

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is important subject in conversational activities. According to Brown cited in Firmansyah (2019), speaking learning behavior is devoted to student directly to express and communicate in condition of sharing ideas or exchange opinion. Mastering speaking skill is very important for students as foreign language learning. Bahadorfar cited in Dionar (2018) states that there are some reasons of why students to learn speaking. First, speaking is utilized to create an English speech sound and sound pattern. Second, mastering speaking is priority for English language students. Third, speaking is used as a tool to evaluate English skill proficiency. Speaking is a way to communicate and interact with others. It is also used to transfer meaning, to express ideas or feelings. Nevertheless, speaking in foreign language is not an easy activity. Most of EFL students find that speaking is the most difficult skill of all skills in English.

As this happens, the researcher had a chance to do an observation that was started on 5th of August 2023 at the second grade of SMP N 33 Padang. This observation was carried to discover students' difficulties in speaking. Based on observation result, there were many problems related to learning

English especially in speaking skill. For instance, many students could not speak English well. This happened because there were many factors influence this.

First, the students obtained lack opportunities to learn and practice their speaking skill as the activities tended to focus on reading and writing rather than speaking. The students rarely had opportunities to be more active in practicing their speaking skill. The teacher tended focusing on grammar, thus the students had a difficulty to speak. Furthermore, students assumed speaking is difficult and think that English is a difficult subject to learn, and many of them are not motivated to learn it.

Second, students had limited vocabulary. Since the students lack of vocabulary, it made them difficult to produce and arrange English sentences. It definitely obstructed the students in expressing their ideas. In addition, the students' interest and motivation tended to be low. It was because they thought that English was a very complicated language to be learning. It was not easy for them to learn and understand the subject materials. Furthermore, they were not confident enough in exploring and expressing their idea. They were afraid of making mistakes related to the pronunciation, structure, and vocabulary.

Third, the researcher found when learning short messages, especially when the researcher asked the students to read out the telephone number of the sender, many students still spelled out the number incorrectly, and there were other students who didn't know how or mention in English from one to ten. Fourth, when practicing reading dialogue in front of the class, many students were still embarrassed to do this, because students were afraid of mispronunciation and embarrassed if their friends laughed at them.

Fifth, the teaching methods that the teachers commonly used were less interesting thus, so many students feel bored. For example, the teacher only provided the power point display, then explained the material, and asked the students to work in worksheet books. It caused many students felt sleepy when studying because of the lack of motivation in teaching methods.

Last, the students thought since they live in Indonesia, they had no obligation to speak English as English is a foreign language. They had an opinion that learning English is not too important to learn, so many of the students were not motivated to learn, especially in learning speaking.

Based on Curriculum Merdeka for Junior High School stated English learning is currently focused on strengthening English language skills in six language achievement: listening, speaking, reading, viewing, writing and presenting. Speaking is one of the skills that students must master, so that they

can communicate and interact spontaneously in English as a life skill. Curriculum Merdeka has a learning period known as P5 or project-based learning is a method that involves students in projects or assignments that require active and collaborative involvement to achieve certain goals. In project-based learning, students learn by doing and applying their knowledge in real-world situations. Therefore, the researcher used this learning time to improve student speaking skill by using the Werewolf game. The reason is that during this project hour, students will be more interactive because they are not bound by subjects and are not too controlled by the teacher. Thus, students can freely interact and enjoy improving their speaking skills.

The Werewolf game required students to discuss and protect each other as much as possible to win the game. This activity could take the form of a discussion, communicative play, or role play in Werewolf games. As one of the communicative games, Werewolf games are expected to help learning process in the classroom speaks cheerfully, fun and without stress, closer to Dewi's research results (2016) explain that students enjoy learning and increase more motivation, interest and confidence through communicative games.

Based on these reasons, the researcher is motivate to use the Werewolf game to improve students' speaking skills at the second grade of junior high

school, so that students can speak well in class, interact well, and not feel bored when learning English. Therefore, in the Werewolf Game, students work in groups, they help each other to find ideas and explain topics. It makes easier for the students to come up with more creative ideas, and can help each other in solving some speaking difficulties.

B. Identification of Problem

Based on the problems in the background, researcher found that there were several problems faced by students. First, the students thought English is not important subject. In fact while they were living in Indonesia they only need speak Indonesian. Therefore students did not focus on the lesson. Second was the students had limited vocabulary. The students had not been taught English since elementary school; the students were unfamiliar with English, especially in speaking. The students were afraid to speak English because of pronouncing the wrong words and it will make them embarrassed. Third, the students were difficult to speak because teacher is usually focused on grammar. Grammar was difficult for them to compose sentences when speaking. Therefore, they could not communicate well and difficult to send the message. Fourth, the students had lack ability in seeking. Moreover, the problem could be seen from students' friendships, for example when they want to speak English but when the pronunciation is wrong they will laugh at

each other. Those made the students felt embrace to speak in front of the class. Last, the method implemented by the teacher is sometimes not interactive. The teacher mostly used individual performance so that the interactions among the students were quite minimal.

C. Limitation of the Problem

Based on the many problems in speaking process which have been identified above, the researcher limited the problem of this research on the using Werewolf Game to Improve Speaking Skill at the second grade of SMP N 33 Padang. The researcher assumes that using werewolf game can help student to speak spontaneously, and more excited to learn English especially in speaking.

D. Research Questions

Based on the problems above, the researcher formulated the problem of the research as follow:

1. Can Werewolf game improve students' speaking skill at the second grade of SMP N 33 Padang?
2. Does the Werewolf game give effect to improve students' speaking skill at the second grade of SMP N 33 Padang?

E. Purpose of the Research

Based on the research questions above, so the purpose of this research as follow:

1. To find out the improvement on students' speaking skill after using Werewolf game at the second grade of SMP N 33 Padang.
2. To find out the effectiveness of Werewolf game on students' speaking skill at the second grade of SMP N 33 Padang.

F. Significant of the Research

The finding of the study would be expected to be significant in two ways, they are theoretically and practically

1. Theoretically

The results of this study may be important to the educational field as they support theories regarding teaching and learning strategies. Additionally, it can help teachers convey additional information about Werewolf game and can be an alternative technique for speaking lessons.

2. Practically

The research results are expected to be useful in the following areas:

a) Teacher

The results of the study will be useful to teachers as they will support the teaching and learning process to improve students' speaking skills.

b) Students

The research can improve the speaking skills of the students at second grade of SMP N 33 Padang. Also as a tool to help English students learn English correctly and more effectively.

c) Researchers

The findings of this study can be used as a reference to support other writers who are interested in conducting a study with the similar theme or purposed.

G. Definition of Key Terms

1. Werewolf Game

The Werewolf game is a unique game because there will be a storyline that we follow, so we can choose who the Werewolf is among the players. The background story to the start of the Werewolf game is, when a village was visited by a demon in the form of a wolf (Werewolf) who ate the villagers (villager) when night fell, this game was played in discussion so that students could interact with each other.

2. Speaking Skill

Speaking is one of the skills or abilities in English to express opinions comment and reject other people's opinions if they do not match opinions, as well as the ability to ask and answer questions.