CHAPTER I

INTRODUCTION

This chapter presents the research background, formulation of research problem, objectives of the research, significance of the research, scope and limitation, and definition of key terms.

A. Background of the Study

Learning English is needed to face this recent era. English is considered as the important subject to learn because it status as universal language. It means everyone in the world should be able to communicate in English. Therefore, Mackey (2002) in Borojeuni (2013) stated that English language teaching has become very important because of the global status of English and people all over the world are learning this language.

In addition, the important of learning English is not only about knowledge. But, it also covers several aspects of human life, such as in business, technology, social, culture, economy, science, etc. Therefore, at present the requirement of English proficiency in work or job vacancy is required. So, that is the answer why learning English is considered important, either for general or specific purposes.

Referring to the statements above, we know that in Indonesia itself, English is mentioned as first foreign language. From the history of English teaching in Indonesia, in 1994 the Ministry of Education and Culture (Depdiknas, now Kemdikbud) allowed English to be taught since fourth grade of Elementary school level. But nowadays, English has been learning

since kinder garden until university student's level. In addition, there are many parents, whether in a big city, a small town, or even in a developed village, they ask to their children to take an English course although they have to pay the tutor's fees because the present moms or parents know that people who are good in English will gain a higher identity or prestige.

There are four language skills in learning English, they are listening, speaking, reading, and writing. Also there are three components of English, those are vocabulary, pronunciation, and grammar. All of them are important to be mastered because they related each other. For example, people will not be able to speak in English if they never listen spoken word in English and they can not understand without knowing the meaning of the vocabulary. The spoken word also can not be able to understand without using grammar or clear pronunciation. So, between language skills and components affect each other in communication.

But, the most important skill that should be mastered by someone is speaking. The ability to function in another language is generally characterized in terms of being able to speak that language (Nunan, 1999:225). In addition, Louma (2004:20) stated that speaking is one of various skills that language learners should develope and have. In line with it, speaking is the most important and essential skill which illustrates the speaker precise knowledge of language (Oradee, 2012:533). So, speaking is like the first step in deep language learning.

Meanwhile, even though English has been known from childhood education level, but there are many students who are still not good enough

in English speaking. Based on the observation, there are several common factors, such as many students believe that English is difficult. They must memorize some vocabularies, pronounce it well, and someday confuse how to arrange the words or feeling dizzy to find idea what will to say. As the result, these factors make insecure, shy, and choose to be silent. Then, English is considered to be learned to pass the examination only. So, those are some factors of the lacking speaking practice for students.

Besides, all problems in speaking can be caused of traditional teaching method and less in using media which can attract students' attention. It is like using English textbook as the only one reference or writing the material on whiteboard. Moreover, in teaching for young learner. Scott (1995:2) said that the young language learner has a very short attention and concentration span. So, this kind of teaching is not effective yet to be applied, especially in teaching speaking.

To solve those problems, the English teacher should find the appropriate technique or media for English teaching and learning, especially in increasing the students' speaking skill. However, the role of English teacher is very important. The teacher should explain the whole materials and be able to stimulate all of the students to be active. Besides, by giving more time to practice speaking will make the students be able to improve other English speaking's elements too, such as improving their grammatical and increasing their vocabulary mastery. Not only vocabulary and grammar, but also improve the pronunciation and fluency. It is suitable with Harmer

(2001:269), speaking skill will be optimal when it practiced and communicated in the daily activities in the classroom.

There are many kind of teaching media that can be used to make students interest in learning speaking. Although every teaching media have their advantages and disadvantages, but as the teacher can choose the easier and appropriate media that can attract students' interest so can improve students' speaking ability. The use of teaching media can help the students to solve students' problem in speaking and make them fell enjoy in their learning process. So, the English teacher must be able to determine the media of teaching that suitable with the students' condittion and class athmosphere too for their lesson plan.

