CHAPTER I

INTRODUCTION

This chapter concerns the background, questions, objectives, limitations, significance, and key terms of the study.

1.1   Background of the Research

Having an excellent English speaking skill is crucial because this is set as one of the indicators in effective communication among the students and teachers in learning English as Foreign language (RAO, 2019). It is important to be improved because in life, we communicate using language. Speaking skill helps the students to communicate effectively. This will help the students to understand easier and help the students to convey the meaning easier. However, in the situation of English as the second language, speaking skills are mostly avoided by the speaker and creating the "reluctant speaker" for those who consider themselves as a low proficiency level (Ahmed, 2018). Ahmed (2018) stated that the condition is because the speaker feels anxiety about making some mistakes, the situation feels uncomfortable when some silence exists, they get less exposure in speaking English because the turn-taking is uneven across the class and input is hard to understand (Ahmed, 2018). Based on that situation, the English teachers need to implement the classroom activity that can engage the students to decrease the "reluctant speaker". On the other hand, the same situation also stated similarly, An & Ho (2018) and Rusdiyana (2021) argued that speaking skill is considered as a complicated skill, the process of learning must be facing conditions where the problems are in

vocabulary, practice, motivation, and confidence. Students need more motivation and interactive activity to make them interested in learning.

According to Kuchkarova (2022), interactive methods and activities are useful in creating effective ways to improve teaching a foreign language. The main point of interactive learning is the interaction or the conversation between students to students or students to teacher which is talking about the information related to the activity (Kuchkarova, 2019). The teachers' role is to guide and monitor to achieve the understanding of the knowledge, and skills. Kuchkarova (2019) also argued that interactive methods and activities can develop students' abilities through interactive learning, independence, self-control, self-efficacy, effective communication, working with peers, listening to and understanding their ideas, developing independent, creative, critical thinking, as well as promoting alternative ideas.

Interactive learning activities can be in the form of classroom games that can engage the students more in the learning activities (Rusdiyana, 2021). In general, playing games is the activity that can be enjoyed by the students and give them excitement. This is because the environment will be changed into something interesting for the students which can develop the students' engagement in speaking English. Thus, interactive methods are a useful component in teaching a foreign language, due to their inherent advantages in developing students' communicative, cognitive, and creative capacities, and the opportunity to encourage students' ongoing interest in the foreign language culture. According to Wright (2021), classroom games can create a good bonding between students to students or students to teacher, which is proven in boosting students' interest effectively.

As the observation that was done in SMP Negeri 4 Singaraja from some students and teachers, the learning method to speak English is using the activity that is more into reading and considered it to provide students with speaking activity. A text is given to the students then the students read the text in turn for each student. The students take turns to read the text one by one. The teacher heard the students' voice while reading and gave the score based on the way students pronounce the words. This activity focuses on the pronunciation because reading the text that already exists. Meanwhile, the speaking skill is not only about the pronunciation but also grammar, vocabulary, fluency, comprehension, interactive communication, appropriateness, and complexity (Saputra, 2020). This means that to improve speaking skill, we need to consider other aspects as mentioned above. Due to the one speaking aspect that is focused on the activity, the students have more tendency to feel bored in doing the speaking activity. The students also have the tendency to give up in improving the speaking skill due to the lack of vocabulary mastery. The previous situation caused the students to have anxiety when participating in speaking. This is one of the problems with the interactive condition. There are two major points that can be found which are related to the students' tendency in classroom activities. First, the students' boredom because of less variety in the classroom activities. Second, the interactive condition that is needed to be improved to motivate the students to speak more in the classroom.

The point of not only focusing on one aspect, it may improve the skill and the confidence in speaking English for Junior High School. This is also related to the statement from Brown (2001) that speaking is an interactive process which includes the students to explore their idea and try to convey it in real life. It also has

the purpose to speak English fluently in daily activities. The fact is so many students have good writing and grammar, but it is difficult for them to speak English fluently because English is a foreign language that is not widely spoken in society. Thus, in order to improve the ability in speaking English, the activity that we use in the classroom is supposed to be something that exposes the students more in English and keeps them on track to learn (Rusdiyana, 2021). Thus, there are two major problems in this situation. First, the interactive and fun classroom activities that students need; second, the lack of confidence that students have in vocabulary mastery which causes the anxiety in speaking.

