

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, the hypothesis of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Language learning requires significant effort and persistence over an extended period. Games can serve as an effective tool to help students maintain their motivation and interest in the learning process. They also assist teachers in creating a meaningful and engaging context for language use. Through games, learners are encouraged to actively participate, as they must comprehend what others communicate, whether spoken or written and respond appropriately. This process enables students to practice expressing their ideas, opinions, and information in a way that reinforces their language skills.

Learning games have significant educational value and can be effectively used in classrooms to encourage learners to actively use the target language rather than merely focusing on mastering its correct forms. As Wright (1989) explains, games motivate learners to interact, cooperate, and be creative, while promoting spontaneity in using the language in meaningful contexts. Learners are naturally inclined to participate in activities, particularly games, which often evoke their competitive spirit. This active participation necessitates understanding and communication in the target language, making games an invaluable tool for language acquisition (Ersoz, 2000). Furthermore, games help sustain learners' interest and provide teachers with a framework to create a meaningful and engaging learning environment.

Language learning is a hard task which can sometimes be

frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation (Ersoz, 2000).

A Mime game is a type of guessing game, alongside guessing pictures and guessing sentences. According to Richard-Amato (1988), guessing games are effective techniques to develop and reinforce various language concepts, particularly grammar. These games provide learners with valuable practice in communication. Among the different types of guessing games, Mime Game is highly effective. In this activity, a student acts out a word, phrase, or sentence assigned by the teacher while the rest of the group or class attempts to guess the intended meaning (Pinter, 2017). Such games can significantly enhance students' engagement and speaking abilities, especially at the junior high school level.

Previous studies have explored the effectiveness of Mime Game in language learning. Hartani (2012) found that Mime Game fosters motivation and excitement among students, particularly in enhancing speaking skills. Fauziati (2010) also highlighted that games, including Mime Game, create a dynamic and enjoyable learning atmosphere, which is essential for language acquisition. Despite these findings, few studies specifically focus on the integration of Mime Game in structured classroom settings within Islamic boarding schools, where cultural and pedagogical contexts might differ. This research addresses this gap by investigating the effectiveness of Mime Game in improving speaking skills among junior high school students in an Islamic boarding school environment.

B. Problem of the Study

Based on the background of the study, the research problem is formulated as follows:

Is the implementation of Mime Game effective in improving the speaking skills of junior high school students at SMP POMOSDA Nganjuk?

C. Objective of the Study

Considering with the research problem, the objective of this study is to determine whether the use of Mime Game is effective in enhancing the speaking skills of junior high school students at SMP POMOSDA Nganjuk.

D. The Hypothesis of the Study

Based on the problem of the study, the researcher formulates the hypotheses as follows:

- Null Hypothesis (Ho): There is no significant difference in teaching speaking skills to the students of junior high school POMOSDA Nganjuk when using Mime Game compared to traditional methods.
- Alternative Hypothesis (H1): There is a significant difference in teaching speaking skills to the students of junior high school POMOSDA Nganjuk when using Mime Game compared to traditional methods.

E. Significance of the Study

This research is expected to contribute as follows:

1. The English teacher

The results of this study can give an idea to teachers related to more efficient teaching methods for students to improve speaking ability. This research is also very important to English

teacher because they will know that Mime game is one of the appropriate techniques which can be used to teach speaking. This research also helps the teacher to be more creative and active in teaching learning process. They must choose the best technique based on their students' characteristic.

2. The students

This research is expected to provide more knowledge to the students on how to develop their speaking ability. The students realize that learning speaking using Mime game is interesting and enjoyable. It will encourage and motivate the students in teaching learning process. So, they can love English. Beside, Mime game gives happiness and interest for the students in teaching learning process.

3. The other researchers

After reading this research, the other researcher is expected to be able to get information in conducting their research. The other word, this research can be reference for other researchers. Finally, this writing hope that this research gives the useful information for other researchers.

F. Scope and Limitation of the study

The scope in this research is teaching English using mime game. Researcher teaches speaking. The researcher limits the subject two classes from (8L and 8O) of junior high school POMOSDA Nganjuk.

G. Definition of the Key Terms

To avoid misunderstanding on the part of reader, it is essential to give clarification about terms used in this research as follow:

1. Speaking

Speaking is a productive skill that plays a crucial role in

communication. As Brown (in Klímová, 2014) asserts, speaking can be directly observed, but its accuracy and effectiveness are often influenced by a test-taker's listening abilities, which can impact the reliability and validity of oral production tests. Chaney and Burk (1998) further define speaking as the process of constructing and sharing meaning through both verbal and non-verbal symbols in various contexts. Similarly, Bailey (2005) describes speaking as an interactive process involving the production, reception, and processing of information to construct meaningful utterances. In addition to these definitions, it is important to recognize that speaking not only involves the transmission of information but also the ability to engage in meaningful exchanges, adapting to different communicative contexts and audiences.

2. Teaching Speaking

Teaching speaking refers to the process of developing the ability to articulate sounds and express ideas, opinions, or feelings to others in various situations

3. Mime Game

A mime game is a type of guessing game, similar to guessing pictures or sentences. As a guessing game, it can be an effective technique for developing and reinforcing various aspects of speaking.