

CHAPTER I

INTRODUCTION

A. Background of the Problem

In this age of globalization, English language skill is becoming increasingly vital. Paradoxically, many children and teens nowadays exhibit little interest in learning English, particularly when it comes to communication. The causative elements include less attractive teaching methods, According to Harmer (2007); monotonous teaching approaches that rely too heavily on grammar might diminish student engagement. A lack of variety in learning exercises, as well as a limited use of current technologies, can make English courses uninteresting. Furthermore, Fear of Mistakes, according to Brown (2001), anxiety can be a significant impediment to learning a foreign language. Many students are terrified of making errors when speaking English, which lowers their willingness to practice. Finally, there is a lack of knowledge about the relevance of English. Many students underestimate the relevance of English for their future. According to Crystal (2003), English is still a worldwide language Franca, but many learners lack an understanding of how it applies to their life.

Speaking skill in communication has an important role of the three other skills. Due to the skill of speaking, one can put what you have in mind in the form of speaking, and it may be a skill to produce and be accepted by society, the speaking skill in English has a role quite important in the world of work.

Eva and Herbert (1997:19) state that language is one of the communication tools, which are carried out through human activities, namely speaking. In speaking, we build up for other people to understand our ideas and hope people give us feedback. That is why the two activities cannot be separated from each other. They are an integral part of language. It means that when we study language, we also think of how people speak and understand each other.

Rasyid (1992: 15) describes that speaking is more direct, social and prestigious than other language skills, most acts of communication through speaking are performed in face interaction in which the interlocutors can directly say their message, and add some information and negotiate with their listeners. People tend to put higher value on a particular language, and be able to speak that particular language lift up person prestige or status.

In general, students in schools consider it difficult to speak English. Students typically have difficulty in speaking. The students don't know what to use vocabulary. In addition, they also do not have the courage to reveal the word or phrase. It is caused by a lack of vocabulary owned and ignorance will be the preparation of such words with a precise pattern. In speaking to memorize or know more mainstream vocabulary.

River (1968: 32) states that the teacher needs to give students ample opportunity to practice the speaking skill. This means that much practice is needed to overcome the problem of speaking faced by the students who learn a foreign language

In relations to statement above, the teachers of English were expected to create an effective teaching and learning process in improving the students' skills to speak English. One of strategies was use matchmaking game as Ice Breaking activity for teaching speaking.

Dixon et al (2006) exposed that an ice breaking is an ungraded activity designed to allow the teacher to get to know the students and for them to get to know each other. It is clear enough that ice-breakers are well-designed to make the students get to know with the each other, feel more relaxed and get them prepared for materials.

Paul (2003) stated that most of young learners' teachers found difficulties in finding a good technique designed to get students' attention, to help students to put aside distracting thoughts, and to get them ready to focus individually and as group on activities follow. For a teacher who has skill to make jokes with students, it might be easier to grab students' attention, but for some others, it might be the opposite. It needs an activity to make the students pay attention and focus on the learning process.

Moreover, they stated in *the Encyclopedia of the Ice-breakers*, Ice breaking are tools that enable the group of leaders to foster interaction, stimulate creative thinking, challenge basic assumptions, illustrate new concepts, and introduce specific material. Ice breaking activities also help in creating a bond between students and teachers. Classroom ice breaking activity on new class or school can help newcomers to mix with the old students and also help to make them feel comfortable and settle in.

The researcher ever did pre survey at the VII Grade students“ of MTsN 3 Lima Puluh Kota. Based on observations and interviews with English teachers at MTsN 3 Lima Puluh Kota that researchers have conducted. The researcher found many problem in teaching speaking English from the students’. The problems were; first, the students had low motivation to spoke English. The second, the students easily feel bored because learning is too monotonous. Third, the students always ashamed because they lacked of vocabulary. Thus, made the students had not self-confidence to spoke in English.

One method that is used to create a classroom atmosphere is not dull, drowsy, saturating and can increase the confidence of students is an ice breaking. An ice breaking is a transitional situation of a dull sleepy, and relaxes tense, excited, not sleepy and there is a sense of fun to listen to or look at the person speaking in front of a class or room, with a view to eliminating the ice-coldness among participants so that they know each other, understand and can interact well with each other.

Basically, the method ice breaking is needed in presenting material in class. In the learning process students quickly become exhausted, saturated and material can’t be understood properly. This proves the existence of a decrease in the grasp of memory students and students feel saturated with lessons delivered by teachers.

Based on that explanation about, the researcher was interested to investigate the use of matchmaking game as Ice Breaking on students in MTsN

3 Lima Puluh Kota, whether this matchmaking game as ice breaking was effective or not in improving the students' speaking skill by carrying out the research under the title "The effect of the Matchmaking Game on Students' Speaking Skill at Grade VII MTsN 3 Lima Puluh Kota".

B. Identification of problem

In accordance with what the researcher wrote in the research background about the effect of matchmaking game as ice breaking on students' speaking skill at grade VII MTsN 3 Lima Puluh Kota, problem identification includes:

1. Had low motivation to spoke English
2. Easily feel bored because learning is too monotonous
3. Students' always ashamed because they lacked of vocabulary. Thus, made the students had not self-confidence to spoke in English

C. Limitation of the Problem

Based on the background above, the researcher limited the scope of the research. This research focuses on the effect of matchmaking game as ice breaking on students' speaking skill. This study will be conducted at grade VII MTsN 3 Lima Puluh Kota.

D. Purpose of the Study

Based on the background above, the purpose of the study is to determine whether the matchmaking game as ice breaking gives a significant effect to students' speaking skill at the grade VII students of MTsN 3 Lima Puluh Kota.

E. Significance of the Study

The research is focused on the effect of matchmaking game as ice breaking on students' Speaking skill. The researcher hopes that this research on teaching Speaking using matchmaking game as ice breaking has some benefits to the researcher and the readers in general.

1. Theoretical benefit

- a. The result of the research can be used as input in the English teaching-learning process.
- b. The result of the research can be used as a reference for other researchers who want to conduct research in teaching English.

2. Practical benefit

- a. This study can be used by the teacher to provide a better way for teaching speaking.
- b. This study can be used by students to improve their speaking skills by using the ice breaking.

F. Formulation of the Problem

Based on the explanation above, the researcher formulated the research question namely: “Does ice breaking give significant effect to students’ speaking skill?”

G. Definition of Key Terms

1. Speaking

Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004).

2. Matchmaking Game

Matchmaking game is an activity where the whole class is involved in matching activities with the aim of practicing the function of describing someone's character, tastes, and habits using the present simple (Hadfield:1990).

3. Ice breaking

Said (2010) reveals, ice breaking is a game or activity that serves to change the atmosphere of the ice in group. There is also mention that the Ice breaking is a transition the situation of a dull, sleepy, saturating and relaxes tense, excited, not sleepy and there is no sense of attention and happy to hear or see the person speaking in front of the classroom or meeting room.