Beside of the observation about the classroom situation, the researcher did pre-test to the students before the Jeopardy applied to the classroom. The result shows that several students were still under the minimum mastery criteria of 60 in the English speaking skills.

As the researcher prepared the rubric of English speaking skills criteria, the result obtained that these were most problems in students' English speaking skills. The problems were in lexical resource and range, grammatical range and accuracy, and in the point of Interaction (listen and respond). The pre-test showed the students with these problems were in the "sufficient" criteria of the English speaking observation rubric. The "sufficient" speakers were those whose speech was difficult to understand due to common issues in articulation and intonation. The majority of the time, the speaker is requested to repeat what they've already said. The speaker interacts less with the audience, and it is quite likely that they are not providing feedback. Additionally, the speaker adds less to the conversation. The speaker is able to handle elementary structures with a decent level of accuracy most of the

time, but they do not have a complete or certain command of grammar. The speaker demonstrates a passable comprehension of the material, but offers little in the way of illustrative or explanatory detail. The speaker is comfortable expressing themselves verbally, but only in typical social settings and in casual conversation. It is quite likely that the speaker is unable to continue speaking due to a lack of vocabulary.

Jeopardy offers different game mechanisms that improve the students' curiosity that can help to make the students stay engaged in the learning activity (Sepyanda, 2021). It is a game that flipped the answering mechanism which usually gives statements while answering the question into giving a question or interrogative sentence as the answer for several topics. This mechanism is something rare in a classroom game that is used in Singaraja, Bali. In the process of conducting the game, the students can improve their vocabularies, grammar, fluency, and comprehension by doing interaction with students or teachers. The Jeopardy game is a class activity that the students may enjoy and create an attractive situation which leads to solve the boredom problem that the students have. The game mechanism which we can set into the students cannot see the dictionary while interacting with others can help them to improve their vocabulary mastery. This situation also may lead to solve the vocabulary mastery problem and decrease the students' speaking anxiety slowly.

Several studies showed the effectiveness of the Jeopardy game in class. As speaking skill is related with vocabulary mastery. According to the research that is conducted by Haris (2017), vocabulary mastery can be improved by using the Jeopardy game in the classroom. This is because while doing the game, the students

that have difficulties in understanding the meaning are allowed to have discussions with the other students. By doing so, the students will remember the meaning and comprehend better (Haris, 2017). In addition, Muleng (2018) argued that the Jeopardy game helps the students remember vocabularies and the meaning easier. This is because the students enjoy the learning situation and feel curious about the game. As jeopardy is considered as a game in classroom, according to corina sandiuc, the implementation of game in the classroom can create a situation where the standard book activities into a playful task and improve the students' fluency in language learning. The jeopardy game is also capable to create the situation where students are being communicative into each other while practicing and discussing the topic. This situation can be happening because the jeopardy game gives the opportunity for the students to discuss the answer in their group before answering the question. In learning activities, jeopardy game also can enhance the students' motivation, helps the students to recall the previous materials, also the students' critical thinking (Rusdiyana 2021). In comprehension, jeopardy also helps the students to comprehend the material better due to the learning atmosphere that can be enjoyed by the students (Werdiyani 2021). Thus, jeopardy is a classroom activity that can enhance the vocabulary mastery, fluency, comprehension, and interactive communication.

The significant result is also obtained from Majda & Agus (2019), the Jeopardy game helps the students to stay interested in the class and motivates the students more in increasing their spirit in learning, especially in speaking skills. However, the implementation of the Jeopardy game as one of the classroom activities is still rare. Thus, this research is focused on student's speaking skill

improvement by using Jeopardy games as the classroom activities. Several effects are expected for Junior High School students of SMP Negeri 4 Singaraja in speaking skills.

