

CHAPTER I

INTRODUCTION

A. Background

English is one of the most widely spoken languages in the world. Many people learn English because it is considered important for their future. In schools, English is taught as a compulsory subject because it helps students understand various fields of knowledge. In addition, English skills are very useful for continuing education to a higher level or communicating with people from other countries. As English is the main language of instruction in many areas of education, it is widely used by students and teachers around the world. Information is increasingly stored in the form of printed and digitized books and journals that are only in English. Therefore, mastery of English speaking skills is one of the important indicators in assessing educational success. However, many students face challenges in English speaking skills. One phenomenon that is often encountered is students' low confidence when speaking, lack of opportunities to practice in a supportive environment, as well as dependence on traditional teaching methods that tend to be monotonous. Speaking is an interactive activity that involves conveying ideas or information and if needed, the listener can follow up. This talent allows us to communicate verbally or orally in a

way that the listener or other person can understand (Fathul et al., 2023).

In learning a new language, speaking is often seen as one of the most important skills. It helps people express their thoughts, ideas, and feelings to others. For students, being able to speak English well can give them more confidence and help them connect with people from different countries. Speaking is also useful in daily life, whether at school, in the workplace, or during travel. Many students want to improve their English speaking skills, but they face many challenges. They may feel shy or afraid of making mistakes. Some students do not have enough vocabulary or struggle with pronunciation. Others may not get enough practice in class. These problems can make students lose confidence and become less interested in learning to speak. As a result, teachers need to find better ways to help students feel more comfortable and motivated when practicing English speaking.

Speaking skills play a crucial role in the process of learning English, especially in non-native contexts like Indonesia. Mastering speaking abilities allows students to communicate effectively, which is the ultimate goal of language learning. However, in many classrooms, speaking is often neglected or given less emphasis compared to other skills such as reading and writing. This imbalance in teaching focus creates a gap between students' theoretical knowledge

and their practical ability to use English in real-life situations. One of the key challenges in developing speaking skills is the lack of interactive and student-centered learning activities. Traditional teaching methods, such as lecturing and repetitive textbook exercises, tend to limit students' opportunities to speak freely and confidently. These conventional approaches often make the learning process monotonous, causing students to feel bored and unmotivated. Without engaging activities that encourage participation, students struggle to overcome their fear of making mistakes and lack of confidence when speaking English.

In addition, the classroom environment itself may not always be supportive of risk-taking in language use. Many students feel anxious and shy about speaking in front of peers due to fear of criticism or embarrassment. This psychological barrier is a significant factor that hinders their speaking development. Over time, this reluctance can lead to decreased motivation and reduced willingness to participate in speaking tasks, further impeding their progress. Speaking skill is one of the most important aspects of learning English, especially as a foreign language. According to (Mega & Sugiarto, 2020: 177), people need practical English speaking skills in the whole life aspects of this globalization era. However, the challenges often faced by students in mastering speaking skills such as have the challenges in speaking English such as poor pronunciation,

interference of first language, lack of grammatical structure, fear in making mistake, and lack of confidence. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a greater development of this skill (Danti et al., 2023:69)

To address these issues, educators need to explore innovative and enjoyable learning methods that can boost students' confidence and encourage active participation. One promising approach is the use of game-based learning, which integrates educational content into fun and interactive games. Such methods can create a positive classroom atmosphere, reduce students' anxiety, and increase their enthusiasm for practicing speaking skills. Charades, a type of guessing game, has been recognized as an effective tool for improving speaking ability in a fun and engaging way. This game requires players to convey words or phrases through actions and gestures without speaking, prompting others to guess what is being expressed. Through this activity, students are motivated to think creatively, expand their vocabulary, and practice non-verbal communication alongside verbal skills. Furthermore, Charades encourages teamwork and peer interaction, which are essential for creating a supportive learning environment. When students work together and learn from each other, their confidence in speaking English tends to

improve. The game also provides immediate feedback in a low-pressure setting, allowing students to learn from their mistakes without fear of harsh correction.

Based on this background, this study aims to see the effect of Charades Game in English learning to increase students' speaking ability. Through the application of this method, it is expected to increase students' contribution in the learning process, enrich their vocabulary, and ultimately improve their overall english speaking ability. The researcher also obtained information from one of the teachers at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu . The teacher said that their difficulty in speaking English was anxiety and due to poor pronunciation. In addition, it is certainly caused by the lack of vocabulary they have (Nisa Aldira Lubis et al, 2024: 205).