In this line, the use of monopoly board game as media of teaching that modified with descriptive text material can give effect in increasing speaking ability. The students will fell interest with the game so they can enjoy the class and be stimulated to practice their English speaking. According to Broughton, et. al. (1980), in order to make an enjoyable atmosphere during teaching and learning process, the teachers need to add puzzle, games, and songs activities in their teaching. In addition, Haqiqi & Suprayitno (2017) as cited in Wahyudi (2020) also stated that monopoly is effective and efficient learning media because the teacher can modify the game creatively by adding learning material based on the curriculum and objective. So, it is one of easier media for teaching because the teachers need only to put or glue the appropriate picture on the board and surely it

can help the students to give respond by describing in orally about someone or something based on the picture they get from the dice's turn.

Besides, monopoly board game which is considered as a medium that makes students not bored quickly, it is also functioned to stimulate students' creative ideas in speaking through picture as the clue. Thus, the learning objectives to improve students' speaking ability can be gained.

Several similar research about monopoly board game have been conducted by some researchers. The first previous research had conducted by Wahyudi (2020). Although this previous research has the same focus in speaking, this research is still important because the research design that used was different. The previous research applied quasi-experimental design whether this research is descriptive qualitative. Another difference is the aim of the research. The previous one aimed to investigate the effect of monopoly game whereas this research is to know how monopoly board game as teaching media used in teaching speaking. The second previous research had conducted by Dewi (2019). This previous research was almost the same with the first which aimed to test the influence of using board game as a teaching media on students' speaking skill. Then, the next previous research had conducted by Hotimah (2015). The different between this research and the previous one is in term of the focus only. The current research focus on speaking, then the previous research focused on writing.

Based on the explanations above, the researcher found reference about the use of monopoly board game for teaching speaking skill in one of English tutors' experience in teaching speaking at Al Kamal Islamic

Boarding School Blitar. In order to know about the use of monopoly board game in teaching speaking, the researcher conduct a research entitled "Teaching Speaking Using Monopoly Board Game in the First Grade of Junior High School Students at Al Kamal Islamic Boarding School Blitar."

B. Formulation of Research Problem

Related to the background of the study above, the research problem that becomes the concern of the research as follows:

1. How does the teacher teach speaking using monopoly board game in the first grade of junior high school students at Al Kamal Islamic Boarding School Blitar?

2. How were the students' respond toward the use of monopoly board game as media for teaching speaking in the first grade of junior high school students at Al Kamal Islamic Boarding School Blitar?

C. Research Objective

Based on the research problem above, the objectives of this research as follows:

1. To know how the teacher teach speaking using monopoly board game in the first grade of junior high school students at Al Kamal Islamic Boarding School Blitar.

2. To know how the student's respond toward the use of monopoly board game as media for teaching speaking in the first grade of junior high school students at Al Kamal Islamic Boarding School Blitar.

D. Significance of the Research

The researcher hopes that the result of the study will give the new contribution. Practically, the result of this study can be useful for teachers and future researchers.

1. For the Students

The result of this research is expected can make the students know that the use of media will make their speaking ability better. So they can communicate each other using English well in the term of study and even in their daily activities.

2. For the teachers

The result of this research is expected to make the teachers know about the important of using teaching media in teaching speaking. So, the teacher can determine the interesting and appropriate media of teaching that can make students enjoy the class, being active in speaking, and understand the material easily.

3. For the future researchers

It can be used as a previous study for conducting the other research as they need to fulfill their research.

E. Scope and Limitation of the Research

The scope of this research was students in the first grade of junior students at Al Kamal Islamic Boarding School Blitar. Moreover, the limitation of this research is the use of monopoly board game as teaching

media for teaching speaking at the first grade of junior students at Al Kamal Islamic Boarding School Blitar.

F.   Definition of Key Terms

In order to avoid missunderstanding of the term used, the researcher gives the definition of the term as follows:

1. Monopoly Board Game

Monopoly is kind of board games which played with a dice and two or more players on the board. The players throw the dice by turn and move around the game board according to the number of the dice. In this research, the different rule is the player must describe the picture on the board to pay the land.

2. Teaching Speaking

Teaching speaking is process of transferring knowledge about oral ability by concerning the components of language, such as vocabulary, pronunciation, and grammar. Then, teaching speaking in this research focus on the spoken descriptive text about people, animal, or things around the student.