

CHAPTER I

INTRODUCTION

1.1 Background Of The Research

Teaching is an activity carried out by two or more individuals. The teaching activity involves a teacher and students. According to Suprihatiningrum (2013: 61), "Teaching is an art of transferring knowledge, skills, and values directed by educational values, the individual needs of students, environmental conditions, and beliefs held by the teacher." The learning activity usually begins with a prayer after the teacher and students are in the classroom. After the prayer, the teacher asks the students about the material learned last week. The teacher's goal in asking about last week's learning is for the students to recall what was conveyed in the previous learning activity. Teaching is a combination of two activities: teaching and learning. Teaching involves the teacher's role in creating a harmonious relationship between teaching and learning. This harmonious social network indicates that the teaching process is going well. According to Bruner (quoted by Uzer Usman and Lilis Setiawati 1993:5), "Teaching is presenting ideas, problems, or knowledge in a simple form so that it can be understood by every student." Learning can be said to progress well and succeed if the teacher can transform students' self-perception in a broader sense and develop students' learning awareness so that they can benefit from the experience. The teacher imparts knowledge so that students are aware of the knowledge conveyed, making the teaching centered on the teacher. This type of teaching is also referred to as intellectual teaching (Sardiman, 2011:47).

Speaking is an oral language skill that functions in one's daily life. Speaking is a way to express what we feel, which is then manifested as an oral language process between two or more people. The act of speaking often refers to the act of communicating using words. In terms of the communication process, speaking serves as a tool for mutual communication and understanding messages. In this speaking message-receiving activity, it is usually done alternately and can be continuous. In this act of speaking, the message to be conveyed is accompanied by various expressions and behaviors. According to Eric (2008:3), "Speaking is verbal and direct communication between the speaker and the interlocutor, which can also use audio or audio-visual communication media so that the idea can be understood." In speaking, it is important to speak fluently and also pay attention to the delivery method with a brief, concise, and clear way of conveying information and having an engaging manner. According to Ladouse (cited in Nunan, 1991:23), "Speaking is an activity to explain someone in a specific situation or an activity to report something." Speaking is also usually found in

productive skills that cannot be separated from listening. When we speak, we create meaningful texts. In communication, we find actors, listeners, messages, and feedback. According to Tarigan (1990:8), "Speaking is a way to communicate that influences our daily lives." It means that speaking is one form of communication that can influence an individual's life or many people. Speaking is also an activity carried out in teaching and learning activities, such as when a teacher interacts with students during a learning activity. For example, a teacher provides explanations to students, and students also ask questions to the teacher. This process is referred to as oral language skills.

Games, in general, are recreational activities with the aim of having fun and filling leisure time. They are typically engaged in by individuals or groups. A game is a structured or semi-structured activity primarily intended for entertainment and is often used as an educational tool. Each game has its own rules to initiate the gameplay, making it more engaging and diverse. According to Sadiman (2010), "Games are competitions between players who interact with each other using specific rules to achieve specific goals." One of the functions of games is to alleviate boredom and monotony; hence, almost everyone, regardless of age, plays games—whether children, teenagers, or adults. Games have become an integral part of our daily lives. While games were once merely for entertainment, they now serve a broader purpose. For instance, games can be used as a learning tool, a competitive arena, and a platform for professionals. According to De Aguilera & Mendiz (2003), "The benefits of using games in teaching and learning activities are undeniable. Games can boost motivation, enhance skills, improve perception and stimulation, and develop the assessment of the ability of a strategy, arranging media and tools to obtain intelligent answers or solutions." Currently, many people play games for entertainment and to fill leisure time, even incorporating them into classroom teaching activities. According to Dondlinger & Dondlinger (2007), "Games can have a positive effect on the learning process, although there is a broad consensus that games only motivate users to master their gaming skills."

The reason the author chose the title "Teaching Speaking Using Question Game by Tenth Grade Students at SMK Immanuel Medan" is to create a method with the potential to enhance the overall quality of language teaching and learning. The aim is to establish a more engaging and interactive learning environment. Additionally, the author intends to develop students' speaking skills.

1.2 Research Problem

One of the objectives of teaching English (Speaking) is to enhance students' proficiency in speaking English that they may encounter in their surrounding

environment. Students often face challenges when learning conversation techniques. This is due to a lack of understanding about speaking techniques in English. Therefore, teachers should pay extra attention to make the process of transferring speaking techniques more comprehensible and increase students' interest. To accomplish this task, teachers are expected to teach creatively and utilize all available tools in the learning environment. One of these tools is using games. The author chooses games because they are beneficial for many students and help maintain students' interest and engagement. Games assist students in having fun and alleviate stress during the learning process.

1.3 The Limitation of the Research Focus

This research delves into the improvement of speaking techniques among first-year high school students through an innovative approach involving a question-and-answer game method. The study aims to comprehend the impact of this gaming method on the development of students' speaking skills, explore effective strategies, and contribute to the pedagogical advancements in enhancing communication skills at the high school level.

1.4 Research Questions

1. Does teaching English speaking through games have a positive impact on students' speaking proficiency?
2. How do games contribute to the improvement of spoken English skills among high school students?

1.5 Research Objectives

Based on the outlined research problems, the objectives of this study are formulated as follows:

1. To assess the impact of improving students' speaking skills through a question-and-answer game.
2. To identify whether the use of question-and-answer games is effective in enhancing students' speaking proficiency or not.

1.6 Significance of the Research

1. Providing crucial data to English teachers regarding the use of question-and-answer games in the classroom and the importance of speaking in English instruction.
2. Aiming to motivate students to enhance their speaking skills in English.

3. It is expected that this research will contribute to and benefit other students conducting further research on similar topics.

4. Through this research, the author's knowledge can also develop by investigating this topic.

1.7 Scope of the Research

Based on the relevance of this research, the researcher will focus on analyzing the use of question-and-answer games among X-grade students at SMK Immanuel Medan. This section will explore the role of question-and-answer games in supporting students in understanding English-speaking techniques. The researcher will also evaluate whether question-and-answer games have a positive contribution to improving students' speaking techniques or not.