CHAPTER I
INTRODUCTION

A. Problem Background

English language as the world language become a very important to learn nowadays. The development of English as a world language is presently undeniable. English is talked by around 350 million individuals around the world as their first language and over 430 million people speak English as their second language (Ilyosovna, 2020), making it fantastically valuable language to learn. The significance of English language can be seen in nearly each viewpoint of our lives. English can also be a tool to achieve economic-trade goals, relations between nations, social culture and education, as well as career development (A. Clement, 2018).

However, there are a lot of EFL students still have difficulty in learning English especially in speaking (Amalia, 2020). This is supported by Brown as cited in Larosa et al., (2020) who said that the mastery of english speaking ability still considered as a difficult thing for many of EFL students. This problem occurs because of some factors. The factors can be internal and also external. Internal factors refer to the factors derived from the personal of the students. Boredom to a technique or method that is used in the learning process is one of the internal factors. The students often feel bored because they feel that the learning process is not interesting. The other factor that appears from the student is there is no repetition after the class. Students are not interested in repeating the material they just learned at school. As a result, it gives a bad impact to them because they will easily forget the material. Besides, the motivation to learn English is still low because they think English is a difficult language to learn especially when it comes to speaking ability. Students are still feel confused and find it difficult in constructing sentences. Lineary, their vocabulary mastery tends to be less, so it has a direct impact on low English speaking ability.

External factors refer to factors derived from social class. Issues that affect a student's ability to speak include the learning environment at home (family), campus, and community; students' habits of interacting with family and friends using the local language and never talk in English become one of the reason why it is really hard for students to have a good skill in speaking English.

On the other hand, teachers also influence student speaking ability. The method used in the classroom could take a big part on their performance. Some students felt bored in the classroom when the method are barely interesting. Teacher-provided material also affects the speaking ability of students who struggle to understand obscure material. This problem influences the future learning behavior of students. As a result, the students had little interest in talking about the subject. Therefore, the most important thing an English teacher should do is selecting and applying effective techniques to improve the learning process and the outcomes.

Table 1.   Preliminary Data of Speaking Score in The Beginner Class of Yos Sudarso High School

No	Category	Score	Student Frequency	Percentage
1.	High	80-100	19	26 %
2.	Average	65-79	39	53 %
3.	Low	50-64	15	21 %
			73	100 %

Sources : Based on English teacher data in Beginner class of Yos Sudarso High School.

Based on preliminary data in Beginner Class of Yos Sudarso High School, it can be seen that there are 19 students who got score in scale of 80-100 which belong to high category and got the percentage of 26%. Then, there are 39 students who got score in scale of 65-79 which belong to average category and got the percentage of 53%, and there are 15 students who got score in scale of 0-64 which belong to low category and got the percentage of 21%. So, the total of the students are 73 and the total of all percentage is 100%.

From the data obtained, the average and the low speaking scores stil being the majority in the beginner class of Yos Sudarso High School. It is because of some problems that relate to the explanation before such as low interest in the subject because of the tedious technique, never repeat the material,the habit to use local language instead of english, and the lack of vocabulary that influences their english speaking ability.

Looking at this problem, there is one potential solution that has been proposed to improve students english speaking ability by using Taboo game. Taboo game is a popular word-guessing game where players have to describe a word to their teammates without using certain "taboo" words or phrases. This game requires players to think creatively and use their vocabulary and language skills effectively. Some educators believe that incorporating Taboo into language learning activities can help students improve their English speaking ability by providing them with a fun and engaging way to practice their language ability in a low-pressure environment.

Based on the problem identified and the reasons above, the researcher is interested in conducting an Experimental Research entitled "The Effectiveness of Taboo Game Toward Students' English Speaking Ability In The Beginner Class of Yos Sudarso High School Academic Year 2023/2024"

B.   Problem Identification

Based on the background problem above, the researcher identified the problem as follows.

1. The students are less of motivation. According to the data obtained from the pre-survey, most of students have a less motivation to learn English especially in the speaking ability because they think it is very difficult for them.

2. The students are lack of self-confidence to speak. The students often feel afraid to speak in English because they are worried they will get bullied because of their accent or errors.

3. The students are lack of vocabulary. This problem influences the four skills in English. In line with it, speaking ability will not be improved if the students vocabulary still less.

4. The teaching media is less attractive. Based on presurvey data, students often feel bored because the technique used by teacher is not interesting.

C.   Problem Limitation

There are many kinds of method in teaching English including using game. The researcher is quite interested in conducting a study that focused on The Effectiveness of Taboo Games Toward Students' English Speaking Ability at Beginner Class of Yos Sudarso High School Academic Year 2023/2024.

D.   Problem Formulation

Based on the background of the study, the problem formulation formulated as follows :

1. Is there any effectiveness of using Taboo Game in the speaking of students in the Beginner Class of Yos Sudarso High School Academic Year 2023/2024?
2. Is there any significant difference speaking ability of the students in the Beginner Class of Yos Sudarso High School Academic Year 2023/2024?

E.   Research Objective

In line with the problem statements above, the objective of the study are:

1. To find out the effectiveness of Taboo Game toward students English speaking ability in Beginner Class of Yos Sudarso High School Academic Year 2023/2024.
2. To find out the significant difference speaking ability of the students in the Beginner Class of Yos Sudarso High School Academic Year 2023/2024

F.   Research Scope

The scope of this research is following:

1. The research design of the research is experimental design.
2. The subject of the research is the students in Beginner Class of Yos Sudarso High School Academic Year 2023/2024
3. The object of the research is English speaking class.
4. The place of the research is at Yos Sudarso High School.
5. The time of the research is conducted in even semester 2023/2024.

G.   Research Benefits

The researcher expected that this research gives benefits to:

1.   The Students

The researchers hope the study will make a positive contribution to students in the beginner class of Yos Sudarso High School. The purpose of this study is to help students learn to speak easily, effectively, and in a fun way using the Taboo Game. As a result, this allows students to speak english fluently.

2. **Teachers**

For teachers this research can be used as input material for enhancing the quality of English language teaching, especially in speaking ability.

3. **Future Researchers**

This research is expected to be a reference material for the next researcher who will do a research about improving English speaking ability.