

# CHAPTER I

## INTRODUCTION

In the first chapter, the researcher explains the background of the study, research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitations of the study, definition of key terms.

### **A. Background of the study**

In today's social environment, technology has brought about fundamental changes in the way we talk to each other. The proliferation of social media, instant messaging apps, and other online communication platforms has created a new space for verbal interaction. Not only that, but also their impact on speaking styles, language use, and communication preferences have become subjects of interest in sociolinguistic research. In this increasingly advanced era of globalization, the importance of speaking English is indispensable because English is a universal language. Aye and Phyu (2015: 1) state that we need effective English skills in all aspects of life in this globalization era.

In Indonesia, English is one of the subjects taught at primary and secondary education levels to prepare students to communicate internationally and face global challenges in the future. One important aspect of English proficiency is speaking which enables students to express their ideas, thoughts and experiences orally. Hornby (1995: 318) says that speaking is making words with a normal voice, uttering words, knowing and being able to use language; expressing oneself with words, making speeches.

Speaking is one of the English language skills that needs to be taught to improve students' communication with others. This skill is considered to have the potential to improve the value of presentation materials. Speaking ability relates to the role of language as a means of

communication, that is, a tool that individuals use to interact with each other, according to linguistics. The act of verbally extracting thoughts, ideas, and concepts from the brain is known as language. (Yolanda & Hadi, 2019) said that Speaking is a skill that students must learn when they learn English. With the ability to speak, they will express their ideas through communication with others. Therefore, a person's language ability is greatly influenced by his or her speaking skills.

English speaking ability has long been a major goal in language learning. Along with rapid changes in culture, technology and ways of communicating, the teaching of speaking in educational contexts has also undergone significant development. However, there are often challenges in teaching and motivating students to speak in English. According to Brown (2000: 2017) there are several characteristics that make speaking difficult. These include grouping, redundancy; reduced form, performance variables, colloquialisms, delivery rate, stress, rhythm, and intonation, interaction. In addition, in speaking there are several components that must be mastered including pronunciation, grammar, vocabulary, fluency, and accuracy. In reality, many students face difficulties in developing their speaking skills, especially when it comes to expressing descriptive texts in a fluent and structured manner.

Based on the junior high school syllabus in grade VII, students must master speaking skills in several types of monologue texts. One of them is descriptive text. According to Fulwiler (2002:34), descriptive text is a text that describes a person, place, or thing. Descriptive text is a type of text that describes the features or characteristics of an object, animal, or place in detail. Teaching descriptive text requires students' ability to express the description well and clearly. In addition, Depdiknas (2006) states that the purpose of teaching speaking descriptive text is for students to be able to express meaning in simple short monologues in descriptive

form. Based on the generic structure and language features of the text. According to Hammond (1992:4), there are two generic structures of this text, namely identification and description, while the language features of descriptive text are the use of simple present tense, adjective clause and others.

In describing something orally using English is not something easy. This requires teachers to have the right method to teach speaking about descriptive text. One of the interesting methods to improve students' speaking ability about descriptive text is by using games. Games have been proven to be powerful and effective in speaking in several ways. Playing games is a great opportunity to review material in a way that is reinforcing and non-intimidating. Thiagarajan (1999), Wright Betteridge and Buckby (2005) state that sustaining effort can also mean sustaining interest. Games increase interest in what students may find unpleasant.

One of the language games that can be used is Just a Minute (JAM) Game. It is a game that involves students in speaking for one minute on a specific topic. Just a Minute (JAM) Game encourages students to speak spontaneously and increase their confidence in using English orally. Harmer (2007) defines Just a Minute as a long-running comedy contest on British radio. It is a fast-paced speaking and listening game that is easy to demonstrate and very flexible. It requires speakers to talk about a topic for one minute, without hesitating, distorting, or repeating.

Studies on the use of Just a Minute (JAM) Game have been conducted by several previous researchers. The first researcher was Anggun Wulandari (2021) with the title "Improving Speaking Skills by Using the One Minute Talk Technique for Class X Students of SMA Negeri 4 Palembang". This study aims to determine whether there is a significant improvement in speaking skills by using the one-minute talk technique, and whether there is a significant

difference in speaking skills between students who are taught using the one-minute talk technique and students who are not. The results in the study showed that there was a significant difference in students' speaking skills between those taught using the one-minute speaking technique and those who were not. While Delviana, (2014) conducted a study entitled "The Effect of the Use of Just-a-Minute (JAM) Game on Speaking Ability of Students of SMAN 1 Lubuk in Siak Regency" The purpose of this study was to determine the ability of students in speaking the language. The results of this study indicate that there is a significant difference in students' English speaking ability between students taught with Just a Minute (JAM) Game and students taught with Just a Minute (JAM) Game. not taught with Just a Minute (JAM) Game.