1.2 Problem Identification

Based on the observation in two classes of SMP Negeri 4 Singaraja, there are two major problems that students found in speaking skills: First, the interactive and fun classroom activities that students need; second, the lack of confidence that students have in vocabulary mastery which caused the anxiety in speaking. Nowadays, the teachers are already involved in the use of technology since online learning applied in the education system due to the covid-19 era. The insufficient classroom activity in the classroom while learning the speaking skill creates the boredom among the students, due to the activity that is done by the teacher focusing on the pronunciation when it comes to the speaking skill. The students also did several English dialogues among teachers and students and read texts, however with insufficient exposure due to the dominant use of Bahasa Indonesia. On the other hand, the students have anxiety in speaking activity due to the vocabulary mastery. This condition made the students afraid to speak up and stay quiet when doing the dialog or unsure about pronouncing words.

1.3 Limitation of the Research

The proposed research is limited to the implementation of the Jeopardy game as a classroom activity in improving speaking skill at Sekolah Menengah Pertama Negeri 4 Singaraja. Limited on two research objects, namely: students' speaking skill and student's opinion.

1.4 Research Questions

1. Can Jeopardy game improve the speaking skill of junior high school students?

2. What are the students' opinions of jeopardy game?

1.5 Research Objectives

1. General Objective

The research objective is focused on the implementation of jeopardy game in Sekolah Menengah Pertama Negeri 4 Singaraja to improve speaking skills. It also explains the opinion of the students on the implementation of jeopardy game in the classroom.

2. Specific Objective

a. To analyze whether Jeopardy game implementation at Sekolah Menengah Pertama Negeri 4 Singaraja can improve the students' English speaking skill in Junior High School.

b. To identify the students' opinion about the use of the Jeopardy game in learning English at Junior High School.

1.6 Research Significance

1. Theoritical Significance

Theoretical significance is to enrich the alternative source of reference for other researchers about teaching speaking skills in the classroom by using the Jeopardy game.

2. Practical Significance

a. for EFL students: for EFL students is to improve the students' learning activity and output in speaking through Jeopardy Game,

b. for EFL teachers: to improve the quality of teaching speaking through Jeopardy Game and give the variety of activities that can be used in the classroom.

c. for the future researcher: for future researchers is to provide data to proceed more deeply in speaking through the Jeopardy Game.

1.7 Key Term of The Research

1.7.1 Implementing

Implementing comes from the word "implement" which means applying something towards several other things. The activity that includes the planning that is taken to achieve some goals can be considered as "the implementation" (Rudd, Mills, & Patrick; 2008).

According to Smith et al. (2014), there are four important steps to implement a process. Exploration is the first step with the goal to identify the needs for the future change towards the object, indicate something that the research can innovate, and deciding the move of the implementation process. The second step is installation with building the supporting system. The third step is the initial implementation to practice the selected method. The last stage is the full implementation which is the real execution of implementation. Implementing can be considered as the activity to apply something while going through some steps to reach the goal. These steps are the exploration, the installation, the initial implementation, and the last one is the full implementation. Based on the explanation, implementing is also considered as a process to apply something.

1.7.2 Speaking

The ability to communicate orally, the transmission of language through the mouth is referred to as speaking. We make sounds using numerous parts of our bodies when we talk, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips palau (Pakula, 2019). Speaking skills are important to be taught in the ESL/EFL classroom due to the needs of communicating effectively, to convey intention effectively, and to get a better job in the future (Pakula, 2019).

According to Brown (2004), there are five basic speaking types including the Imitative, Intensive, Responsive, Interactive, Extensive (Monologue). The imitative is the act of imitating some words or sentences. Intensive is the type that produces some short sentences in an oral way to demonstrate some competencies in grammar, phrasal, lexical, or relationship in phonology. Responsive means that the speakers are giving the response to each other, but in such a short dialogue. The Interactive type gives the interaction between speakers in the longer dialogue. This is what differs the responsive and interactive type itself in speaking. Extensive (monologue) type means the speaker speaks up alone, for example doing the speech, storytelling, or oral representations.

According to Pakula (2019), the cognitive psycholinguistic approach has historically guided classroom teaching of foreign language speaking skill, with an emphasis on individual learning processes (Long & Doughty, 2003; Skehan, 1998). Fluent language production is linked to psycholinguistic processes such as implicit and explicit learning, declarative and procedural knowledge, proceduralization and automatization (Pakula, 2019). Psycholinguistics includes two major points, psychology and linguistics (Purba, 2018). It is the combination between the study

of human behavior and the language. This theory combines the production, perception, and the acquisition of the language. It is focused on the way in conveying the meaning in expression, focusing the process of understanding the meaning, and the process of acquiring the new language.

