

CHAPTER I

INTRODUCTION

A. Background of Study

English has become an important language in the world. Almost everyone uses it to communicate, and they come from various countries. English has always attracted unique interests. The importance of English in many aspects of our lives is the reason. English is the dominant language used internationally. English is a means of communication between communities in the world to achieve trade, social, cultural, scientific and technological goals, according to the Ministry of (Department of National Education, 2003) In addition, knowing and using English is also necessary for job advancement, so students need to understand and use English to increase their confidence in facing international competition. Speaking, listening, reading and writing are four language skills that need to be developed when learning English.

Language will allow people to communicate their thoughts and feelings. Life, communication and language are closely interrelated. There are various fields in which language can be used, including economics, politics, education, culture, and society. Speaking is a means of communication(Luoma, 2004) This is also implied in the Al-Quran surah Al-Baqarah verse 83:

... قُولُوا لِلنَّاسِ حُسْنًا ...

From the implied meaning of the verse above, it can be interpreted broadly to explain the importance of good speaking skills for humans. Communication is the main weapon in living life (David, 2001) states that English language proficiency is very important in international relations in order to be able to be involved in the larger work community. The capacity to carry out a conversation in the language is used to assess speaking skills. This fact makes educators assume that speaking must be mastered by their students .

Speaking allows us to convey thoughts, thoughts and ideas that come to us suddenly and easily. For most individuals, the most important component in mastering a second or foreign language is mastery of the art of speaking, and success is determined by one's ability to carry on a conversation in that language. Speaking skills are a crucial assessment issue because they are an important component in the language teaching curriculum, according to (Luoma, 2004) This statement means that teachers must develop students' speaking skills during the language teaching learning process.

However, speaking practice in English class does not always go according to plan because various problems limit students from speaking the language. Students feel insecure when speaking English, afraid of making mistakes, lack desire, lack vocabulary, and sometimes don't know what to say. Other factors include the teacher's teaching skills, techniques, the curriculum involved , and other facilities that must work together to

influence the final outcome of teaching. Looking at these problems, grammatical aspects play an important role in spoken language, influencing how an event is perceived, interpreted and conveyed. This gives speakers a tool to structure their discourse temporally, allowing them to express not only what happened but also how it happened. English teachers are required to be able to recognize these problems, provide various signage and classroom communication activities, and inspire students to use English effectively and spontaneously. Applying appropriate teaching methods in class that can arouse students' interest in speaking English is one way to help students. Icebreaking is a different method that can be used in the classroom. Through various games and activities as well as collaboration, ice-breaking activities help students interact with each other and exchange learning.

By helping students feel more comfortable and engaging them in communicating, icebreaking helps set the stage for a successful exchange of ideas. The reason is that Ice-Breaking activities in class help develop various soft skills such as non-verbal or verbal communication skills, interpersonal skills and also team building skills (Richards and Willy, 2002). Flanigan argues that icebreaking activities in English class put students in a better mood for learning. Teachers can make learning more fun by carrying out various activities such as games. Games are a way to break the ice and generally interact with other people. Can help students avoid anxiety and stress (Rahmawati, 2019)

Based on the results of initial observations that the author made at MTsN 3 Tanah Bumbu, especially in class VIII, there was a problem where out of 36 students there were only 5 students who were able to speak English with good grammar while the other 31 students still had difficulty in pronouncing sentences and even made mistakes in pronunciation of English words when having a conversation in English. The existence of this problem is based on several factors, including the monotonous learning process, which makes students' interest in learning English less, as a result of which students' English speaking skills become less good, especially in spoken grammar.

Regarding this problem, the researcher proposes a learning approach to improve students' speaking skills with ice breaking activities. From the researcher's point of view, Ice Breaking is one of the easiest approaches to improve students' speaking skills because it helps students understand aspects of speaking skills such as grammar which is very crucial in speaking.

B. Definition of Key Terms

Some terms related to research are clarified to avoid misunderstandings.

1. Effectiveness is something that has influence, is effective, brings results and is successful for an effort or action. In other words, something can be said to be successful based on the achievement of a goal.
2. Icebreaking used in this research is a play and collaboration activity that

actively involves students and makes the class atmosphere more enjoyable, thereby reducing anxiety and stress. Thus, icebreaking here is intended to build students' motivation and enthusiasm for learning.

3. Improving in this research means sharpening or improving the results of speaking skills.
4. Speaking skills are aimed at the ability to speak English with correct pronunciation and intonation that is clear and easy to understand. The scope of speaking here is meant in the context of learning and speaking English in class.
5. The grammatical aspect of language or what is also commonly called grammar is part of the science of language. Grammar includes the science of word form (morphology) and the science of sentence structure (syntax). Grammar is the rules of language use. How a language is used is regulated in grammar; how to pronounce words (pronunciation), form words, add affixes, arrange words in one sentence, etc. Grammar is not only found in formal, standard or official language.

C. Research Questions

The main questions to be answered in this research are:

1. What are the pre-test and post-test students' speaking skills in grammar aspects results of control class and experiment class?
2. Is there any significant difference between the control class and the experiment class in improving students' speaking skills in grammar

aspects before and after being taught through ice breaking activities?

D. Objectives of Study

Based on the research questions, this study aims to investigate:

1. To find out the pre-test and post-test students' speaking skills in grammar aspect results of control class and experiment class .
2. To find out whether there is a significant difference between the control class and the experimental class in improving students' speaking skills in grammar aspects before and after being taught through ice breaking activities.

E. Significance of Study

1. Theoretically

The findings of this research are intended to be applicable and provide useful information for English teachers in the classroom, especially regarding developing students' creative abilities in speaking classes through ice-breaking exercises.

2. Practical

This research is intended to provide new knowledge regarding further research to conduct better teaching and learning research.