

# CHAPTER I

## INTRODUCTION

This chapter contains an explanation of the background of the study, statement of research questions, purpose of the study, formulation of hypothesis, significance of the study, scope and limitations of the study, definition of key terms.

### A. Background of Study

Speaking is the practice of using spoken language to share and exchange thoughts, feelings, and information. Since people talk more than they write, speaking is a crucial life skill. Speaking is the primary means of sharing and exchanging information in daily life. It uses brain activity to convert meaning-forming sounds and utterances from abstract concepts Guebba (2021). Because it necessitates that the interlocutors receive, decipher, and produce messages, the former is both productive and receptive in nature. Conversely, the latter is only fruitful when it uses the grammatical and phonological systems on its own, without assistance Gabba (2021).<sup>1</sup>

Three primary characteristics of speech are purpose, involvement, and planning, according to Harmer (2007). The transactional purpose and the interpersonal purpose are the two components of the first criterion. While interpersonal purposes sustain constructive social relationships, transactional purposes facilitate information transmission and transactions. Participation,

---

<sup>1</sup> Guebba, B. "The nature of speaking in the classroom: An Overview." *British Journal of Philosophy, Sociology and History* 1, no. 1 (2021): 37-41.

which can be classified as interactive or non-interactive, is the second requirement. As is typically the case in discourse, the former necessitates the reciprocal participation of participants<sup>2</sup>. The latter, on the other hand, explains speaking activities in a setting where voice recording is necessary. Speaking could be either planned or unplanned under the third condition. When giving a presentation or a lecture, for example, the speaker must prepare their speech in advance. After the treatment, the presentation becomes impromptu. On the other hand, unplanned speaking describes any spontaneous discussion that took place without any prior planning or preparation.

However, because it requires a range of skills, including grammatical, sociolinguistic, discourse, and strategic competences, speaking in a foreign language class is a challenging ability to master Guebba (2021)<sup>3</sup>. As mentioned in Brown (2007), communicative competence is the component of competence that allows students to interpret and transmit messages as well as to impart meaning interpersonally in certain circumstances<sup>4</sup>. According to Brown (2001), as referenced by Wulandari (2014), speaking requires a variety of skills, including grammar, pronunciation, vocabulary, fluency, and accent.<sup>5</sup> In connection with those elements, Wiharno (2018) discovered that speaking exercises provide a number of issues, including a deficiency in vocabulary,

---

<sup>2</sup> Harmer, J. *The Practice of English Language Teaching*. 4th ed. London: Pearson Longman, 2007.

<sup>3</sup> Guebba, B. "The nature of speaking in the classroom: An Overview." *British Journal of Philosophy, Sociology and History* 1, no. 1 (2021): 37-41.

<sup>4</sup> Brown, H. D. *Language Assesment Principle and Classroom Practices*. San Francisco: State University, 2007.

<sup>5</sup> Wulandari, R. "Improving students' speaking ability through communicative language games at SMPN 1 Prambanan grade VIII A in the academic year of 2013/2014." Doctoral dissertation, Universitas Negeri Yogyakarta, 2014.

trouble pronouncing words correctly, complex grammatical usage, and the impact of the students' mother tongue.<sup>6</sup> In fact, many students suffer nervousness during the teaching and learning process when they are asked to speak in English through sharing their opinions or answering the teacher's questions. Therefore, more speaking practice is needed to form speaking habits that will improve students' communicative competence.

Smital and Pyarelal (2024) state that playing games is one of the easy methods of teaching speaking. Many students find it helpful and motivating to continue their studies and interests. By adding games, the teachers could make the classroom more engaging. Games are an essential component of a teacher's toolkit because of their therapeutic value in addition to the language practice they offer. Playing games can be utilized at any point in the lesson to offer a fun and stimulating break from other English-related activities. Although games can be an effective method to improve students' speaking skills, many schools have not utilized this method to its full potential. Teachers often focus more on traditional teaching methods, such as lectures and written exercises, leaving less room for interactive activities such as games. As a result, students get bored with monotonous teaching methods, which decreases their interest in English lessons.<sup>7</sup>

Related to the problems found, researchers need to find interesting

---

<sup>6</sup> Wiharno, M. R. "The impact of using English speaking zone in improving students' speaking skill in SMA plus yayasan munirul arifin (yanmu) nw PRAY." Doctoral dissertation, Universitas Mataram, 2018.

<sup>7</sup> Smital, N. T., dan S. Pyarelal. "Improving Students' Speaking Proficiency Using Games." *English Journal* 7, no. 1 (2024): 35-45.

techniques to engage students in learning. Students can participate in class activities more actively when teachers use surprising learning. Whispering game provide an engaging subject for research. According Sari and Prasetyo (2023) In addition to providing a high level of motivation for language acquisition, the use of games fosters an atmosphere of enjoyment, creativity, activeness and fulfillment, which will help students appreciate a learning process that initially makes them feel bored. The whispering game is a game that is familiar to students. In playing this game, students are divided into several teams. To play this game, students in one team must stand in a line. The student standing in the front row will be given a list of words, then he whispers to his friend behind him according to the vocabulary on the list. This whispering activity takes place sequentially until the last student is reached. Students standing in the back row are then given time to write down the words that have been mentioned by their friends. Poppy Amalia (2022) states that this game is interesting because the message sometimes changes to another message or information and students can freely express themselves by playing roles. Whispering games will make learning more interesting for students, encourage them to use this technique more actively, and inspire them to speak more fluently. In addition, the techniques used by teachers also affect students' English skills.<sup>8</sup>

Students of SMAN 2 Trenggalek have been taught English for almost three years in school. Still, most students can hardly speak English well from

---

<sup>8</sup> Amalia, P. "Development of adventure cooking educational game media to improve early childhood prosocial behavior." Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA, 2022.

the perspective of daily interpersonal communication and educational linguistics in the classroom. English teachers notice that mistakes in pronunciation and vocabulary mastery still often occur, so the message students want to convey is usually less understandable to the other person. In addition, many students are not yet fluent in speaking, which is marked by frequent pauses, repetition of words, and even returning to using their mother tongue when speaking. Correct grammar, such as using tenses and sentence structures, is still a significant challenge for students when speaking English. Therefore, teachers need to continue improving speaking methods so that students can be more confident and skilled in using English orally.

