

CHAPTER I

INTRODUCTION

A. Background of the Study

Amidst the advent of the 5.0 era, characterized by heightened technological sophistication and the dynamic evolution of information. A discernible trend emerges wherein individuals particularly the younger demographic, exhibit a pronounced proclivity towards fostering connectivity within an expansive milieu.

A proficiency in English serves as a crucial factor in fostering global interpersonal connections, given its status as the predominant international language. Empirical evidence highlights the necessity for individuals aiming for meaningful global interactions to master English. Regrettably, extant data illuminates a notable lacuna in this linguistic pursuit within the Indonesian context. Statistical evidence indicates a prevailing disinterest among a substantial cohort of the Indonesian populace with regard to cultivating proficiency in the English language.

This data while reflective of current linguistic dispositions, accentuates the exigency for targeted educational interventions and broader societal initiatives aimed at fortifying linguistic competencies. Particularly in English, to enhance Indonesia's global communicative efficacy.

The results of a survey in 2016 revealed that Indonesia has lower English proficiency when compared to other ASEAN countries and the 3 countries with the highest English proficiency are Singapore, Malaysia, and the Philippines¹

Based on data from English language test results conducted by the education institute Education First (EF) and followed by more than 2 million people in the world, in 2021 Indonesia had an English language proficiency index with a score of 466. Such a score can be categorized as low.

In PERMENDIKNAS Number 69 of 2013 concerning the High School Curriculum, it is stated that English is one of the subjects that must be studied by high school students. The learning covers four aspects of language, namely: 1. listening; 2. speaking; 3. reading; and 4. writing.²

Nevertheless, the reality is that there are still many high school students whose mastery of English is still low. This is because learning English is still monotonous, environmental problems, learning techniques, or the media used are less interesting. Students will face difficulties when communicating or speaking in English because of the vocabulary that they have still not enough.

¹ Dhanan Abimanto, "Bahasa Inggris Dan Ekonomi Transportasi," *Jurnal Ekonomi, Bisnis dan Manajemen* 1, no. 1 (2022): 21–28.

² Eva Agistiawati and Masduki Asbari, "Pengaruh Persepsi Siswa Atas Lingkungan Belajar Dan Penguasaan Kosa Kata Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sekolah Menengah Atas Swasta Balaraja," *EduPsyCouns: Journal of Education, Psychology and Counseling* 2, no. 1 (2020): 513–523.

The factors causing students to lack vocabulary is that students can only remember a few words. According to Obi Fadillah, an English teacher at Madrasah Aliyah (MA) Roudhotul Hikmah Cikande. Students have difficulty remembering vocabulary, this is due to a lack of time during English lessons which makes the learning process incomplete. Students are not confident when asked to come to the front of the class by the teacher.³

Beside that, Mr. Suhandi, an English teacher in class 10, stated that students still had difficulty pronouncing consonants and vowels in English.⁴

This means that students do not understand pronunciation and they are still influenced by their mother tongue. Lack of vocabulary and pronunciation will certainly affect students' fluency when speaking English. Students still have difficulty connecting words and phrases, pronouncing clear sounds, stress and intonation quickly. This indicates that students are still unable to have coherent conversations.

Students also faced the difficulties in learning grammar, this is because students have low engagement in English lessons. When the teacher asked again about their understanding of the material taught the previous week, the students could not answer because they do not try to learn English well. Mr. Suhandi revealed that in one class, there were one or

³ Obi Fadillah, Interviewed by Ratu Shania, *Personal Interview*, Cikande, Serang, 2024.

⁴ Suhandi, Interviewed by Ratu Shania, *Personal Interview*, Cikande, Serang, January 13, 2024.

two students who had quite good English scores compared to the others, but they were not interested in learning English.

Based on the explanation of the problems above, researchers are interested in researching this by using the Hyponymy Game learning media. The hyponymy game is claimed to be able to expand vocabulary mastery so that someone can confidently speak English. This is explained in the journal "Implementation of Hyponymy in Improving Students' Speaking Skills." In this journal, researchers state that the reason a person cannot or lacks confidence when speaking English is a lack of vocabulary. The more someone has mastery of a broad vocabulary, the more confident that person will be when speaking.

