

CHAPTER I

INTRODUCTION

This chapter included the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

A. Background of the Study

As one of the productive skills that are learned by foreign language learners, speaking skills become the main focus or goal of EFL learners to be mastered learning English. Speaking is one of the important skills to humans because it is the nature of humans to communicate with others. Speaking is a process of delivering the idea that involves receiving, processing information, and producing the idea that includes two components of skill, productive and interactive skill Florez (1999). In line with Florez, Brown (2001) defined speaking as an interactive process of constructing meaning that involves processing information, producing, the presence of speaker and listener, and receiving the message. In education, speaking has a big role in students' success in learning a language. When ESL/ EFL students can communicate effectively, they may be considered successful in learning a language (Riggenbach & Lazaraton, 1991). Richards (2008) mentions that based on the functions of speaking, there are three styles in teaching speaking which are an interaction, a transaction, and a performance.

Learning English in secondary school serves as a tool for students' self-development in science, technology, and the arts. Speaking skills must be possessed by everyone who learns English because speaking skills are very important for everyone. Darmuki (2019) said that by speaking, a person is expected to communicate, convey ideas, and messages, interact, and share information with others to be understood by the other person. Wuryaningtyas (2015) states that speaking has three purposes: informing, entertaining, and persuading. Based on the opinions expressed above, it can be concluded that the primary purpose of speaking is to communicate with Angraini (2016). The standard of successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone speaks a language, it means that he/she can carry on a conversation reasonably competently. Students learning a language are considered to be successful if they can communicate effectively.

Many students still have difficulty in speaking. Because lack of practicing or uttering ideas, getting interaction using English makes them get stumbling. They are shy and lazy to speak up using English. Besides that, the lack of curriculum which emphasis on speaking skills, the students not only get English skills, but they also get religious subjects. The practicum of Speaking is also omitted because the reason that there is efficiency of any education fund from The Ministry of Religious. The second problem is the teachers 'limited English proficiency, it means that most of English teachers do not have various technique to teach English.

Based on the researcher's observations made during practice teaching in MTsN 2 Trenggalek, many students still meet difficulties or problems in speaking. It can be known when the researcher teaches in the class and the topic is about describing people. A lot of students feel unconfident or shy when speaking English and also afraid of making mistakes, the students are often confused and are not able to say when someone speak English to them. Teachers and students are the two main contributing elements to these problems, according to Anggreyni (2014). Lack of vocabulary, poor grammar, and low motivation are among the issues affecting the students' ability to communicate in spoken English. This shows that there is a lack of innovation regarding learning.

Speaking in English can cause anxiety and worry about making mistakes for many pupils. When someone speaks to them in English, they also often get confused and struggle to reply. One issue that plagues educators is that they frequently find it difficult to come up with an effective technique or plan that would aid in the English language acquisition of the students. Factors of difficulties experienced by students due to students' lack of focus in following the learning process in class, this goes back to the learning methods used by MTsN 2 Trenggalek teachers. While the teacher must work to help students pronounce words correctly, verbal engagement from the class also has to increase. For the teacher to understand the faults and challenges that the students are facing, they must be more encouraged to speak and communicate.

Consequently, the teacher needs to identify a teaching strategy that encourages students to participate more actively and communicate in class discussions.

A new approach emerged to be created and used in language classrooms to train pupils to utilize the language more frequently. The term Communicative Language Teaching (CLT) refers to this approach. Through a variety of exercises and activities, students in CLT will be challenged to acquire and use the target language in a way that will prompt meaningful context and situational communication. According to Wang (2010), the goal of CLT is to increase learners' communicative competence by providing them with rich and understandable input in the target language and encouraging them to actively participate in communication through language use. It is clear from the previous statement that CLT can be a highly useful tool for teaching EFL learners how to speak and utilize the language. The instructor can design a variety of CLT-compatible exercises. Numerous language-learning exercises may be used in the classroom to help students become more proficient speakers engagingly and enjoyably. Playing games can help students study in a fun and relaxed environment rather than under duress. According to Zhu (2012), playing games encourages student-centered learning that they find enjoyable.

Using games in the classroom has numerous advantages, according to Anggreyni (2014), including making the environment more comfortable, encouraging students to try speaking English, and encouraging them to participate in a range of dialogue.

