

CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking skill must be applied in society because it is the application of the language used by people to compete with the era of globalization. This is because English is an international language that almost all people from various countries around the world use to communicate. In short, by mastering this skill, students will be able to communicate effectively through spoken language, because students' inability to speak can cause them to be unable to express their ideas even in simple conversational forms.

Darmadi (2015) says that speaking is a productive skill that can be observed directly and empirically. It is always carried out with the accuracy and effectiveness of the listening maker's ability which is interferes with the reliability and validity of the oral production test. According to Kosdian (2016) cited in Rifa'at (2018), there are four skills, namely listening, reading, writing, and speaking. Speaking can be the most important thing, because people who know the language are referred to as 'speakers' of the language.

There are 5 concepts in speaking skill according to Brown cited in Arjulayana (2018) are; (1) speaking skills are the most important part in communication, (2) students' creative processes can be seen from speaking skills, (3) student learning outcomes can also be seen from speaking skills, (4) speaking skills as a medium to create broad knowledge, (5) speaking skills can be developed in any way. The conclusion is the skill or knowledge in pronouncing words into

sounds that have special meanings, expressions that determine thoughts, ideas and feelings to others and the basic purpose of language teaching is to be able to communicate by producing speaker competence according to the target language, so that if the speaker or learner is still not able to speaking means that the process of learning to speak needs to be evaluated specifically, such as; classroom situation, student focus, teacher methods and strategies or internal and external of students and teachers.

According to Dewi (2016), there are several factors that allow students' speaking skills to fail as follows: a) English is not used outside the classroom or in society as a foreign language, b) Lack of application of English in the community and school environment, c) English learning received by students emphasizes less on speaking skills, but focuses more on vocabulary structure and enrichment, d) Shame and fear of making mistakes when practicing speaking, e) English is not the main requirement, unless there is an opportunity to go to an English-speaking country to continue their education or travel.

Judging from the factors that cause students' failure in mastering speaking skills, a game is needed as a learning medium. Masykur (2016) stated that the meaning of media is all things can be used to convey informatios from the educator to the recipient,. So, it can stimulate the thoughts, feelings, talents, and attention of students so that the learning process occurs.

The students can receive the lessons from educators easily with relaxed and fun way. Games are the best way to teach the students. Games are also played with friendly competition and rewards, so that students will be more interested in

learning. And by using games, students will find it easier to communicate with this second language effectively and enjoy the learning process. Games can even help students in creating good relationships with their friends and improve their achievement in learning English.

According to Gantenhammer (2015), there are twelve fun speaking games to get language learners talking, namely: (1) Who's telling the truth? (2) The game taboo, (3) Descriptive drawing activity, (4) Comic strip descriptions, (5) Secret word, (6) Debates, (7) Impromptu speaking, (8) Desert island activity, (9) Storytelling activity, (10) Two truth, one lie (11) True or false storytelling (12) I have never.

Game with guess is a taboo game. The object of the game is for players to have their partner guess the word on the card without using the word itself or the words listed on the card. In short, this game is excellent in increasing the enthusiasm of students to learn English. In fact, this game is very suitable to be played by junior high school students to increase their vocabulary.

Taboo games in utilizing students' interest in playing really help teachers improve their vocabulary and their activeness in speaking. It can be concluded that game-based media plays an important role in increasing students' motivation in learning English. On the other hand, it seems that the teacher cannot use this game-based media (taboo game) for teaching English at the high school level. It is only available for vocabulary improvement only. In addition, English teachers face difficulties in teaching speaking skills at the high school level. Because the game-based media that is always played is only that, namely role play. Role play is a game

where students have to read or memorize the English script that has been given and demonstrate it in front of the class. This game is often applied in schools, so many students are bored and ultimately not enthusiastic in learning. They tend not to want to really try to do it. In addition, at the high school level, they no longer learn vocabulary. They have entered materials such as expressions of offering help, application letters, and else. It seems that this game-based medium is not suitable for learning English at the high school level.

Based on the result of an interview from a teacher who teaches 12th grade at MAN Tanjungpinang, she said that the students always feel bored and many chat when the teacher explain. They think that English lesson is a ghost. So they are afraid to speak and cause them not to focus on learning. Students' interest in English is indeed different, some of them are happy when they join and some of them are lazy.