Based on the previous research above, Just a Minute (JAM) Game is an effective game method in improving speaking skills. Playing games is a great opportunity to review material in a way that is reinforcing and non-intimidating. In addition, according to the syllabus of English subject for junior high school, part of the material for grade 7 contains speaking about descriptive text. Thus, the researcher was interested in conducting a study by applying Just a Minute (JAM) Game to improve speaking ability about descriptive text.

Based on the previous research above, one of the studies applied a pre-experiment research design. Because it only involves one group of students, this kind of research design is less accurate and cannot really test the effectiveness of something. Therefore, this study uses a quasi-experimental research design involving two groups of students to complement and improve previous research. this study aims to find out whether Just a Minute (JAM) Game is effective for improving the speaking skills of descriptive text of seventh grade students entitled

"The Effectiveness of the Use of Just a Minute (JAM) Game on Descriptive Text Speaking Skills of Class VII Students of SMPN 2 Kademangan Blitar".

## **B. Research Problem**

Is there any significant difference score in speaking skill of descriptive text of the 7th grade student's SMPN 2 Kademangan Blitar taught with Just a Minute (JAM) and those taught without using Just a Minute (JAM) Game?

## **C. Purpose of the Study**

The purpose of this study is to find out if there is a significant difference score in speaking skill of descriptive text between 7th grade students of SMPN 2 Kademangan Blitar taught with Just a Minute (JAM) Game and those taught without using Just a Minute (JAM) Game.

## **D. Formulation of Hypothesis**

The research hypotheses are as follows:

1. Null hypothesis ( $H_0$ ): there is no significant difference score in speaking skill of descriptive text of the 7th grade students at SMPN 2 Kademangan Blitar that taught using Just a Minute (JAM) Game and those taught without using Just a Minute (JAM) Game.
2. Alternative hypothesis ( $H_a$ ): there is a significant difference score in speaking skill of descriptive text between 7th grade students at SMPN 2 Kademangan Blitar taught using Just a Minute (JAM) Game and those taught without using Just a Minute (JAM) Game.

## **E. Significance of the Study**

In this study, the researcher hopes that the results can contribute to:

1. Teacher

The results of this study are expected to provide information about the effectiveness of Just a Minute (JAM) Game on students' speaking skill and be a meaningful input for teachers in developing English learning by using Just a Minute (JAM) Game in teaching their students to improve students' mastery. They can also modify or prepare better and more interesting teaching by using Just a Minute (JAM) Game in teaching speaking skill.

2. Students

As an input for students to improve students' understanding of English subjects, especially in speaking skill so that they can express their ideas and feelings orally using English and improve their learning achievement and motivate them to learn speaking skills seriously.

3. For other readers or researchers

The use of Just a Minute (JAM) Game can facilitate researchers to find a way to teach speaking well. It also offers information on the effectiveness of Just a Minute (JAM) Game on speaking skills.

## **F. Scope and Limitation of the Study**

This study was conducted to determine the effect of using Just a Minute (JAM) Game on students' speaking skill of descriptive text. In this study, researcher used a quasi-experimental wi with a nonrandomized control group, pre-test and post-test design. By involving two groups of 7th grade students at SMPN 2 Kademangan Blitar.

In this study directly only to see whether Just a Minute (JAM) Game has an effect on students speaking skill of descriptive text. However, this research is only a trial and does not explain how students can learn better by using Just a Minute (JAM) Game. In addition, this study was purposive sampling. It would be better if the research used a randomly selected sample.

## **G. Definition of key terms**

The definition of key term based on the title of the thesis as follow:

### **1. Effectiveness**

The attainment found in the statistical computation which showed that there is significance difference score of the experimental and control group indicated by the value  $\text{sig} \leq 0,05$ .

### **2. Speaking of Descriptive Text**

Speaking of descriptive text in this study means the activity of students to speak descriptive text using the Just a Minute (JAM) Game. Descriptive text is one of the competencies that must be mastered by students in junior high school. Descriptive text, according to Emilia (2011: 82), is a text that is used to describe a person, place or thing or something in the mind of the writer.

### 3. Just a Minute (JAM) Game

Just a Minute (JAM) Game is a simple interactive game that can improve students' speaking skills. The rules of Just a Minute (JAM) Game are that students are asked to speak without hesitation in one minute on a topic that has been provided by the teacher. When speaking on a given topic students must speak fluently without repetition, and deviation.