CHAPTER I

INTRODUCTION

This chapter presents the nature of the study. In detail, this chapter consists of background of the study, Research problems, Research questions Objectives of study, Scope and limitation of the study, Significance of the study, Definition of Key Term and Organization of the Study.

A. The Background of the Study

Speaking a second language or foreign language is far from simple. Nowadays, English to become a compulsory subject which is as foreign language, it is obvious that not all of Indonesian understand well about English. In covering that gap, in Indonesia English is taught starting from kindergarten until university levels (Nurhayati, 2020). In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation. Instead, children who acquire the second languages learn the element by interacting with people.

One of the most important goals of teachers is to enable learners to use English for communication. Nunan (2003:54-56) There are five principles for teaching speaking: 1.) Be aware of difference between second language and

foreign language in learning context. 2.) Give students chance to practice with both fluency and accuracy. 3.) Provide opportunities for students to talk by using group work or pair work. 4.) Plan speaking task include negotiation for meaning. 5.) Communicative competence is an ability to apply grammatical features of a language in arranging correct sentence and know when, where and to whom the sentences are uttered for (Nurhayati, 2019). Design activities that involve guidance and practice in both transactional and interaction speaking. Many activities used in English teaching learning for improving students speaking skill. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment.

English speaking is an important skill to be taught because speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. It means to deliver thinking or opinion. According to Scott and Ytreberg (2010:32) define through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English. In addition Jones in Richards (2008:19) states "in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world, 2 or simply being together". The Importance of Speaking is to show ideas, opinions, arguments, and reasons to the another person. By speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class.

According to Nunan (1991:39) explains that, mastering of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out a conversation in the language. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently. The four language skills are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak is the most significance way to reflect thoughts, opinions, and feelings to have an interaction or communication with other people. The goal of teaching English is to advance conversational appropriateness, that is to gain consequential qualification and capability to correspond or get across in a diversity of communication situation (Nurhayati, 2018).

Improving students' Speaking as the foreign language in the classroom is not easy because the students do not use their English in their daily activities. The students commonly learn English 2- 3 periods a week. It feels very lack if the teacher does not have the appropriate way to teach the students. According to Nunan (1991:51), "Success is measured in term of ability to carry out a conversation in the (target) language". People tend to assume that the successfulness of mastering foreign language is by communicating the language, in other words by speaking it out. Littlewood believes that there is nothing new, of course, about the basic idea that communicative ability is the goal of foreign language learning. Students of language learning supposed to be able of communicating the language. Those students of foreign language

learning should be able to implement the knowledge (theory) of language into its real performance. For then their learning is successful.

In the contrary from what it is expected, today lots of foreign language (English) learners "failed" in mastering English as a means of communication. What is emphasized in this study is the students' failure to communicate the language they learn speaking in real-life conversation, but when they had to use English in speaking, they found themselves difficult to do so. Their organization of structure was not good. Both their performance and motivation of speaking were not satisfying. It is strengthen by the fact the writer found from the interview with some students. The writer asked them about the quality of their English speaking, whether they have got adequate ability of speaking or not. They had same answers although they uttered them in different languages. They said that their English speaking was not yet good. It indicates the existence of problem in students' speaking ability. In fact speaking is the most important if we want to give some information. In the speaking there are some aspects for example is pronunciation, and vocabulary. McDonough (2003: 165) said that in the learning English, speaking is important to students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in the people daily activities. Speaking is an interactive task and it happens under real time processing constrains. It means that they will be able to use words and phrases fluently without very conscious thought. As skill that enable people to produce utterances, when genuinely communicate, speaking is desire (and purpose

driven), in other words they genuinely want to communicate something to achieve particular end.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. So it needs more teachers' attention to make the transfer in speaking process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games. The writer chooses games because games help and encourage many learners to sustain their interest and work. With games student can have a lot of fun and get rid off their tiresome during the lesson. For many years, games have been regarded as something useless. Nowadays, any people believe that learning by playing is considered effective to answer the students' boredom over serious, strict, and monotonous study in the classroom. By using games, the students are expected to enjoy their learning process without forgetting the main goal of their study. Games are an amicable way for an educator to present material and assess material learned, in a way that appeals to all hers students. Games also help you to maximize each student's learning potential (Sugar, 2002, p.4).

Before carrying out research, the researcher wants to show the previews of the studies. The previews studies as the example and as a comparison to find something different in doing research. In this research there are three previews of this study. The first was a study from Pramitasari (2019) has conducted a research entitled "The Use of Games in Teaching Speaking at MEC English

Syariah Banjarmasin". The research design of this study was descriptive design with qualitative approach. In her researcher, focuses on researching how and what students used games in learning speaking by trainer as with the formulation of the research problem: were: 1) How are communication games used by the trainers in teaching speaking at MEC English Syariah Banjarmasin? 2) How are members' responses of the use games in teaching speaking?

The results showed that students' learning to speak using Guessing Games, Whispering Games, and Repetition Games is very effective because it does not make learning become bored, they enjoy learning to use these games. However, they find difficulties in learning speaking using games that they are difficult to express, difficult to pronounce into English when they do not know the vocabulary so it is difficult to distinguish and interpret it, and on average they answer the difficulty is in its pronunciation.

