

CHAPTER I

INTRODUCTION

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

A. Background of The Research

Speaking is one of language skill in English that has to be mastered by the students besides listening, reading, and writing. It is the macro ability of language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Besides that, speaking is as a fundamental to human communication. It means that speaking is used to interact and communicate by someone to other to get information or share ideas. As stated by Thornburry (2005:13) that “There are two main purposes of speaking. Speaking has functions as transactional function related to convey information and interactional functional function related to establish and maintain social relationship”.

Speaking can be said two-way process between speakers and listeners and it involves the productive abilitys of language and the receptive ability of understanding. This is supported by Thornburry (2005:11), receptive and productive participation usually happen in conversation. In other word, speaking is interactive and requires the ability to cooperate in the management of speaking

turns. Therefore, speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others. To increase the students` speaking ability, then the teaching speaking is taught to the students in the class, not an exception on the students of the first grade of vocational high school.

Based on basic competence of 2013 curriculum, especially for recount text, there are some aspects that are used as basic competence in teaching and learning process, such as: (3.9) Analyze social function, structure of the text, and language element on simple recount text about experience/ incident/ event, according to the context of its use, (4.13) Catch the meaning in the simple spoken and written recount text, (4.14) Arrange the simple spoken and written recount text about experience/ activity /incident/ event/ with pay attention the social function, the structure of the text, and language element correctly and suit with the context.

Based on the observation and interview to the students of the first grade of SMKN 1 Bandung, the fact was the students of the first grade of SMKN 1 Bandung didn`t know yet about recount text. The students should be able to master some aspects in basic competence of recount text. Besides that, the students also should able to practice recount speaking, but the students had some difficulties in recount speaking ability. Based on the observation and interview to the students of the first grade of SMKN 1 Bandung, it was found that the students lack of vocabulary, using grammatical error, using mispronunciation, and sometimes the students were nervous and not confidence to speak in front of the

class. Besides, Al-Hosni (2014:123) in Gudu, states the factors causes speaking difficulties are as follows:

Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves, only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all, learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue.

Beside identified by Al-Hosni above, technique used in teaching speaking can influence the students` anxiety. The students will become not interested in learning, if the technique used is monotonous. The monotonous technique makes the students bored in the teaching learning process and it will influence the students` motivation and attitudes towards the lesson (Kazu:2009). As the result, these affect the effectiveness of the lesson. Because of that, English teacher should think critically and more creative in creating a good technique in teaching speaking in order the students will take much participation during the learning process. In the classroom, the teacher must create a situation that can encourage real communication, many activities can be designed to make major` element lively.

After knowing the speaking problems that often happen in a speaking class according to Al Hosni above, the researcher tried to give solution in order to the teaching speaking be more interest, enjoy, and add motivation for the students by using snake and ladder board game as media. The researcher used snake and ladder board game because snake and ladder board game is interesting media to teach speaking. According to Rodilla (2012), the benefits of using snake and

ladder board game is Enhance the students` motivation as they perceive them as fun and enjoyable, provide rich learning opportunities and improve their learning ways, connect to real life situation and encourage the use of authentic materials and guarantee fresh content. Here, the researcher used media because media is one of components of teaching. Azhar (2002:1) stated that media is something that used by someone or teacher to make easy in transferring or delivering the materials or the subjects to the students. While according to Munadi (2008:7) stated that instructional media is everything that can bring and convey message from the resources to the receivers to establish the conducive learning environment that is hoped that the receiver can learn efficiently and effectively. It means that media have benefit to help the students in understanding and learning the lesson easily in teaching learning process. The use of media hoped can influence and stimulate the students` attention more. In addition, the use of media can be done to make the teaching learning process more effective and efficient.

According to Arsyad (2009:29) media is divided into three categories. They are visual, audio, and audio visual. The kinds of the teaching media will influence the teaching learning process. The teacher can't use the same media for the different materials, because every using media should consider appropriateness towards the material. If the media used not appropriate with the material, then it will make the students are confused and difficult in understanding and absorbing the material. So, the teacher must use an appropriate media for a certain material. In effort of making an interesting activity in teaching speaking, the researcher tried to give a solution by using game as visual media.

Game is one of technique that can be applied in teaching speaking, because game is one of potential activities that give the students feel freedom to express themselves. Game is also potentially useful to encourage the students of interaction with each other orally. According to Saricoban and Metin (2000:3), through well planned games, learners can practice and internalize vocabulary, grammar, and structure extensively.

