

CHAPTER I

INTRODUCTION

This introduction presents the background of the study, formulation of research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

English is an international language which plays an important role in international community. The language is not only used in communication but also in transferring information. Considering that English is the language of international communication, the students should mastery it well both in oral and written forms. One productive skill which is used for communication orally is speaking. According to Brown (2001: 267) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other.

One of the goals of teaching English is that how the students use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. It is supported by Nunan (1991: 51) stating "success is measured in terms of the ability to carry out a conversation in the (target) language". Therefore, it is so essential for the teacher to pay great attention in teaching speaking. The teachers should provide various methods for

speaking activities to develop basic interactive skills required for life. Those activities make the students more active in learning process and at the same time make their learning more meaningful and fun.

However, the fact shows that the first grader students of MAN 2 Tulungagung cannot speak English well and do not participate actively in class even they have learnt English for years. The students are still passive in speaking activities.

It is shown that some students are timid to express their opinion or any idea through speaking, because they are not motivated to speak in front of class although their writing skill is good or when the teacher asks questions to them are a bit hard for them to express their ideas.

One of ways done to make the students more active in the teaching learning process in the classroom, especially in speaking activities, is through game. This is supported by Paul (2007: 49) who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. Games also help the teachers to create contexts in which the language is useful and meaningful.

One game that can be used is board game. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning.

Based on the statements above, the writer carries out a study entitled: “**The Effectiveness of Using Board Game toward Students’ Speaking Proficiency of The First Graders at MAN 2 Tulungagung**”.

B. Formulation of Research Problem

On the basis of the background above, the research question can be formulated as follow:

1. How is the students’ achievement in speaking before they are taught by using Board Game?
2. How is the students’ achievement in speaking after they are taught by using Board Game?
3. Is there any significant difference on the students’ achievement in speaking before and after they are taught by using Board Game?

C. Objectives of the Research

Related to the problem of the study, the objective of the study is formulated as follows:

1. To investigate the students’ achievement in in speaking before they are taught by using Board Game.
2. To investigate the students’ achievement in reading after they are taught by using Board Game.
3. To find out the significant difference on the students’ achievement in speaking before and after they are taught by using Board Game.

D. Research Hypothesis

For the purpose of the study is to test hypothesis, the hypothesis of this research are formulated as follows:

1. Null Hypothesis (H_0)

There is no significant difference on students' achievement in speaking before and after being taught by using Board Game.

2. Alternative Hypothesis (H_1)

There is significant difference on students' achievement in speaking before and after being taught by using Board Game.

E. Significance of the Research

The researcher hopes that the results of the study give contribution for:

a. The institution

The researcher hopes this research may give positive input for the institution to improve the teaching practice of teacher to be more effective and efficient so that the quality of teaching and learning process in the institution can be increased.

b. The English teacher

The researcher hopes that the result of this study can be useful for the teacher as one of the resources strategy for teaching-learning process, especially in teaching speaking.

c. The students

The researcher hopes that this research will be useful for students to improve the students' ability in speaking English. It's very helpful for them especially in motivating them to communicate easily.

d. The next researcher

The researcher hopes that the result of this research able to give useful information and references for the next researcher who deals with Board Game in teaching speaking.

F. Scope and Delimitation of Research

The scope of this research is focused on teaching speaking by using Board Game toward the students' achievement at the first graders students of MAN 2 Tulungagung in academic year 2015/2016. The study is done to know whether the Board Game is effective or not used in teaching speaking.

G. Definition of Key Terms

In order to give clear definition and as guidance for the readers to understand this study, the definitions of the key terms is given as follow:

1. Board Game

Board game is a kind of game that can be used as a media in teaching speaking. According to Collins Cobuild Dictionary (2006), a board game is a game such as chess or backgammon, which people play by moving small objects around on a board. In this case, the students complete task in pairs. They take it in turns to throw a dice and move around the board. When they land on a square they must speak about that topic. The teacher takes notes of errors as the

students' progress round the board for general error correction or feedback. By using game, teaching and learning process can be fun and motivate the students to speak up in the speaking class activities.

2. Speaking Proficiency

Speaking proficiency is the ability to use the target language orally which reflects the use of communicative competence into practice and applies it in real communication.