

# CHAPTER I

## INTRODUCTION

### A. Background of Study

One of the important language skills is speaking. Which has the function of supporting communication with other people in the world. The art of speaking that a person possesses aims to convey messages verbally and effectively.<sup>1</sup> The majority leader of the world and successful people are skilled in speaking. speaking skill is very important in our life because talking is the process of the exchange of information between individuals or group. To be able to use English well, speaking is one of the important skills, because speaking is a part of everyday life and important for communicating with each other. Speaking is considered as important skills to be accomplished by students. According to Harmer, good speaking must be able to motivate. If all students can actively participate and if the teacher organizes the activity correctly, providing sympathetic and useful feedback, they will gain tremendous satisfaction from the activity.<sup>2</sup> There are several types of speaking tasks, namely role playing, discussion, problem solving, etc., which are intrinsically fun. From the statement above, it can be concluded that the ability to speak is not only knowledge of the language, but also process information and language.

Speaking is important skill that must be achieved by students. Harmer says that the ability to speak fluently doesn't just presuppose

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<sup>1</sup> Lu'luul Wafiroh, "The Implementation of Word Chain Game to Improve Students' Speaking Skill of the Second Grade at Mts. Annuriyyah Jember", (Undergraduate Thesis, IAIN Jember, Jember, 2020), p.3.

<sup>2</sup> Jeremy Harmer, *How to Teach English* (London: Longman, 1998), 87-88.

knowledge of language features, but also the ability to process information and language. From this statement, we can conclude that the ability to speak is not only knowledge of language, but also processing information and language. Learning speaking means learning interactive processing of constructing meaning that involves producing, processing, and receiving information.

Learning speaking means learning interactive processing of constructing meaning that involves producing, receiving, and processing information. Harmer says that “Good teacher managers also need to assess how well their students are progressing. This can be done through a variety of measures including homework assignments, speaking activities where the teacher scores the participation of each student, and frequent small progress test.”<sup>3</sup> Since speaking becomes one of the important aspects of teaching and learning of English, speaking has many elements for junior high school such as pronunciation, fluency, content, fluency. Many students are still low almost in all elements, teaching and learning of speaking in the classroom should be appropriate to avoid problems related to the students’ speaking skills. But, some students still faced many problems dealing with speaking.

When the researcher asks the teacher of eight grade of SMP Negeri 2 Mancak, the teacher stated that students had difficulty to memorizing new vocabulary because they felt english was difficult. Students only know basic vocabulary. In addition, students tend to get bored and have low participation in speaking in the classroom. The students don’t know how to pronounce the word correctly. It makes them too lazy to learn english. Students are not confident enough to

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<sup>3</sup> Jeremy Harmer, *How to Teach English* (London: Longman, 1998), 22.

speak in the classroom. When students were ordered to come forward and speak in front of the class, they feel afraid, nervous, and confused. Or even they feel very embarrassed when seen by the classmates.

The conventional teaching that is applied by the teacher seems to force them to speak in front of the class without the help of media. It made the students tend to show low attention in speaking skill, so that the students will easy to get bored and try to overcome the problems. The teacher must be able to use strategies and techniques in the teaching and learning process. Improving speaking skill can be done in many ways, such as picture, guessing, game, etc. To make effective techniques to improve speaking skills, the teacher should create various teaching techniques to increase the motivation of students.

Wang, Shang, and Briodi says that games in learning English are very useful because they can increase students' motivation and self-confidence. Games have been shown to have many advantages to improve speaking skills. First, games make students interested in teaching English learning. Second, games usually involve friendly completion and they keep learners enjoyed.

Wafiroh says that "Word chain game is one of the games of which needed much concentration to think and procedure words."<sup>4</sup> The use of word chain game is also easy to help the students enrich their vocabularies and they can improve speaking skill easily. It is interesting that can make the students more active and interested in the teaching and learning process. Moreover, word chain game is a funny

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<sup>4</sup> Lu'luul Wafiroh, "The Implementation of Word Chain Game to Improve Students' Speaking Skill of the Second Grade at Mts. Annuriyyah Jember", (Undergraduate Thesis, IAIN Jember, Jember, 2020), p.5.

game which helps the students to remember the new words they have gotten and the students' have a great advantage because it can make them enjoy the learning. In this study, the researcher used a modified "word chain" game, which is usually used only to increase vocabulary, so in this study it was used to improve students' speaking skill.

A study conducted by Milka Nofrianti Harefa (2015) entitled "*The Effect Of Word Chain Game On The Students' Ability In Writing Words At The Eighth Grade Of SMPN 1 Hiliserangkai*" revealed that there are several problems experienced by students, such as lack of vocabulary, students could not identify descriptive generic structure text, students cannot complete the sentence structure, the monotonous method applied by the english teacher. These factors make students unable to write words, especially adjectives I descriptive text. After the researcher applies the word chain game, the problem can be solved. By implementing games, students are able to write words, identify the generic structure of descriptive text and students can complete sentence structures.

