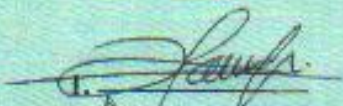
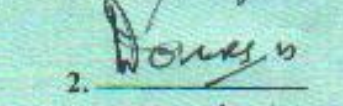
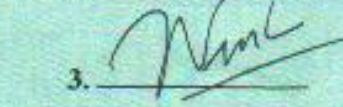
HALAMAN PENGESAHAN

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

Nama : Sari Ni Moranita Lubis
Nim : 77081
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Juli 2011

Tim Penguji

	Nama	Tanda Tangan
1. Ketua	: Havid Ardi, S.Pd., M.Hum	
2. Anggota	: Drs. Don Narius, M.Si.	
3. Anggota	: Winda Setia Sari, S.S., M.Hum	

ABSTRAK

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Berbicara (*speaking*) merupakan salah satu keterampilan yang penting dalam pembelajaran bahasa Inggris yang harus dikuasai siswa selain keterampilan mendengar (*listening*) membaca (*reading*) dan menulis (*writing*). Namun kenyataan dilapangan masih banyak siswa mengalami kesulitan dalam berbicara Bahasa Inggris. Hal tersebut disebabkan oleh beberapa faktor seperti: sedikitnya kesempatan siswa untuk berbicara Bahasa Inggris dikelas, kurangnya kosakata yang dimiliki siswa, siswa tidak memiliki banyak ide untuk berbicara, dan metode yang dipakai guru belum membuat siswa aktif sehingga siswa kurang tertarik mempelajari bahasa Inggris.

Untuk mengurangi kesulitan siswa dalam berbicara Bahasa Inggris, makalah ini membahas salah satu teknik yang dapat digunakan dalam mengajar keterampilan berbicara melalui permainan *Guessing Game*. Pada makalah ini penulis mengambil topik deskripsi binatang. Dalam permainan ini siswa dibagi atas beberapa kelompok. Satu kelompok terdiri dari empat anggota. Untuk memulai permainan di pilih dua kelompok. Satu kelompok sebagai tim penanya dan kelompok lain sebagai tim penebak. Tim penanya akan diberi sebuah amplop yang berisi gambar dari topik. Setiap anggota tim penanya memberikan kata kunci dengan cara mendeskripsikan gambar yang akan ditebak. Tim penebak diminta menebak gambar apa yang ada didalam amplop dengan memberikan pertanyaan dalam bentuk *yes/ no questions*. Tim penanya menjawab dengan mengatakan *yes/ no*. Permainan ini akan selesai setelah gambar dari topik tertebak. Permainan ini efektif diterapkan dalam mengajar keterampilan berbicara karena dapat merangsang siswa untuk mengemukakan ide-idenya dalam bahasa Inggris dan dapat memperbaiki elemen-elemen dalam bahasa Inggris terutama kelancaraan (*fluency*) siswa dalam berbicara.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the important languages in the world. As an International language, it is used as a means of communication among people all over the world. It is especially important for our country because it will face free trade and global era in which English is widely uses. Because of that, the Indonesian goverment tries to improve the students' ability in using English by including English as one of the important subjects from elementary school until university.

There are four basic skills in learning English that must be mastered by the students, they are listening, speaking, reading, and writing. They are integrated each other. According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, it is not easy to master all the skills; there must be one important skill that covers the whole skills.

In fact, students cannot master all of the skills in English. It is caused by some factors; such as: not all students are capable of mastering the English language. These may be caused of English is foreign language for them. It makes the students uninterested in teaching learning process, so their motivation in learning English will be low; sometimes they get

bored and reflect the lesson. In addition, teachers cannot provide technical support to the student's ability to understand and master the English language well, for example: teachers do not have the right techniques in teaching the English language so that students do not understand and not interested in the English language.

According to the writer, among whole the skills in learning English, speaking is one of important skills that covers the whole skills because speaking is a productive and active skill. It is used to transfer a message from speakers to listeners. Furthermore, speaking is a complex skill because it has a very close relationship with other skills and other elements such as pronunciation, grammar, vocabulary, comprehension and fluency and speaking is a skill that has by someone for getting a good communication in their life and through it; someone will get easy to know each other.

In this case, the students must study hard and practice to master the speaking skill and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Based on the writer teaching practice experience at SMP 6 Pariaman, speaking activities was not applied in class. It happens because many factors. First, the students do not have much time to practice English in the classroom because the teacher just explains the topic. It can be seen from the attitude of the students in learning English. The teaching is focused on developing writing and reading skill. Thus, it will make a little chance for the student

to practice English orally. Second, they have lack vocabulary. Teacher do not provide new vocabulary and students are lazy to bring or open dictionary. The last, they still feel shy to speak English. They are not confident to speak English and they are afraid of being laughed their by friend if they are wrong to speak English.

Another problem faced by the students is that they are difficult to speak when they have to think about grammar that is going to be used in every sentence they want to say. It makes them not express their idea freely. As a result, when their teacher asks them to answer the question, they just can keep silent although they know the answer of the questions because they do not know which grammar that they need to use in the sentences.

Moreover, the teacher still teaches their students by using conventional method. They usually just explain some theory of speaking, give some notes, and ask the students to practice it at home. There is no interaction between teacher-students and students-students. The method that is used make the students bored and they also cannot ask to the teacher whenever they do not understand about something and later it will give no contribution in students' speaking ability.

Considering problems, related to speaking activities in class and to help the students to improve their speaking skill is part of the teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom

environment. Therefore, the students will have opportunity to use English among themselves. The teaching learning process should happen between teacher and students and also between students and students.

In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively, and one of them is using games. A game as a technique in language teaching can be a central of language teaching and add more fun to the class. Games may also be used to make the English lesson interesting. Lee (1995) explained:” A game is enjoyable activities which have important virtues. Games banish bore down and give stimulation and entertainment to the learners”

According to W.R. Lee (1979) says that most language games make learners use the language instantly without thinking about the correct form of the language itself. Thus, at this phase, the language games can lower students' anxiety in using the target language; they are also highly motivated and entertained so that the shy students will be more opportunities to express their opinion and feeling. Beside that, games also can be applied in teaching-learning English. It can involve all the basic language skills; they are: listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

There are many types of games that can be used in teaching speaking, such as pictures games, psychology games, cards, board games, guessing games, and so on (Wright *et al.*, 1984). Among them, guessing

games is one of effective games in teaching English, especially in teaching speaking because this game can create a true communicative situation and combine the language practice in fun and excitement ways (Wright et al., 1984).

Based on the condition above, the writer tries to propose one of the games that can be implemented in the classroom that is guessing games. This game is chosen since it provides more opportunities to students to make turns in speaking during the time allocated. The writer assumes that guessing game is combination between practice and fun. They can express their ideas freely because they do activities with their friends. This game also gives the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability.

B. Limitation of the Problem

Based on the background and the limitation above, the writer would like to propose to use guessing game in teaching speaking, especially to junior high school students because this game will help the students to speak English well and also to improve the fluency, pronunciation and vocabulary of students.

C. Formulation of the Problem

The problem will be formulated in form of question "how does the teacher use guessing game in teaching speaking for junior high school students?"

D. The Purpose of the Paper

The purpose of writing this paper is to show and explain to the teachers that guessing game can be used in teaching speaking for junior high school students.