The actual language usage that is executed in language creation and reception is referred to as procedural knowledge. Proceduralization results in the acquisition of fluent speaking skills. Proceduralization occurs when learners draw on declarative knowledge by selecting a declarative morphosyntactic rule, employing it in communication several times, and gradually forming procedural knowledge, establishing a habit after some repetition, gradually automating this habit, and possibly eventually forming implicit knowledge (Pakula, 2019).

Although the results do not always include full automatization and implicit knowledge for all rules and all language learners, proceduralization is a crucial requirement for competent language usage (DeKeyser, 2017; Hulstijn, 2002, 2011). This perspective illustrates an interface position that facilitates the link between declarative and procedural knowledge. A non-interface viewpoint rejects any interaction between the two forms of information, saying that declarative information cannot be proceduralized and that only implicit information may be proceduralized (Paradis, 2004, 2009).

Based on the discussion above, speaking can be considered as the activity to communicate by conveying our ideas orally. This activity can be in an interactive way in the form of dialogues between the speakers. According to Metruk (2018), the analytic scoring can be used in assessing the speaking skill which assess different features in test and provide more perspectives to assess the speakers'

strengths and weaknesses. Metruk (2018) also argues that the concrete categories for the analytic rubric for speaking skills are including fluency, vocabulary, and accuracy. Meanwhile Council of Europe (2001) argues the categories also should contain the range, accuracy, fluency, interaction, and coherence. On the other hand, Cambridge English First certificate includes the category of grammar and vocabulary, discourse management, pronunciation, and interactive communication (Cambridge English: Understanding Results Guide, 2014). Thus, to make the analytical rubric for speaking, the minimum categories to be stated in general are fluency, vocabularies, and interactive communication. The rest of the speaking skill category are adjustable (Metruk, Rastislav, 2018).

1.7.3   Jeopardy game

Cited from the official cite https://www.jeopardy.com, The game show "Jeopardy!" is created by Merv Griffin as an American television game show. The show includes a quiz competition in which competitors are given general knowledge cues in the form of answers and must respond in the form of questions. The point of this game is to create critical thinking and speaking skills related to some topics ("Jeopardy.com", 2022).

According to "Jeopardy.com" (2022), the basic rules of this game are dividing the students into some groups and letting them pick a category and answer the category using the question that is related with the topics. The more answers that are given by the students, the more score or money that they can get in the actual game rules. The right answers will bring more money or score to the team, but the wrong answers will lead to nothing and the category will stay still on the

board. As the basic game runs, the team that can be the winner is the one with that highest point in the round ("Jeopardy.com", 2022).

The efficacy of Jeopardy game towards students' learning outcomes, which improved at the same time as jeopardy could improve the students interest in learning also being the strength of jeopardy game as the interactive classroom activity. Cited from Ariani (2022), Jeopardy game has the strength in terms of increasing the students' curiosity and challenging the students to gain more score while enjoying the learning activities. Beside that, according to Karpenko (2022), Jeopardy game has the power to stimulate the learners to remember and apply their knowledge on translation procedures and the present issue. It also has the ability to immerse the students fully in the learning process, engage and motivate them to actively participate in the game in order to win it, and it has the capacity to do all of these things.

Students are tested on their capacity to recognize and recall factual knowledge through the use of the Jeopardy Game, which is a type of educational media. Jamilah (2022) also stated that the strength of Jeopardy game is in the part of helping the students doing the material review. Students are tested on their capacity to recognize and recall factual knowledge through the use of the Jeopardy Game, which is a type of educational media. The students can use Jeopardy game to understand more about the rule of grammatical review and structure in English classrooms.

Thus, the strength of Jeopardy game is in the part of interactive learning that is proven to increase the students interest, learning engagement, and motivation towards the students. This can help the students to be involved more in the learning

process, especially in the speaking activity. As well as the activity that can be done in the classroom which can help the students to understand the material or the topic that is being discussed in the classroom.