A study conducted by M.Arif Ridho (2016) entitled "*Using Chain Games as a Means to Improve Speaking Skills of Grade X of Nursing 2 Students of SMK Kesehatan Binatama Sleman, Yogyakarta*" revealed that the word chain game was effective to improve the students motivation in speaking. It was able to engage the students' attention and interest during the teaching and learning process of speaking. Furthermore, word chain games also could make the students become more confident to speak and active in the classroom as they had practices. The next study entitled "*The Effect Of Word Chain Game On Students Vocabulary Mastery Of The Tenth Year Students Of SMK Swasta Abdi Negara Binjai In Academic Year 2018/2019*" by Eka

Ramadanta, revealed that the word chain game is a good method or model for the classroom. Because by using this game, the students easier to understand the material. The situation of the teaching and learning process is also because enjoyable and interesting.

Although there have been many studies on the effectiveness of word chain game in improving students' speaking skills, most of them were conducted on high school students. Therefore, there is a research gap regarding the use of the word chain game among eleventh grade junior high school students. This study aims to fill this gap by investigating the effectiveness of word chain games in improving the speaking skills of eight grade students at SMPN 2 Mancak. Previous researchers researched vocabulary using qualitative and Classroom Action Research (CAR) methods which were experimental research and design of study was a quasi-experimental design consisting of two classes, namely the control class and the experimental class. While researchers use the quantitative method of true experimental. True experimental means that the sample used for the experiment as well as the control group is taken randomly from a certain population. So the characteristic is the existence of a control group and a random sample. The advantage of this method is the researchers can control all external variables that affect the course of the experiment. Thus the internal validity (the quality of the implementation of the research design) can be high. The next difference is several previous studies examined about the effect of word chain game on students' vocabulary mastery and writing skill. Therefore researchers more focused examined about the effect of word chain game on students' speaking skill. Based on the explanation above, the researcher will conduct a research entitled "**The Influence of Word Chain Game Towards Students' Speaking**

**Skill”** (A Quasi-Experimental Research at the Eleventh Grade of SMPN 2 Mancak)

## **B. Identification of The Problems**

Based on the explanation background of the study above, the identification of the problem is following below:

1. The teacher need many various technique in speaking teaching strategies.
2. The students were not confident to speak up.
3. The students were not often practice speaking in the classroom.
4. The students just knew about familiar words.

## **C. Limitations of Problems**

This study focuses in how students easily learning speaking using word chain games. And this games measures how much the word chain game benefits in improving students' speaking skill. Students can easily memorize new word, they have gotten and the students' have a great advantage because it can make them enjoy the learning.

## **D. Research Question**

Based on the background of study above, the researcher formulates the following goals of the research:

1. Is there any influence of word chain game towards students' speaking Skill?

## **E. Objective of The Study**

Based on the statement of the problems above the objectives of the study are as follows:

1. To determine if there is any influence of word chain game towards students' speaking skill.

## **F. Significances of the Study**

1. Theoretically, this research can help learners to enrich the understanding of method and knowledge on the use of various strategies in the English teaching and learning process. Especially in teaching speaking skill.
2. Practically, this research can be used as a reference for the students' who want to conduct research on method and knowledge by implementing some various strategies in English teaching and learning process.
3. For the researchers, it is hoped that this research will be useful as a reference in encouraging and developing further research on different aspect field.

## **G. Previous Study**

There are some previous studies that the researcher gathered in order to complete this research. The researcher also wants to identify any gap between this study and the previous studies.

The first study, entitled "*The Effect Of Word Chain Game On The Students' Ability In Writing Words At The Eighth Grade Of SMPN 1 Hiliserangkai*"<sup>5</sup> by Milka Dwi Nofrianti Harefa. This study aims to find whether there is a significant effect of Word Chain Game or not on the students' ability in writing words at the eighth grade of SMP Negeri 1 Hiliserangkai. This research use quantitative research method. This research was conducted through the experimental method with quasi-experimental design. Researcher give pretest and post test to the experimental group and control group. The results of this study is a significant effect of word chain game on the students' ability in writing

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<sup>5</sup> Milka Dwi Nofrianti Harefa, "The Effect of Word Chain Game on The Students' Ability in Writing Words at The Eighth Grade of Smp Negeri 1 Hiliserangkai in 2015/2016", (Thesis, IKIP Gunung Sitoli, North Sumatera, 2015), p.5.

words. And the students' mean score in the experimental group higher than the students' mean score of the control group.