Another problem that researcher found at MAN Tanjungpinang when conducting teacher training was that students tended not want to use English even though they were told to only try so that they could speak English even though it was only the basics. When the teacher speaks English and tries to communicate with the students .using English, they do not respon and some of them say that they do not know the meaning. In the order hand, when the teacher tries to communicate with students using Indonesian, they respon it. This can make students like walking in place. It seems that English teachers cannot fully teach speaking skills at this high school level.

It can be said that the 12th grade English teacher at MAN Tanjungpinang

has used game-based media. However, the problems that have been mentioned are taken from the teacher's point of view, when it comes to students, they also feel the same way. As teachers, they face difficulties when learning English with inappropriate media. They cannot learn English well if the learning model is not interesting so it is difficult for teacher-students to carry out the teaching and learning process. In addition, it seems that there is no game-based learning media that is suitable for teaching speaking skills related to the current situation.

The English teacher who teach the 12th at MAN Tanjungpinang, the suitable media to teach speaking skill is a taboo game. This can help them to achieve learning objectives based on the core competencies and the basic competencies. It is believed that teachers need to focus on students' cognitive skills and their character. Therefore, English teachers cannot provide a better learning process for students in teaching English. In overcoming the current problems faced by English teachers and students, the researcher tried to develop this game-based media in learning English, especially in speaking skills. It is hoped that it can be used by teachers in the educational environment in improving students' learning abilities. This game-based media development was carried out as a research entitled "Designing an ACGUSAY Game to Teach Speaking Skill".

1.2 Research Question

Based on the background of the study, researcher has research question as follow "How to design an ACGUSAY Game to teach speaking skill?".

1.3 Purpose of Study

The purpose of this study is to design an ACGUSAY game to teach

students' speaking skill.

1.4 Specification of Product

In this study, game-based learning media has special specifications as:

1. The product is shaped based on the basic competence contained in the syllabus.
2. In the pre-game design phase, cards are used to give instructions to students in forming groups. In addition, an aquarium and a roll of paper containing one word and its meaning are used in the game.
3. This game is designed for speaking skill in learning English.
4. The English teachers can use this game.

1.5 Significance of Study

This study tries to design an ACGUSAY game to teach student's speaking skill in English lessons. The findings of this study are expected to contribute as follows:

1.5.1 Theoretical Significance

The theoretical significance of this research is expected to provide more knowledge in designing an ACGUSAY game for teaching English, especially in speaking skill.

1.5.2 Practical Significance

The researcher expect to be useful for teachers, students, and other researchers. They are as follows:

1.5.2.1 Teacher

The researcher expected that this reasearch can be useful for

English teachers. They can use it as a media which is developed as an appropriate media for teaching English on speaking skill in the classroom.

1.5.2.2 Student

This research is expected to be useful for students. They can be taught by teachers with appropriate teaching media and they can be more comfortable in learning activities. Improving their speaking skill is the result that the researcher expected.

1.5.2.3 Other researchers

For other researchers, the researcher is hoped that it can be used as additional knowledge in conducting further research in the same field.

1.6 Assumption and Limitation

The assumption of the teaching media developed in the form of this game is to teach English speaking skill, so that it can train and make students feel comfortable in learning English. The researcher hopes that the game will be useful for teachers in teaching students' speaking skill, so that students are excited and not bored during the learning process. The design of an ACGUSAY game is limited to speaking skill in the material about offering help for teaching English at 12th grade MAN Tanjungpinang.

1.7 Definiton of Key Terms

To prevent misinterpretation, here are some key terms from this study:

1.7.1 Learning Media

Learning media is as a tool to capture, process and reconstruct visual or verbal information that can stimulate students to learn. It contains messages or information for students as recipients is one of the characteristics of teaching media.

1.7.2 Speaking Skill

Speaking skill is the skill of twelfth grade at MAN Tanjungpinang to produce interactive processes in constructing meaningful meanings involving producing and receiving and processing information that occurs in oral communication accurately and smoothly.

1.7.3 ACGUSAY Game

ACGUSAY stands for action, guessing, and saying. It is conventional game with guess a word, spell each letter of a word, make a sentence, and do the communication with their friends.