The second was a study from Budi Nugroho (2011) conducted a research entitled "A Study On Teaching Speaking by Using Games to The Eleventh Year Students of SMA Negeri 1 Teras Boyolali in 2009/2010 Academic Year" In him research focus on teaching speaking through games by students in boarding school SMA Negeri 1 Teras Boyolali in 2009/2010 academic year with formulate the problem of the study as follow: 1) What is the implementation of teaching speaking by using games in SMA N 1 Teras? 2) How is the response of students after being given the material using games? 3) What kinds of game activities should be used? 4) What are the advantages and disadvantages from games in teaching speaking in SMA N 1 Teras?

After he carried out the research he had obtained data about games of teaching speaking that used by SMA Negeri 1 Teras Boyolali Boarding school. The results of this research shows that students speaking score and their ability can increase. In learning process, the English teacher using card as the media, and makes some groups. Before their teacher began playing the games, she gives some explanation about rules of games. In this activity, the teacher as the facilitator and controller. And also the teacher controls the situation in the class. As the evaluation, the English teacher gives some tests to the students. And after doing it, every student gets some different score, but most of their speaking score are increasing.

The third was a study from Danis (2014) has conducted is "The Implementation of Guessing Game Technique in Teaching Students' Speaking Skill: A Qualitative Study of Second Graders in Junior High School". The research design of him study was descriptive design with qualitative approach. In him research, he focus how the students of acceleration class succeed in using guessing game technique in teaching students' speaking skill. In him research there are formulating problem of this script is 1) What are benefits of guessing game technique in students" speaking class? 2) What are students" attitudes towards the use of guessing game technique in students" speaking class? And the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

The results showed that students can know more about information to find out benefits of guessing game technique in students" speaking class. And to find out students" attitudes toward the use of guessing game technique in students" speaking class. Effective instructors teach students using game for speaking responses, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

Based on description above, it can be concluded that the researcher is interested to analyze about learning English using games and how to use them so that researchers want to find out the result obtained in these learning and find out what difficulties they experience when learning to speaking in class.

In addition, the researchers investigated how the used games by the teacher and how are students responses of the use games in teaching speaking and expected with this study can be used as an evaluation of speaking games in other course institutions.

B. Research question

1. What kinds of games are used by the English teacher at MTs Darul Hikmah Tawangsari Kedungwaru Tulungagung?

2. How is the implementation of teaching speaking by using games at MTs Darul Hikmah Tawangsari Kedungwaru Tulungagung?

3. How are student's responses on the use of games in teaching speaking?

C. Objective of study

1. To identify the kinds of games which used in teaching speaking at MTs Darul Hikmah Tawangsari Kedungwaru Tulungagung.

2. To know the implementation of teaching speaking by using games at MTs Darul Hikmah Tawangsari Kedungwaru Tulungagung.

3. To describe students responses of the use games in teaching speaking.

D. Scope and limitation of the study

Limitation is needed in this study in order to make the discussion more specific, and it is designed to specify the problems that will be analyzed. The problem in this study is to find out benefits of using games technique in their speaking class. Simultaneously, this study also intends to examine students" attitudes toward the use of games technique in their speaking class.

E. Significance of the study

This study is expected to get the result that will be useful for readers, in terms of:

1. For the English Teacher

   1) As alternative technique in teaching speaking mastery.

   2) As reference to taught the students about speaking mastery in an efficient way and time.

2. For the researchers

  To give input to the other researcher in order to conduct the research about taught English better in the future, and we can know that advantage the using technique in teaching learning.

F. Definition of Key Term

  Some definitions of key term to support the readers understanding this research paper easily are as follow:

1. Teaching speaking is the activities that may include; imitating, repeating, answering verbal, interactive conversation, and an oral presentation.

2. Games are an enjoyable activity governed by some values, consisting of participants or players, having certain objectives, player's action restriction and goal.

G. Organization of the Study

  This study is divided into three chapters, they are Chapter I is Introduction, Chapter II is Review of Related Literature, Chapter III is Research Method. Chapter I provide the background of the study, formulation of the research problem, research question, objective of the study, scope delimitation of the study, significance of the study, definition of key terms and organization of the study.

  Chapter II focuses on the review of related theories and literatures related to the nature of teaching, the nature of speaking, teaching speaking, the problem in speaking activities, solving of the problems in speaking activities,

characteristics of a successful speaking activities, definition of game, the role of the game in teaching speaking, the role of teacher, some techniques used in giving games, kind of games, advantages of using games activities in teaching speaking and previous of study.

Chapter III contains further explanation about methodology of study including research design, subject of the study, researcher presence, data and data source, data collection technique, technique for analyzing data and trustworthiness.

Chapter IV is presents research findings and discussion of the research. The findings of the research describe the result students at MTs Darul Hikmah Tawangsari Kedungwaru Tulungagung.

Chapter V in this chapter, the researcher presents the conclusion and suggestion about the research.