The second study *The Effect Of Word Chain Game On Students' Vocabulary Mastery (An Experimental Study At Seventh Grade Students Of Smp Negeri 1 Pandan 2017/2018 Academic Year)*<sup>6</sup> by Ten Nove Melvin. This research is The Effect Of Word Chain Game On Students' Vocabulary Mastery. This research focused on developing the strategy the students' vocabulary mastery by using word chain game. This study aims to describe how does the word chain games improve the students' vocabulary mastery of grade VII of Smp Negeri 1 Pandan 2017/2018 Academic Year. The research design was Classroom Action Research (CAR). The procedures of the research consists of four main stages : planning, acting, observing and reflecting. From this research it is found that the word chain games are effective for improving students speaking skill because they provide motivation, lower students stress and give them opportunity for real communication.

The third study entitled "*The Effect Of Word Chain Game On Students Vocabulary Mastery Of The Tenth Year Students Of Smk Swasta Abdi Negara Binjai In Academic Year 2018/2019*" by Eka Ramadanta. This study aims to get empirical evidence about the effect of word chain game on Student's Vocabulary Mastery and to identify the students' achievement in learning vocabulary through word chain game. The research design was quantitative. The research conducted experiment in two different classes with word chain game was employed in an experimental class and other technique was employed in a controlled

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<sup>6</sup>Ten Nove Melfin Lase, "The Effect of Word Chain Game on Students' Vocabulary Mastery (An Experimental Study at Seventh Grade Students of Smp Negeri 1 Pandan 2017/2018 Academic Year)", *International Journal of Teaching and Education*, Vol. III, No. 3, (January, 2018), 5.



class. The result showed that teaching vocabularies by using word chain game was more effective than using conventional method. Word chain game has served a positive influence. So, it can be concluded that word chain game has positive effect to the first grade students of SMK Swasta Abdi Negara Binjai in teaching vocabulary.

The fourth study was conducted by Achman Yanuar Firmansyah's with the title "*Applying The "Word Chain" Game To Teach Descriptive Speaking To The Eight Graders In Smpn 26 Surabaya*"<sup>7</sup> published in 2015.<sup>7</sup> This research focused on applying the "Word Chain" Game to teach Descriptive Speaking to make the teaching-learning process will be more interesting and helpful. The researcher used a descriptive qualitative approach. This study aims to find out students' opinion about the implementation of the word chain game in the class. The result showed almost all the students said that the application of the word chain game to teach descriptive speaking encouraged students to be more active in the class. And the students also said that they love the game.

The fifth study was conducted by M.Fadhly Farhy Abbas's the title "*Applying Word Chain Game To Improve Students' Vocabulary Mastery*"<sup>8</sup> published in 2014. This research focused on overcome the students' of SMP Negeri 20 Pekanbaru problems dealing with students' ability in vocabulary. The researcher used Classroom Action Research. This study aims to find out the improvement of the students' vocabulary mastery using the word chain game, it can be seen from the students score and the learning atmosphere. And the data reveals the students

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<sup>7</sup> Achmad Yanuar Firmansyah, "Applying The "Word Chain" Game to Teach Descriptive Speaking to the Eight Graders in Smpn 26 Surabaya" (Thesis, State University of Surabaya, Surabaya, 2015), p.7.

<sup>8</sup> M. Fadhly Farhy Abbas "Applying Word Chain Game To Improve Students' Vocabulary Master". *Jurnal ELT-Lectura*, Vol. VII, No.1 (October, 2014), 44-48.

score was 81.2. The data also showing interesting, active, and joyful in the learning process. Based on the research findings, it can be concluded that the word chain game can help the students of SMPN 20. Pekanbaru to improve their vocabulary mastery.

In contrast, there are also differences between this research and previous studies. Previous studies researched vocabulary using qualitative and Classroom Action Research (CAR) methods which were experimental research and design of study was a quasi-experimental design consisting of two classes, namely the control class and the experimental class. While researchers use the quantitative method and true experiment. True experiment can control all variables and affect the course of the experiment, the sampling is chosen randomly where students are given a placement test to determine the sample. The next update from several previous studies that examined about the effect of word chain game on students' vocabulary mastery and writing skill. Therefore researchers more focused examined about the effect of word chain game on students's speaking skill.

## **H. The Organization of Writing**

In this part the researcher will explain about the chapter of this research. This research has five chapters, they are:

**Chapter I is Introduction.** In this chapter, the researcher put some points including Background of studu, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Hypotesis, Previous Study and The Organization of Writing .

**Chapter II is Theoritical Framework.** This part consists of some theories from some experts who have conducted the research related to this research.

**Chapter III is Research Methodology.** This chapter consists of research method, unit of analysis, technique of data collection and data analysis.

**Chapter IV is results and discussion.** This chapter consists of the research findings, result and analysis.

**Chapter V is Closing.** This chapter consists of the conclusion and suggestion.