According to Wang, Shang, and Briody's (2011) article, games can boost students' enthusiasm and self-confidence, which makes them beneficial for English language acquisition. Linse and Nunan (2005) state that games are an extremely suitable teaching method in the classroom. In order to win games, learners are obligated to act or say certain things according to predetermined rules and scenarios. Playing these activities might therefore encourage students to develop their language skills and enhance their speaking abilities in particular. As a result, the researcher will carry out an action research study in the classroom using a guessing game as a teaching tool. It is anticipated that guessing games will be highly beneficial in igniting students' interest and easing their speech challenges. The previous study by Windi Azara & Siti Fatimah (2018) titled "Using Guessing Game to Improve Student's Writing Ability in Writing Descriptive Text" already looked at the benefits of using games in language classrooms. It proved that the game was suitable and effective in raising students' writing proficiency.

The idea of a guessing game is to guess the information or the item Purnata (2013). Guessers or players must accurately predict the answer, which is typically used symbolically. The classroom will have a more engaging and enjoyable atmosphere when the teacher conducts this activity. Playing guessing games can help kids communicate their prior knowledge and develop their curiosity and problem-solving skills as they attempt to identify the picture. Students' speaking skills were enhanced by this instructional method, which also helped them with their grammar, vocabulary, pronunciation, and

fluency. Dwiyantini (2009) stated that games are one technique that researchers can apply to teach speaking since games are one of the potential activities that give students feel freedom to express themselves. Chandra (2008) stated that games are also believed to have positive effects because students' motivation and interest in studying English can improve their speaking ability.

Nowadays, although learners have learned English for 18 years, many of them are still incapable to use English orally. These may be caused by the limitation of opportunity to practice, lack of Speaking, or psychological factors which more concern to the fear of making mistakes when speaking English. This fear feeling comes up from the low self-concept learners have. Someone with low self-concept is believed to be unconfident, while confidence is needed by learners to present their English orally. If learners' always think that they are going to be failed in speaking English, learners will not be able to speak well. This situation shows that this fear indicates learners have low or even negative self-concept. The researcher selected a guessing game to enhance students' speaking abilities as one of the other methods to make learning English, particularly speaking it, enjoyable. In other word, it could be said that if learner has no idea about what to say, she or he may lose confidence, feel uncomfortable, and make mistake. From the background review above, the researcher will conduct classroom action research entitled "Improving Speaking Ability Through Guessing Game Method of the Seventh Grade Students of MTSN 2 Trenggalek in the Academic Year of 2023/2024",

This study differs from the previous one in that its goal is to enhance students' speaking abilities in descriptive texts rather than their writing.

B. Formulation of Research Problem

Based on the background of the study, this study is formulated as follows: “How can Guessing Game method improve students’ speaking skill at seventh grade student in MTsN 2 Trenggalek?”.

C. Purpose of Study

The purpose of this study is to find out the use of Guessing Game method to improve student speaking ability at seventh grade student in MTsN 2 Trenggalek.

D. Significance of the Study

This research is expected to benefit all parties related to the world of education, especially researchers as teachers and class VII MTsN 2 Trenggalek students who are directly involved in the learning process in class. The results of this study are expected to provide useful information for:

1. For students

Students will get a learning experience that is more real, interesting, and fun, and can improve students' speaking skills in English lessons. Through the guessing game learning techniques, it is hoped that learning activities and students' speaking ability will increase.

2. For English Teachers

For teachers, it will be able to help overcome problems in learning English and can increase knowledge in managing the planning and implementation of learning English with guessing game learning techniques. add to the teacher's insight about the application of new methods in English. Besides that, it can also be used as an alternative teaching by the teacher so that it can improve the professional quality of teachers in implementing classroom learning by the applicable curriculum

3. For Educational Institutions MTSN 2 Trenggalek

Schools whose teachers can make changes or improve their performance professionally, these schools will develop rapidly. There is a close relationship between school development and the development of teacher abilities. Schools will not develop if teachers cannot develop themselves. Contribute ideas to schools to improve the quality of students and teachers in learning English, and can also be useful for improving the quality of education, especially English lessons to be better.

4. For Researchers

For researchers, this research is expected to be a reference related to the topics discussed. Adding experience about classroom action research, as a reference to be implemented in other subjects so that they can become professional teachers.

E. Definition of Key Terms

1. Speaking skill

Speaking skill in this study is defined as the ability to produce words, phrases, or sentences to express the idea with appropriate language form, spelling, and pronunciation.

2. Guessing Game

Guessing games are games in which the participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teachers themselves. The player holds the information and others should guess who, what, and where it might be. The thing that should be guessed can be in the form of a single word, phrase sentence, or sentence.