Piscesa and Aji (2024) said that Role playing allows students to practice the language they have learned in real situations, so that their understanding of the language becomes deeper.<sup>9</sup> Nurfadilah and Mukminatus (2024) state that whispering games significantly improve speaking skills, student engagement, and motivation to learn in class. This game makes students wait for their turn to convey words or phrases in a whisper, so that they focus more on pronouncing and understanding the message conveyed.<sup>10</sup> Based on what has been discussed, whispering have the potential to make learning interesting and interactive, so that students are more motivated to actively participate in speaking activities.

---

<sup>9</sup> Marsella Maulana Piscesa and Mahendra Puji Permana Aji, "The Use of Role Play To Improve Students' Speaking Skill," *PROJECT (Professional Journal of English Education)* 2, no. 3 (2019): 416, <https://doi.org/10.22460/project.v2i3.p416-420>.

<sup>10</sup> Nurfadhilah Al Muammamah and Mukminatus Zuhriyah, "The Effectiveness of Whispering Games to Teach Speaking," *Jurnal Pendidikan Bahasa* 13, no. 1 (2024): 47–55, <https://doi.org/10.31571/bahasa.v13i1.7256>.

Unlike previous studies that tend to focus only on the use of whispering techniques, this study specifically examines the effectiveness of whispering games as a learning strategy. By implementing whispering games in the English Club of SMAN 2 Trenggalek, this study aims to investigate how this interactive activity can improve students' speaking skills and provide a more engaging and effective language learning experience.

## **B. Research Question**

How effective is the use of whispering game in English Club to improve students' speaking ability at SMAN 2 Trenggalek?

## **C. Objectives of the Research**

To find out the effectiveness of whispering on students' speaking skills.

## **D. Research Hypothesis**

Before determining the results of the hypothesis, the researcher submitted an interpretation (observation) using the following procedures:

- a. Formulation of the null hypothesis ( $H_0$ ): There is no significant difference in the speaking ability of students before being taught using whispering games in the English club and students who have been taught using whispering games in the English club at SMAN 2 Trenggalek.
- b. Formulation of the alternative hypothesis ( $H_a$ ): There is a significant difference in the speaking ability of students who have been taught using

whispering games in the English club and students who have not been taught using whispering in the English club at SMAN 2 Trenggalek.

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

This study might inform students of the benefits of the English club program in developing their skills and interest in English. In the end, this study might contribute to the improvement of speaking abilities. It is expected that it may assist teachers in exploring the situations of students and the challenges they face while learning English in the classroom. Practically, this study can motivate and influence students positively when increasing their speaking abilities and joining the English club. Additionally, this research can provide English teachers with a different approach to implementing the English club program's strategy to foster an engaging and comfortable space for English learning. Theoretically, this research is significant in providing additional insights and knowledge on how students learn to speak English and can be helpful for students. This study might benefit teachers, students, and readers with the same interests and cases.

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

This research will be conducted at SMAN 2 Trenggalek with the research population being members of the English Club. Limitations of this study Although the English Club is an effective organization in improving English conversation skills, this study will not consider other external factors

that may affect the results, such as motivation and learning environment.

## **G. Definition of Key Terms**

To avoid misunderstanding of the terms and content of the topics in this research, researchers must define the key terms used in this research:

### **1. Effectiveness**

Effectiveness is described as a measure of the extent to which educational goals are achieved, with a higher percentage indicating greater effectiveness. This is supported by Raharjo Punto (2013)<sup>11</sup> concept of effectiveness. The significance of this study is reflected in the significance value of 0.05, which indicates a significant increase in students' speaking skills.

### **2. Whispering Game**

A whispering game is a game played around the world in which One person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. The game of whispering is a game of listening and speaking. The students will whisper what they have heard to play this game. This game will help students demonstrate the importance of communicating clearly with others. According to Sholihatul, Muhammad & Nursyahdiah (2021)<sup>12</sup>, students will also demonstrate how easy it is to miss precisely what others say and discuss

---

<sup>11</sup> B A B Ii and A Efektivitas, "Raharjo Punto," 2016, 9–46.

<sup>12</sup> Al Muammamah and Zuhriyah, "The Effectiveness of Whispering Games to Teach Speaking."



what that means for communication by playing this game. The students can automatically assist each students in increasing their vocabulary by playing this game.

### **3. Speaking Ability**

Speaking is an oral production that involves several elements. This is in line with Brown in Crisianita & Mandasari (2022)<sup>13</sup> who also stated that speaking is an oral production that can be observed empirically and directly, thus producing effective results and greatly influencing the validity of the test. They are involved in discussions, for example giving opinions, making comparisons, and expressing preferences. They explain and clarify their answers using simple sentence structures and verb forms.

---

<sup>13</sup> Sintya Crisianita and Berlinda Mandasari, "The Use of Small-Group Discussion To Improve Students' Speaking Skill," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 61–66, <https://doi.org/10.33365/jeltl.v3i1.1680>.