

CHAPTER I

INTRODUCTION

This section consists of the background, research questions, research purposes, research significance, and conceptual framework.

A. Background

Young learners are struggle to articulate their opinions clearly and fearfully spoke in front of the class or their teacher (Dwi & Widyastuti, 2021). Naomi et al., (2020), state young learners must discover how to integrate their vocabulary, grammar, and ideas into coherent sentences that are easy to speak or articulate. However, young learners may find it challenging to voice their conceptions such as vocabulary, grammar, and ideas, given the demands of speaking on orators to think fast to convey meaning.

Besides, young learners pick up sound systems more quickly and effectively than adults. It is supported by Fromkin (cited in Septiyana et al., 2020) that young learners who are exposed to multiple languages before reaching puberty appear to pick up each language equally well. Thus, teaching speaking to younger students is a useful approach (Sudrajat et al., 2022). Teaching English speaking skills to young learners is unlike teaching adults in that young learners are frequently more eager, active, and adaptable than adults (Syafrizal & Haerudin, 2018). The teacher must employ several tactics to assist in teaching and learning. Teachers must use strategies and exercises to reduce the difficulties associated with teaching and acquiring speaking skills (Kaur et al., 2020)

Teaching speaking to young learners is full of strategies like role play, drilling, games, imagery, and group discussion (Ganiet al., 2018, as cited in Dwigustini et al., 2022). Wulandari (2020), suggested the strategies used by the teacher to support the young learners' speaking course, consisting of encouraging involvement and engagement from the class, offering clarifications, modelling, repeating drills, verifying, and offering comments. Moreover, teachers who applied cooperative projects, role play, creative

activities, and drilling to teach their junior high school level students enhanced their ability to speak (Anjaniputra, 2013, as cited in Dwigustini et al., 2022). Furthermore, Kay (1995) stated, that a good way to begin young learners learning English they have already been exposed to is to have them warm up.

Warming up is a useful strategy for encouraging young learners to think in English and go over previously covered content. Warming up can be fulfilled by playing a game, games have a good impact on the learning of speaking skills (Dashtestani, 2022). Games may ensure that all students participate fully in class because they are enjoyable and allow them to learn simultaneously (Mahmoud & Tanni, 2014). The game must emerge the necessity of speaking English to young learners. Enjoyable exercises that last five to twenty minutes. The intensity of the activity determines how long the warm-up should last. In some situations, longer warm-ups (up to 15 minutes or more) might be appropriate, although prior research suggests keeping warm-ups short (about 5 to 10 minutes). Depending on the lesson's complexity and the students' needs, extending this time may be beneficial (Natalia et al., 2020).

Table-top Role-playing Games (TTRPGs) is a component of the language teacher's kit since it allows for not only practicing certain elements of a language but also for bringing context to a situation relevant to the English learning context (Farkaš & Juraj, 2018).

There are several studies related to this research. First is a study by Winardy and Septiana (2023), which discusses the special considerations and safety measures that need to be made while conducting role-playing exercises in the classroom, as well as how components of educational role-play and role-playing games might support the implementation of transformative learning. Second, is a study of (Yushak et al., 2020), a unique environment of engagement and amusement due to TTRPGs fosters a positive learning environment in foreign language sessions and boosts student enthusiasm to learn the language. The third is the study of Farkaš and Juraj (2018), investigates the potential benefits of using tabletop role-playing games to teach

English as a foreign language to students' four language skills: speaking, writing, listening, and reading.

In addition, this study will use the experience learning style proposed by Dewey (1897) in Kolb (2013) as a theoretical lens to understand the fundamental values that learning does not end with an outcome, and it is not necessarily demonstrated in performance, despite being interspersed with knowledge milestones.

Despite the valuable insights provided by previous research regarding the positive side of using TTRPGs in language learning, researchers found differences with previous research. Most studies have focused on the benefits of using TTRPGs, and there appears to be limited exploration of potential challenges or limitations in implementing TTRPGs consistently in language classrooms. This research tested the use of TTRPGs during warm-up sessions for speaking classes for young learners. This study tends to exposing young learners' experience in playing TTRPGs in the warming up session and can get better speaking abilities at speaking subject.

B. Research Question

This study exposes the use of TTRPGs (Table-top Role-Playing Games) in the warming up session in one of junior high school in Sukabumi. Based on the description above, the questions can be broken down to:

1. How are the students' experience using TTRPGs in the warming up session?
2. How are the students' speaking ability in using TTRPGs in warming up session?

