CHAPTER I

INTRODUCTION

A. Background of the Research

In this era of globalization, it is important to learn English, because English is the international language used to communicate in the world. This is supported by a statement from Mauranen (2018), that English is becoming a global language in the world. Therefore, learning the use of English is very necessary for humans in this era.

There are four skills that must be considered when someone wants to learn English, namely speaking, writing, listening and reading. According to Angelini and Garcia-Carbonell (2019), speaking is an important skill to learn, if someone can speak fluently in a second or foreign language after learning it, then that person is said to have successfully learned the language. Saddhono and Slamet (2014) as stated in Supriyati (2020), speaking is a person's ability to express ideas or thoughts that exist within oneself using words addressed to other people. It can be assumed that speaking fluently is one of the objectives of language learning. This is supported by a statement from Ahmed (2017), speaking skills are considered as one of the main skills that EFL learners must develop.

According to Khowatim et al. (2022), a common problem for English language learners in Indonesia both at the primary and secondary education levels is low communicative competence. Harmer (2008) stated that students are often frequently hesitate to speak, because they are shy and unable to express themselves in front of others. Khowatim et al (2022) also added that students' low

communicative competence can be caused from several factors, such as students motivation factors, teaching methods used by teachers and also lack of student interest.

When learning speaking in the classroom, students need many opportunities to practice using the language. Therefore, as an educator, teachers must determine the use of good learning methods in speaking classes. Teachers must also pay attention to the needs of students in the process of learning to speak. As stated by Kaur and Aziz (2020), teachers need to implement methods and activities to minimize the challenges faced during the teaching and learning of speaking skills. The purpose of learning to speak is that students are expected to be able to use language to convey ideas, or opinions and also feelings to communicate with others.

Based on the statement about the problems of English language learners by Khowatim et al. (2022), the researcher also found the same problem at MTs Nurul Islam Kediri. Where the researcher found that students' speaking ability were still lacking. The students were also being taught using traditional strategies. It was shown that in teaching and learning process, students were not very involved.

Based on the phenomenon above, the researcher tries to find an effective strategy for students' lack of speaking ability. The researcher tries to create new atmosphere of English class in ninth grade of MTs Nurul Islam Kediri. The researcher choose to play a game namely a guessing game in learning to speak. It is to create a fun and enjoyable English class atmosphere. By playing games,

students do not feel bored while studying and this will help them be more relaxed in learning English.

According to Fitriana (2012), games are a potential activity that gives students a feeling of freedom to express themselves, therefore playing games is a technique that can be applied in teaching speaking. A lot of people enjoy playing games because it is an enjoyable activity for everyone, both children or adults.

Games are methods that can be used to teach speaking skills, because games are activities that can give students a sense of freedom to express themselves. According to Webster (1986), as stated in Purba and Elisa (2024), guessing game is a game in which the participants compete individually or team in the identification of something indicated obscurely, as in riddles or charades.

In carrying out this research, researcher also found several previous studies that had almost the same discussion. Such as previous research conducted by Fatawati and Zuhud (2016), with the title "The Use of Guessing Games to Improve Students' Speaking Ability". The research objective is to find out the effect of using guessing games on students' speaking abilities, and also this research wants to know students' perceptions after implementing guessing games in speaking classes. The results of this study showed that the use of guessing games in speaking classes is a good and effective way to improve students'speaking skills.

While research from Rustam and Amir (2022) entitled "Guessing Game: an Implementation in Speaking Class of High School Students". The purpose of this study is to determine whether playing guessing games can improve speaking

abilities of tenth year students in MA Al-Munawwarah Parepare. This research also applied a classroom action research with two cycles. The results showed that guessing game is able to improve students' speaking skills and students' activeness in the learning process.

Then in the research from M. Ubaidillah (2021) with the title "Increasing Students' Speaking Ability through Guessing Game Techniques for the Eighth Graders of MTs NW 02 Rensing East Lombok in The School Year 2021/2022". The method of this research is class action research. The aim is to determine the process and results of students' speaking abilities after applying the guessing game in speaking class. While the result showed the application of guessing game techniques in teaching English can improve students' speaking abilities.

Based on the results of several studies above, it encourage researcher to further explore the implementation of guessing games on speaking skills in class IX students at MTs Nurul Islam Kediri. This is also based on the problem that researcher found during preliminary research, namely the low speaking ability of students at MTs Nurul Islam Kediri. Then what differentiates this research from previous research is the research subject and also the researcher wants to try using a guessing game by means of students spontaneously using language to speak.

B. Research Problem

Based on the problems previously discovered in this research, the researcher raised a problem that will be answered by this research, including the following " How can guessing game improve students' speaking ability for ninth grade students of MTs Nurul Islam Kediri?"

C. Research Objective

Based on the problem raised above, the aim of this research is to "Find out whether guessing games can improve students' speaking ability of ninth grade at MTs Nurul Islam Kediri in the 2023/2024 academic year".

D. Research Significance

The researcher will give full information about the implementation of a guessing game on students' speaking ability. It is also hoped can help teachers, students and other researchers, as below:

1. For the Teachers

    The researcher hoped that this research will be useful in providing information to English teachers about the application of guessing games on students' speaking ability. This can also be a consideration for EFL teachers in teaching English, especially speaking skills.

2. For the Students

    The researcher hoped that this research can also help and provide opportunities for students to get active and interested in learning. Beside, it is hoped that this research will help them to solve their problems in speaking.

3. For other Researchers

    The results of this research are expected to help other researchers get the same references and provide informative input to solve similar problems.

E. Scope and Limitation of the Research

Based on the identification of the problems that have been found, this research focuses on the implementation of guessing games to students' speaking abilities. To achieve the objectives of this research, the researcher limited this research to the application of guessing games in the learning speaking process.

This research is conducted at MTs Nurul Islam Kediri, which is located on Jl. Captain Tendean-Bence Gg. II No. 28 Kediri, East Java. The ninth grade students are the samples of this research, because based on the pre-observation that the researcher had done, it is found that a problem appeared in the ninth gradestudents' speaking ability. The ninth grade at this school is divided into 3 classes, namely classes 9A, 9B, and 9C. But in this research, the researcher only took one class as samples of this research, which ais class 9B.

F. Definition of Key Terms

To make it easier to understand this research, there are several variables which will be explained briefly as follows:

1. Speaking

According to Brown (2004) as stated in Hakim and Amri (2022), speaking is an interactive meaning construction process that involves producing, receiving and processing information. The form and meaning depend on the situations around it, such as the individuals involved, their shared experiences, the physical environment, and the goals of the speech. He also added that speaking is often spontaneous, evolving, and open-ended.

2. Speaking Ability

Speaking ability is one of language skills that can be developed in students' lives, when students start listening, that is when their speaking skills will develop. Students will begin to express language that has meaning in order to achieve the goal that they want to convey in communicating.

3. Game Activity

Communicative games are a set of well fun design activities that can stimulate students' interaction in the classroom (Dewi et al. 2017), They also added that communicative games can also be used to overcome students' difficulties in learning to speak English. Games can also make students actively involved in speaking class.

4. Guessing Game

According to Webster (1986), guessing game is game in which the participants compete individually or team in the identification of something indicate obscurely, as in riddles or charades.