Therefore, researchers use hyponyms to expand their vocabulary with clustering, listing, pointing, and treeing techniques. Then students are encouraged to describe something or someone both in class and outside of class. As a result, students can speak English confidently. They are even able to use synonyms, antonyms and homonyms well⁵

The envisioned outcome of employing Hyponymy Games is to cultivate students' capacity for discernment, encouraging them to engage in critical thinking as they establish connections between diverse concepts related to the subject matter under consideration. The main aim of this

⁵ Luli Sari Yustina, "Implementation Of Hyponim In Improving Students'speaking Skill," Proceedings of ISELT FBS Universitas Negeri Padang 3 (2015): 312–316.

research is to increase students' vocabulary acquisition, grammar understanding, word or letter pronunciation and speaking fluency by fostering a dynamic learning environment through interactive game media.

Researchers express their confidence and capability to conduct this study, aiming to contribute to the resolution of issues within the school, particularly in the realm of English subjects. This is because it corresponds to the education that researchers have had in English education for approximately four years.

Based on the explanation above regarding the use of Hyponymy Games in Teaching Speaking, the writer is interested in discussing a topic entitled "*The Effectiveness of Using Hyponymy Games in Teaching Speaking*" which is intended to fix problems that occur in the classroom when learning English using the executioner's game to improve the speaking ability of students at the tenth grade of Madrasah Aliyah (MA) Roudhotul Hikmah.

B. Identification of the Problems

Based on the explanation of the background of the study above, the problem identifications are:

1. Vocabulary Deficiency and Its Impact on Speaking English Skill.
2. Monotonous Learning Methods and Disinterest in English Learning.

C. Scope and Limitation of the Research

The scope of this research focuses on the issue of low English proficiency among students in the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah. Therefore, the researcher delves deeper into the challenges faced by students in learning English, such as:

1. Factors causing students' lack of interest in English learning.
2. Identification and analysis of challenges faced by students in developing English speaking skills.
3. Analysis of the effectiveness of using Hyponymy Games as a pedagogical approach to address students' issues in improving English speaking skills.

The limitations of this research are focused on the discussion of the effectiveness analysis of using Hyponymy Games in enhancing the speaking skills of students in the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah. The time constraint is applied to the research period, and it does not encompass broader dynamics over time.

D. Research Question

Based on the identification of the problem, the research questions are formulated as follows:

1. How is students' speaking ability at the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah?

2. How is the Hyponymy Game applied in teaching Speaking at Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah?
3. How is the effectiveness of the Hyponymy Game in teaching speaking at the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah?

E. Research Objectives

The objectives to be achieved by the researcher in this study are stated as follows:

1. To find out the students' speaking ability at the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah.
2. To find out if hyponymy games can be applied in teaching speaking at the Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah.
3. To find out the effectiveness of the Hyponymy Game in teaching speaking at Tenth Grade of Madrasah Aliyah (MA) Roudhotul Hikmah.

F. Significance of the Study

The results of this study are expected to be useful for the teaching and learning process. Especially in teaching speaking, so that students can expand their speaking ability. In addition, the study is also expected to be useful for other researchers who want to conduct similar research as information and comparison material. Can serve as a reference for students to expand their English Speaking ability in order to communicate well.

G. Organization of the Study

This study is divided into five chapters, with several points that describe the chapter.

Chapter I Introduction, includes of Background of The Study, Identification of The Problem, Scope and Limitation of the Research, Research Question, Research Objectives, Significance of the study, and Organization of the Study.

Chapter II Theoretical Framework, includes The definition of speaking, Teaching Speaking, Speaking Activity, Speaking assessment, and the definition of the game, the concept of the Hyponymy Game, and the Implementation of the Hyponymy Game in Teaching Speaking. Previous Study, Thinking Framework.

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique, and Data Analysis Technique.

Chapter IV Research Findings and Discussion.

Chapter V Conclusion and Suggestion