C. Research Purposes

Based on the questions above, the purpose can be broken down to:

1. To know how the students' experience using TTRPGs in the warming up session.
2. To know how the students' speaking ability in using TTRPGs in warming ups session.

D. Research Significance

This research has two significances, there are:

1. Practical Significances
 - a. TTRPGs in warming up session can be used as a strategy by teachers when teaching English.
2. Theoretical significances

- a. teachers

The findings of this research are intended to be a reference and source of information for English teachers who are interested in the benefits of using TTRPGs in the warming up session in English language learning.

- b. For researcher

This study can be used as a model for future researchers who want to encourage the speaking skills of young learners in English learning through TTRPGs in warming up session.

- c. For students

The findings of this research are useful for young learners who want to learn to speak English through Table-top Role-Playing Games.

E. Conceptual Framework

Speaking is defined by Brown (2007), as a productive talent that can be directly and objectively observed. Speaking is a method of conveying ideas through the use of a language collection (Sudrajat et al., 2022). Brown (2015) said that teaching ESL to school-age children involves more than just assigning them a ton of real-world language assignments to complete in the classroom. Teaching children a second language effectively calls for particular abilities and sensibilities that are not suitable for adult instruction.

Warming up is a useful strategy for encouraging young learners to learn in English and go over previously covered content. The variety and interest of the session are increased by using several warm-up techniques (Kay, 1995; Velandia, 2008)). According to Lassche (2005), an instructional language learning session's "initial orientation" is a preparatory phase as cited in Akther

et al., 2014). To assist students feel comfortable in the classroom and to get them thinking about learning English, a warming up activity is utilized to start each lesson with engaging work. Warming up session is the first strategy of learning (Ponce et al., 2020). As described by Harmer (2007), warm up can set the tone for the environment of the class.

Numerous research has examined the connection between games and language learning for young learners (Aribowo, 2008; Huemaera & Mukhtar, 2022). In addition to teaching language, role play can help young learners acquire soft skills. These soft skills, which include problem-solving, decision-making, monitoring, excitement, and communication, can be taught in conjunction with learning to speak English through the use of role-playing games (Jayanti, 2022). Thus, Bawa (2022), examined the use of a text role-playing game (TRPG) in the context of teaching English as a second language. It showed how students may engage with and derive meaning from a standard classroom text by looking at it through the lens of gameplay. The study found that further investigation of the use of TRPGs in classrooms is necessary. TRPGs have been researched for learning foreign languages, developing social and emotional learning competencies, creating games for sustainable learning, and enhancing health-related behavior.

F. Previous study

There are some previous studies which are related to this research. They consist of some information that will support this research.

First, research by Bawa (2022), explains that Tabletop role-playing games, or TRPGs, have been found in studies to be useful motivational learning aids for a variety of topic areas. Nevertheless, not much research has examined the components of TRPGs that allow them to inspire players. As a result, this study examined the components of TRPGs in-depth from the perspective of the players. The results highlight the value of the roleplaying component, the player's relationship with their in-game persona, the impact of in-game

decisions on players, and other aspects of TRPGs. There is a discussion of the implications for designing TRPGs as educational aids.

Second, in the research by (Rodriguez et al., 2022) this essay investigates a suggestion to enhance students' L2 oral communication skills by using tabletop roleplaying games, which are narrative games modified for task-based learning. It suggested a strategy of action research in which the teacher-researcher engaged in reflection and intervention with his students over the identified problematic situation: The absence of spoken exchange in L2. Thus, the teacher-researcher concluded that if the learning environment provides possibilities for social contact, collaborative work, and scaffolding in task-based exercises set in a fictitious world game, then the students feel more motivated to use L2.

Third, the study of (Farkaš & Juraj, 2018) investigates the potential benefits of using tabletop role-playing games to teach English as a foreign language to students' four language skills: speaking, writing, listening, and reading. It also looks into potential differences in the experiment's outcomes between students who are male and female. In summary, tabletop role-playing games do improve Speaking.

In short, this present research differs from previous studies in warming up session. This study focuses on how the students learning with TTRPGs. The current study exposes students to the use of TTRPGs in the warming up session in speaking subjects for young learners. Exposing students' experience to the use of TTRPGs is an area of study that needs to be filled.