

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is an important skill in language learning especially in English language. Speaking is an oral language skill that enables us to clearly and efficiently convey messages, ideas, or information to others. In Rahmadana et al. (2023) argued that speaking skills are one of the most essential components of English language skills since they allow you to convey meaning in the form of ideas, thoughts, feelings, opinions, and sympathies. Students must be able to communicate, explain their ideas, and actively participate in class discussions and other academic activities. Furthermore, speaking helps pupils gain confidence, especially when speaking in public, delivering presentations, or engaging with teachers and friends. Speaking abilities can include attributes such as fluency, clarity, and precise language use, as well as tone and nonverbal emotions that enhance communication.

According to Huda et al. (2024) stated that speaking is a productive ability that generates something in order to interact with others. This speaking skill is very important for students where they engage in meaningful conversation and express themselves well. Strong speaking skills will make it easier for students to communicate with teachers and friends, express themselves, and participate actively in class activities. In both group conversations and classroom presentations, students who speak with confidence and fluency are better equipped to understand and explain the subject matter. Students with great speaking skills also tend to be more socially adaptive since they can express their opinions and communicate with others in an efficient manner. Speaking improves students' academic performance and long-term success, especially in terms of preparing them for the working world. Thus, early speaking practice will help children in many areas of their lives later on. The achievement of speaking skills for students is of course also influenced by various factors, one of which is the method and atmosphere of learning carried out in the teaching and learning process in the classroom.

One of the teaching strategies often used by teachers in schools is guessing games. Guessing game is a game that can be used as an effective tool in activating students' speaking ability. By Agnesia & Astutik (2023) explained that guessing games can be an excellent educational method for teachers to improve their students' fluency in spoken English. Guessing

game is communicative language activities that get students to think critically, estimate answers, and engage in participatory learning activities while having fun. Supported by Madya & Meningsih (2021) stated that guessing games improve speaking skills in all areas, including pronunciation, vocabulary, grammar, fluency, and understanding. The guessing game approach seeks to enhance students' language proficiency, particularly in the areas of speaking, listening, and vocabulary enrichment. Guessing game encourage active language use by providing a joyful and dynamic learning environment free from pressure. As Asdar & Mujahidah (2024) said that interactive and entertaining techniques, like guessing games, can greatly improve speaking abilities. As a result, by utilizing guessing games in place of more traditional teaching approaches, students are able to learn actively and assimilate the information more readily. The guessing game also increases students' interest in learning and their motivation to learn due to the element of fun in learning.

As stated in the flow of learning objectives (ATP) in phase D of 2024/2025 used in grade eighth of SMP Negeri 2 Lolofitu Moi, one of the English learning outcomes is that students are expected to be able to speak in English to exchange ideas, experiences, opinions, and views with teachers, peers, and others. They engage in discussions, express opinions, and use simple sentence structures and verbs to explain and clarify their answers. Speaking is an essential language learning skill that every student should have. Students' speaking skills are expected to develop more naturally and happily as a result. They should also improve their speaking fluency, extensive vocabulary, and taught self-assurance in using expressive language. Reducing speaking anxiety or dread is another important area that needs to be improved in order to give pupils the confidence to express their thoughts without fear of making a mistake. Students should also be passionate and interested in the learning process and not lose interest in the classroom setting.

After the researcher has conducted a preliminary study at SMP Negeri 2 Lolofitu Moi as the intended research location, by conducting an interview with one of English teacher at the school. Researcher conducted interviews about the obstacles experienced by students in learning English at the school. Students face a number of challenges when learning English especially in terms of their speaking skills, including: Limited vocabulary, not actively participating in speaking, less of supported strategy/activity in speaking, Difficulty in pronunciation English words properly and correctly, Lack of interactive activity in speaking, and less of appropriate material passed level of speaking, a lack of confidence in speaking because they are embarrassed and afraid of making mistakes in English grammar and pronunciation; a limited vocabulary that makes it

difficult for them to construct sentences correctly; mistakes or difficulties in correctly pronouncing English words; difficulty applying or composing sentences with proper grammar; a tendency for students to listen more to the teacher's explanations than to actively participate in speaking; a tendency for students to become bored while learning English; and the use of repetitive and less varied vocabulary.

Based on the problems found above, the researcher feels that it is necessary to conduct research that can provide solutions to these problems. In this case, the use of games is very suitable as one of the learning strategies that can help create students' speaking skills because students are more enthusiastic and interested in participating in language learning activities in a relaxed and fun way. Students can also express themselves to perform with more confidence while learning and playing. For this reason, the researcher is very interested in identifying what students' speaking skills are created when using games in language learning, with the research title “**Determining Students' Speaking Skill based on Guessing Game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.**”

1.2 Focus of the Research

Based on the background of the problems described above, the focus of this research is to identify students' speaking skill level based on guessing game as a learning strategy at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

1.3 Formulation of the Problem

The formulation of the problem in this research are:

- 1) What are the students' speaking skill level based on guessing game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi?
- 2) Why does the students' speaking skill level based on guessing game occur at the Eighth Grade of SMP Negeri 2 Lolofitu Moi?

1.4 Objective of the Research

The objectives of this research are:

- 1) To identify the students' speaking skill level based on guessing game at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.
- 2) To analyze why students' speaking skill level based on guessing game occur at the Eighth Grade of SMP Negeri 2 Lolofitu Moi.

1.5 Significance of the Research

The findings of this research are expected to be beneficial in several ways:

- 1) Theoretically: This research can serve as a reference for further studies on speaking skill development and interactive learning strategies in language learning.
- 2) Practically: This research provides insights into students' speaking skill levels and suggests an effective strategy to improve classroom engagement and speaking proficiency. And also, the research encourages students to actively participate in speaking activities, build confidence, and develop their English communication skills.