Playing game reduces the students` stress, add motivation, and more enjoy in teaching learning process. This will help the students to acquire certain essential language ability. One game that can be applied in teaching speaking is board game. A board game is a game that involves counters or pieces moved or placed on pre-marked surface or “board” according to a set of rules. As we know that in daily life, we have been familiar with board game. It includes monopoly, snake and ladder, etc. Board game is a kind of game for small or large group. Moursund (2007:113) said that board games have some of the same characteristics. Players deal with a set of rules, with money, dice, making decisions, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes the students interact each other and communicate the language without hesitation. In this study, the researcher used board game in form of snake and ladder. So, the teaching speaking and learning process can be attractive and done well. Therefore, it serves as an alternative media in teaching speaking strategies to know whether or not snake and ladder board game is effective in students` recount speaking ability. In this case, the researcher was interested to conduct a research

entitle **“The Effectiveness of Using “Snake and Ladder Board” Game As Media towards The Students` Recount Speaking Ability at The First Grade of SMKN 1 Bandung in Academic Year 2016-2017”**.

B. Formulation of Research Problem

Based on the background of the research, the problems of this research are formulated as follows:

1. How is the students` recount speaking ability before being taught by using snake and ladder board game?
2. How is the students` recount speaking ability after being taught by using snake and ladder board game?
3. Is there any significant different score of the students` recount speaking ability before and after being taught by using snake and ladder board game?

C. Research Objectives

This research is conducted with aims are as follows:

1. To know the students` recount speaking ability before being taught by using snake and ladder board game.
2. To know the students` recount speaking ability after being taught by using snake and ladder board game.
3. To know the significant different score of the students` recount speaking ability before and after being taught by using snake and ladder board game.

D. Research Hypothesis

Before conducting the research, the researcher proposed two hypotheses:

1. Null Hypothesis (Ho)

Null Hypothesis stated that there is no any significant difference score on the students` recount speaking ability before and after taught by using snake and ladder board game.

2. Alternative Hypothesis (Ha)

Alternative Hypothesis stated that there is any significant difference score on the students` recount speaking ability before and after taught by using snake and ladder board game.

E. Significance of The Research

This research is expected to give significance as follows:

1. For the teacher, the result of this research can be used by the teacher as references or feedback for teaching speaking in the classroom. Hopefully the teacher will get good and accurate strategy to be used to teach speaking.
2. For the students, the result of this research will give a new experience for them in learning speaking. The students are expected to have high motivations to learn speaking. Hopefully this research helps them in improving their speaking ability.

3. For the other researcher and for the future researcher, the result of this research can be used as reference by them to conduct the study with the same topic.

F. Scope And Limitation of The Research

This study was focus on the effectiveness of using snake and ladder board game as media toward the students` recount speaking ability at the first grade of SMKN 1 Bandung Tulungagung. Then, the material that will be taught to the students is recount personal experience. Here, the researcher limited the scoring of speaking. The researcher only focused on grammar, vocabulary, fluency and pronunciation. The researcher didn`t give scoring for comprehension because comprehension is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participant fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen, et al.,2005:51).

G. Definition of Key Terms

1. Speaking

Speaking is not only used to interact with other people but also used to get information. The main purpose of speaking is as transactional function related to convey information, and interactional function related to establish and maintain social relationship (Thornburry, 2005:13).

2. Snake and ladder Board Game

Snake and ladder board game is game in which players move counters along a series of squares according to throws of a dice. A ladder provides a short cut to square nearer the finish and a snake obliges a player to return to a square the start.

3. Recount Text

Recount text is a text functions to relate experiences or retells events for the purpose of informing, entertaining, or reflecting (Department for Education and Child Development of South Australia, 2012). The generic structures of recount text are orientation, logically sequenced stages, and re-orientation.

H. Organization of The Research

The researcher divides this research into five chapters, they are:

1. **Chapter I** is introduction. This chapter consists of background of the research, formulation of research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of the key terms.
2. **Chapter II** is review of related literature. This chapter consists of review of related theories, and review of related studies.
3. **Chapter III** is research method. This chapter presents about research design, population, sample, and sampling, research instrument, variable,

data and data source, validity and reliability testing, normality testing, data collecting method, treatment, and data analysis technique.

4. **Chapter IV** is finding and discussion. This chapter consists of description of data, hypothesis testing, and discussion.
5. **Chapter V** is the last chapter. This chapter explains the conclusion and suggestion.