CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Teaching English in general aims to enable students to use the language learned to communicate well and correctly. To be able to communicate requires four English language skills, namely reading, writing, listening and speaking. Speaking is the most important thing part in communication, with the result that speaking is one of the skills that must be improved in the teaching and learning process (Srinivas, 2019). Gaya (2018) said that speaking skill is one of an important skills to improve English proficiency from the very beginning of language learning. In other words, speaking is one of the subject where the students are expected to be able to use language (English) in their daily communication. So the student should be taught English subject in their school as an obligatory subject. As Anne (2019) said in her Speaking should be taught explicitly in language classrooms. The aim of teaching speaking is to provide students with an ability to express themselves in the target language to cope with basic interactive skills like exchanging greeting, thanks, and apologies, to express his needs, and to request information and expected can speak English in daily activity. Shahzad and Naushaba (2014, p. 152) stated the basic purpose of developing speaking skills is to interact successfully in that particular language and it involves comprehension as well as production.
Students have to be able to speak English fluently. Fact shows that students have speaking difficulty, especially in expressing their ideas and opinions. Same as Khan (2005) as cited in Fitriani et al (2015) said that some students who study English as a foreign language have difficulty using words and expressions to speak. Therefore it has not reached the standard of success. The standard has not been achieved due to several factors such as; lack of vocabulary mastery, never tried to communicate using English in class and is embarrassed to communicate using English. According to Fitriani et al (2015), the problem in speaking performance is not only poor in grammar, vocabulary, and pronunciation but also they are lack of self-confidence and anxiety. Whereas English speaking should be a very enjoyable, fun and not boring so that the students can receive the lesson and comprehend the lesson. Ayse (2015:831) added that learning speaking is a really important part of teaching a foreign language to acquire the correct communicative and collaborative skills is highly essential rather than using only memorization techniques. The problem on students’ speaking skills that the researcher found in SMPN 22 Kota Jambi, the first is not a few students who have difficult in speaking English. There are many reasons for these problems. The most common problem is that the students often do not speak English fluently, well it is because they lack the habit of speaking English. The second, students often seem to think in advance what will be discussed. The last is the lack of vocabulary.

Based on the problem above, teachers need to be creative in designing the classroom’s activities which can provide students with a chance to practice and use English. Nevertheless, the target of teaching speaking has to improve students'
communicative skills, because only in that manner students can express themselves and learn how to attend the social and cultural rules appropriate in each communicative surroundings as a state by Maryam and Reza (2014). Furthermore, teachers must examine factors, conditions, and components that underline speaking effectiveness. One of them is the strategy used in the teaching process or also called teaching strategy. Teachers must also have a strategy to make learners able to speak English.

There are various kinds of learning strategies that can be used by learning objectives, including pantomime playing techniques. Pantomime may be a game for learning English, particularly in speaking. According to Karin et al. (2014), pantomime is gestures that occur in the absence of speech, which have no conventional meaning. Lisa et al. (2018) explained there are two core properties on which pantomime production is based: 1) motor cognition that needs to deal with the absence of mechanical interaction between the hand and object, as well as the replication of motor programs of actual use and 2) gestural communication, depicting objects and actions in a way that others can understand. Within the pantomime, students solely use gestures, facial features, and visual communication. In other words, the pantomime game is going to move and check out to guess what the words that may be bestowed by their friends. Then, once they attempt to guess the word in pantomime, they're going to mention several sentences to urge an accurate answer. Thus, they will increase their speaking awareness or subconscious. The necessary issue is foremost the scholar wishes to do to move within the category. Then, the condition within the category is going to be fascinating and fun.
This pantomime playing technique is assumed to have a positive influence in improving students' speaking skills. According to Mojtaba et al (2012), pantomime can increase student attention, student enthusiasm and student interest in learning English and participating in the class. She also said pantomime game can be an alternative strategy to be used by the teachers in all aspects of learning. Hartati (2018: 5) stated in her experiment focus on teaching English vocabulary using the pantomime technique, that Pantomime is a game that motivates the student to make a play and perform to express something without using their voice orally use their mute gesture. According to her experimental result that teaching vocabulary using pantomime techniques is very effective as a learning method, so the researcher wants to complete this research but in terms of teaching speaking using pantomime techniques. The strategy of pantomime game is one of the strategies learning that helps students learn more effectively because it is one type of drama that can develop students’ social abilities and imagination in the form of games. So it can be expected that pantomime can develop their speaking abilities through the game being taught.

From the background is the researcher interest in holding research about:

The Effect of Pantomime Game on Students' Speaking Skills.

1.2 Research Question

1. Is there any significant difference in the students' speaking skills before and after being taught using the pantomime game method?

2. What is the level of students' motivation and attitude toward teaching speaking using pantomime game?
1.3 **Purpose of the Research**

In line with the research question above, the objective of this research is to describe the effect of pantomime game on students’ speaking skills and level of students' motivation and attitude toward teaching speaking using pantomime game.

1.4 **Significance of the Research**

The significances of this research are three folds: (1) This research is expected to solve the students’s problem in speaking and they can be interested to study through using pantomime game. (2) The result of this research hopefully will give contribution will give contribution to teacher can improving the student’s speaking skills and also the teacher can apply pantomime game in speaking.

1.5 **Limitation of the Research**

The researcher limits the scope of this research only to discuss the effect of pantomime game on students' speaking skills in the first grade of junior high school at SMPN 22 Kota Jambi in the academic year of 2019/2020.