

CHAPTER I

INTRODUCTION

1.1 Background

English is an international language using in many countries in the world. It has an important role in various fields such as economics, bilateral relation, politics, knowledge, technology, and education. In Indonesia, English is being taught as a foreign language. Therefore all school levels such primary schools, high schools and universities put English as an important subject alongside mathematics, social, science, etc. However, it is not easy for teachers to teach students in the classroom because English requires good structural system, pronunciation, and vocabulary. Moreover, it involves four language skills namely listening, reading, writing, and speaking. Speaking is one of the most difficult skills compare to others as it needs pronunciation accuracy, fluency, grammar, understanding and vocabulary (Bueno Madrid and McLaren, 2006).

Speaking on the other hand is defined as the ability to communicate effectively to convey information verbally in order to be understood by the listeners (Harmer, 2001). Besides that, Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994) and (Burns and Joyce, 1997). This is undeniable fact that speaking is one of the most difficult skills as it involves the application of all aspects that have been learned. Besides that, Many factors influence students' ability to master speaking skills, and one of them is teachers who are less capable of applying methods in teaching these skills or who underestimate the importance of training students' speaking skills. Regardless of its important, teaching have

been undervalued by EFL/ESL teachers, they have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. Therefore, teachers need to have a good preparation and understanding of materials before taking action in the class.

Looking at teachers preparation before class, there are many ways to be applied in the classroom such as games and other methods suit the student context. Game-based learning has received increased attention in recent years as an adjunct to teaching and learning materials. This has been well echoed in the literature, with numerous articles on the use of games and game theory in education. Game-based learning has emerged as an innovative learning technique that can increase student motivation, emotional involvement and enjoyment, Maxwell Hartt , Hadi Hosseini & Mehrnaz Mostafapour (2020).

Therefore, in this study, the authors tried to implement a "hot seat game". This Game aims to describe an object or piece of information. Hot seat is a game based on a popular game where someone gets to guess a word from clues, but they are not allowed to say the actual words as a clue (Lackman, 2011). Similar to that, "Hot Seat Game" is a group work aiming to increase the amount of students talking, encourage students' cooperation and promote learner autonomy (Rachmawati, 2013).

This research aims to analysis students' speaking at SMAN 1 Taebenu through "Hot Seat Game", it focuses on how students participation on the game

while in the class and how it method increase their speaking ability. This is based on the writer's desire to find out how far along the students' speaking skills at SMAN 1 Taebenu are and whether this game can help students improve their speaking skills.

1.2 Research Problem

Does hot seat game increase students' speaking skills?

1.3 Aim of Study

The aim of study is to find out whether hot seat game can increase students' speaking skills or not?

1.3.1 Implication

This research support the theory of Rachmawati 2013, hot seat game strategy enables students to improve their speaking skill in describing something.

1.3.2 Application

The research benefits are as media for students to English learners and English teachers as supervisor in the class.