

# CHAPTER I

## INTRODUCTION

In this chapter, the discussion is divided into seven sub topics. They are background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation, definition of key term.

### **A. Background of the Research**

English as an international language plays an important role in international community. The language is not only used in communication but also used in transferring information. Considering that English is the language of international communication, the students have to master English well both in oral and written forms. The objective of teaching English is to develop English communicative competence in the four language skills namely; listening, speaking, reading and writing. In addition to these, students should also be able to master the language components. They are structure, pronunciation, and vocabulary.

Many people recognize that learning English is not easy. The difficulty of learning English is not only at junior high school but also at the senior high school and even at the university because the process of learning English as foreign language is the same with the process how children learn to talk for the first time. By mastering English, they

can communicate with the people all around the world, and can get the job easily. Nowadays, English becomes a compulsory subject to be taught. In Indonesia, English has been taught from elementary school up to university level.

One of language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. In K13 Curriculum, it is clearly stated that one of the objectives of the English subject in senior high school is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing. Unfortunately the fact has shown that the students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. This is the reason why we can not deny the fact that the students still considered speaking skill as the most difficult skill to be mastered.

In class, teachers often find the students can hardly use English for communicative objectives even in the simple form or may find the students who are able to point the answer of the question on a text but they can not explain their reason in choosing the answer. It is also evident that in class, the students have limited time to practice their speaking skills, and it resulted on their ability to use the target language, as the old saying "Practice makes perfect". Ur (1996:121) also states some problems that may prohibit the students to develop their speaking

skill, which are inhibition, lack of ideas, low participation, and students; preference to use their mother language.

In senior high school, speaking is one of the skills that must be learnt and need to be practiced by students. Based on the the syllabus of K13, the purpose of teaching speaking in the classroom is that the students are expected to be able to share their ideas orally. The ability of speaking is important in order to fulfill the standard competences and basic competences in learning English as subjects on school.

Moreover, Burn and Joice (1997: 21) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs including the participants themselves, their experiences, and purpose of speaking. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The advantages of speaking is in terms of expressing ideas from one person to the others in form of meaning and value by signaling with linguistics competence. This is important, if someone wants to interrelate with others in order to maintain social relationship, to persuade others in order to do something, and to ensure others about our ideas, feelings, thought to be appreciated in social life.

There are some problems that make the students feel difficult in speaking. The first problem is the students are lack of vocabulary. In

teaching and learning English, the teacher did not give vocabulary about the lesson to the students and also the students were lazy to find it out the meaning of a word in the dictionary. The second problem is they are afraid of making mistake. They did not have self-confidence to speak because they are afraid of being laughed by their friends if they make mistake in speaking English. So, it causes the students have low participation in learning English speaking skill. The last problem that makes the students difficult to speak is they preference to use their mother language. This is due to they are accustomed to use their native language in their daily life than using English. So, it will make them difficult to speak in English.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, media, and strategies. Then, the teacher can use media in teaching of English language media are used to help the students for speaking to make interaction between the teacher and the students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done.

Here, the researcher encountered in reality that students ability in speaking English is very low. Based on the information gathered from the students and the teachers, the student seemed to be reluctant on doing speaking activities. They remained passive, they choose to be silent even they tired to avoid the activity by saying straightforwardly

they did not want to do the activity. They also did not understand what the speakers were trying to say. Further, they had no interest in learning English because of the technique used by the teacher is less attractive for the students. So, they got bored during the speaking class.

Besides some English teachers teach speaking by explaining and modeling. For example, after teacher had given the material he gave a model and asked students to repeat him. He assumed that giving a model is the appropriate way to improve students' competence. This phenomenon happened in MAN 1 Tulungagung. It makes most of the students think that English is a hard subject.

In this research, the researcher chose a snake and ladder as a media toward the students' speaking achievement. Media such as a snake and ladder has a very significant roles to motivate the student to learn speaking and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. The researcher hopes that by using snake and ladder, they will be more active as participant and more confident in express their feeling.

In German language, a game is any activity which is executed only for pleasure and without conscious purpose. In this definition, every activity that brings pleasure is a game. For example, people dance, play musical instruments, act in plays, and play with dolls and model trains (<http://www.thegamesjournal.com/>).

A better and easier way to teach English, especially speaking is by using games, such as snake and ladder game because this game can be an alternative or variation methods of English teaching for teachers. With this method, students will not feel bored in learning English but they will become critical and active children in learning English.

Based on the explanation above, the researcher wanted to conduct a research entitled: “The Effectiveness of Using Snake and Ladder Game Toward The Students’ Speaking Achievement at MAN 1 Tulungagung”.

## **B. Research Problem**

Based on the background of the study above, many problems arise.

Some problems can be identified are as follows:

1. How is the students’ speaking achievement before they are taught by using snake and ladder?
2. How is the students’ speaking achievement after they are taught by using snake and ladder?
3. Is there any significant effect before and after they are taught by using snake and ladder on the student’s speaking achievement?

## **C. Objective of The Research**

The objectives of this research are as follows:

1. To know the students' speaking achievement before they are taught by using snake and ladder.
2. To know the students' speaking achievement after they are taught by using snake and ladder.
3. To know if there is the significant effect before and after they are taught by snake and ladder on the student's speaking achievement.

#### **D. Research Hypothesis**

In this research the researcher has two research hypothesis, they are null hypothesis (Ho) and Alternative Hypothesis (Ha)

1. The null hypothesis (Ho): states that teaching speaking using snake and ladder is not effective to improve the students speaking achievement.
2. The alternative hypothesis (Ha): states that teaching speaking by using snake and ladder is effective to improve the students speaking achievement.

#### **E. Significance of the Research**

The researcher hopes that the result of this research can give information about the level of the students' speaking mastery. Inferentially, the result of this research can give information about the intensity of the process of teaching and learning speaking through snake and ladder game and the researcher hopes that the research of the

using snake and ladder game in teaching speaking will be useful for the teacher, the students, and other researcher.

### **1. For the Teacher**

The result of this research can support the English teachers to apply this method in teaching speaking and teachers can change their ancient method to the new method that is more interesting.

### **2. For the Students**

The result of this research can motivate the students to improve their speaking mastery. Teaching speaking through snake and ladder game can make the students relax and fun in following teaching learning process.

### **3. For Other Researcher**

The result of the study can be used as a reference for other researcher to conduct a further research dealing with teaching method used in the classroom through this study.

## **F. Scope and Limitation**

This study was conducted to the eleventh grade students of MAN 1 Tulungagung and focus of the study is to know the significant effect on the students' speaking achievement by using snake and ladder game, especially the speaking achievement in the eleventh grade on MAN 1 Tulungagung.



The limitation in this study, the researcher chose the students of class IIK U in the eleventh grade at MAN 1 Tulungagung, because the teacher gave an advice for the researcher to choose XII IIK U class.

## **G. Definition of Key Term**

### **1. Effectiveness**

Effective is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research the effectiveness is significant increase of students' score after being taught by using snake and ladder game.

### **2. Speaking**

Speaking is the same as oral interaction, which are conventional ways of speaking information, expressing our idea, and thought have in our mind (Nunan, 2003:40)

### **3. Game**

Game is a competitive activity or sport in which players contend with each other according to a set of rules (Kim, 1995:35).

### **4. Snake and Ladder Game**

In addition, in English Collins Dictionary states that Snake and Ladders is a British a game played with a board and dice. When you go up a ladder, you progress quickly. When you go down a snake, you go backwards.