Achieving high motivation requires interactive learning methods that naturally attract students, such as game-based learning. One of the games that is considered effective to increase learning is Guessing Game, especially the Charades type of game. Another reason that reinforces the need for innovative learning methods is students' lack of engagement and motivation in speaking activities. Often, traditional methods do not encourage students to actively participate or speak in English, so the classroom atmosphere

becomes a place where students feel hesitant and afraid of making mistakes.

This research will be conducted at PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu, with a focus on eight grade students. Before the research began, the researcher spoke with one of the English teachers at the school. The teacher said that speaking practice in class was very rare, and students were more often asked to do the questions in the book. The researcher asked the students if they often practiced speaking English, they replied that they never did it in class on the grounds that they felt shy and afraid of being wrong. They also revealed that they lacked confidence to speak in front of others due to limited vocabulary. In addition, the researcher also observed the class, where many students were not actively participating in speaking activities. They claimed to be afraid of making mistakes, which made them reluctant to try speaking. This suggests that students at PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu have difficulties in developing their English speaking skills, and the existing teaching methods have not been effective in overcoming this problem.

As a solution, the researcher plans to use the charades game as a classroom learning method. This game is expected to increase students' motivation to speak because it is more fun and interactive. By using this game, students can be more

confident and get used to speaking without feeling afraid of being wrong. In addition, the game can help them improve their vocabulary and English speaking skills in a more fun way. Research says that with the method (games) students can like the learning more. (Mustofa et al., 2019: 117) Therefore, using the Charades game in English learning can be an easy and effective way to solve these problems. By making speaking practice more fun and interesting, this method can create a positive learning environment where students are more willing to join in. When students' motivation goes up and they take part actively in speaking activities, their English speaking skills will likely improve. This is the main goal of this study. The purpose of this study is to see if Charades can affect students' in improving their speaking skills. This study will collect data by giving a test before and after the game activity, as well as a questionnaire to measure students' motivation. This study will show whether the game can have a positive influence on students' speaking skills. The theory supporting the use of charades to improve speaking skills is based on a language learning approach that involves physical and interactive activities and the Total Physical Response (TPR) approach, which links physical movements to language. Thus, charades can be an effective strategy for improving speaking skills because it combines motor,

cognitive, and social stimulation simultaneously (Wulandari, 2022)

The results of this study are expected to provide an overview of how games can be used in English language learning, especially to improve students' speaking skills. The findings can also be a reference for teachers to try more interesting and effective learning methods in the future.

B. Identification of The Problem

Based on the background of the problem as described above, the problem identification is as follows:

1. Lack of active participation of students in speaking English
2. Students' lack of confidence in speaking English
3. Students' limited vocabulary
4. Poor english grades

C. Limitation of The Research

In order for the researcher's discussion to be focused, the researcher limits it to "using charades games in enhancing eight grade students' speaking skills"

D. Research Questions

Based on the above background, it can be concluded that:

Is there a significant effect of using charades games in enhancing seven grade students' speaking skills?

E. The Objectives of The Research

Find out whether there is a significant effect of using charades games in enhancing eight grade students' speaking skills at 8th grade at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu.

F. Benefits of The Research

This study aims to describe the effect of using charades game on the development of student's motivation in speaking skills at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu. The researcher hopes that after conducting this research, many benefits can be realized, as outlined below:

This research aims to see the effect of using Charades Game enhancing students' speaking skills at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu. The results of this study are expected to provide benefits both theoretically and practically, as explained below:

1. Theoretical benefits

This study aims to describe . The researcher hopes that after conducting this study, numerous benefits can be realized, as outlined below:

a. Contribution to Educational Theory:

This study provides insights into how interactive learning methods, such as the game of Guess the

Word, can improve students' speaking skills. The findings add to the understanding of innovative teaching techniques that help make learning English more effective and enjoyable.

b. Understanding Integrated Language Skills Development:

Through the use of games in learning, this research helps identify and address common challenges in speaking English, such as lack of confidence, limited vocabulary, and fear of making mistakes.

2. Practical benefits

a. For teachers

1) Teachers can use the results of this study to make learning more interesting by inserting games such as guessing charades game, which encourages students' active participation and reduces anxiety when speaking English.

2) This research helps teachers create a fun and interactive classroom atmosphere, thus supporting students to practice speaking more often.

b. For students

1) Students can increase their confidence and motivation to speak English through fun activities, so they don't feel afraid to try.

2) By playing games like charades game, students can enrich their vocabulary, practice pronunciation, and improve their ability to construct sentences in English in a more relaxed manner.

c. For other researchers

- 1) This study serves as a reference for further research on the use of games in teaching speaking skills.
- 2) Other researchers can take the findings as inspiration to explore other interactive teaching methods that can help overcome challenges in English language learning.

