

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher presents some points related to this research those include background of the study, formulation of the research problem, the purpose of study, significance of the study, and definition of the key term.

#### **A. Background of the Study**

In this age of Globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country. English is called the International Language and is also the second language of many countries in the world. English is a tool of communication among people of the world to get trade: social-cultural, science and technology goals. Moreover, students need to understand and use English to improve their confidence to face global competition.

Increasing the students' ability in mastering English the teachers have to think how to make students mastery English for their own purposes. But in fact, when speaking has some problem in teaching and learning English. There are some problems that students face. The first, students are too shy to share their ideas through speaking because they lack of grammatical and lack of confidence. It is because they are only taught the rules of grammar. Not to use grammar in speaking context. Secondly, most of students are not interested in learning process. They are afraid and anxious of saying something wrong or incomprehensible. The third, teachers are use monotone

technique in involving their students to do speaking. In speaking class, the students just use dialog pairs to do communication in speaking. The fourth, school only focuses the language skills for UN (Ujian Nasional) in listening and reading, so the students think that it is not useful to master the other skills not motivated in learning speaking, because there is no chance to speak outside the class. It is whereas actually speaking is a goal of learning foreign language.

The researcher concludes that the process of teaching speaking should be more communicative and interactive to make the students be brave to explore their ideas through speaking. It also should be more active and use lively materials in order to the students understand that the main goal in learning language is to communicate the language itself. To gain the communicative competency, there is an appropriate method to be used. It is Communicative Language Teaching, and it is well-known as CLT. According to Applebaum (2007:266) by understanding Communicative Language Teaching and using communicative activities teachers can create more learner centered classrooms. It is because the English teaching in Indonesia mostly has been teacher-centered. The students cannot practice their target language because there is no chance to do it. Therefore, there is no connection between what they learned and its application in real-life situation. Using Communicative Language Teaching will give students the opportunity to use the target language in an authentic and meaningful way.

Talking about CLT, there are some communicative activities that can be appropriate used in this method; such as role play, language games, and scramble sentences. The material should be based on the students' daily activity. So the students can learn how to use in for daily communication. Based on these three communicative activities, the researcher chose language games as a technique in teaching speaking.

Talking about games, people will think about the funny thing for child. But today games cannot only be used for young learners, but it also can be used for all ages. For senior high school student, they can use games as a media for teaching and learning process. By using games, the teachers' instruction can be meaningful and enjoyable for all age groups. When students play games, teachers can provide the social skills because it gives the opportunity to the students to interact with other player. According to the Scott Nicholson (2010:268) although the activities in games don't have any relation with a real-life situation, it still has ability to increase our flexibility in real-world with building our social skills. Especially in speaking skill, there are so many educational games that can be used to improving this skill. One of the games is a board games.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. As we know that in daily life, we should be familiar with board games. It includes monopoly, sanke and ladders, mahjong, and many other board games. In other words, surely the students know well about this game and

how to gaming it. Board game is a kind of games for small and large group. According to Moursund (2007:113) 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 students interact each other and communicate the language without hesitation. So the speaking teaching and learning process should be attractive and done well.

Based on the explanation above, the researcher concludes that using daily used game like board games can be a useful media in mastering speaking ability for the students in Senior High School because it can provide the students' challenging to speak out the answer some questions and situations that are included in the board games. Therefore, in this case, the researcher will choose a board game as a media to teach speaking and see effective or not. The researcher interest to conduct and choose the title of this paper "The Effectiveness of Using Board Game towards Students' Speaking Ability of Second Grade at MA AL-MA'ARIF TULUNGAGUNG.

## **B. Formulation of Research Problem**

1. How is the students' ability in speaking who are taught by using Board game?
2. How is the students' ability in speaking who are taught without using Board game?

3. Is there any significant difference on the students' ability in speaking between who are taught by using and without using Board game?

### **C. The Purpose of the Study**

1. To know the students' ability in speaking who are taught by using Board game.
2. To know the students' ability in speaking who are taught without using Board game.
3. To know the significant difference on students' speaking ability between who are taught using and without using Board game.

### **D. Research Hypothesis**

The hypothesis of this research is:

1. Null Hypothesis

There is no significant different achievement on the students in speaking ability who taught by using board game and without using board game.

2. Alternative Hypothesis

There is a significant difference on the students' speaking ability who taught by using board game and without using board game.

### **F. Research Significance**

The researcher hopes that the result of the study will give contribution to:

1. For the students

By using Board game as media for teaching speaking ability, they will be motivated in practicing speaking, encourage them to participate in the learning activities.

2. For the teachers

The study hopefully will give teachers inspiration in improving their teaching method so that they will be able to attract students' interest and finally will improve the students' ability of the material that they deliver.

3. For future researcher

The result of the study can be the refernce for the future researchers so they will give the better research.

### **G. Scope and Limitation**

In tis study, the researcher realize that it is imposible to conduct a research based on all problems that have been identified, because of limited knowledge and time. Therefore the researcher makes a limitation of the problem to discuss is only focuses on improving the students' ability in speaking through Board game. It is conducted only for the 2<sup>nd</sup> grade student of MA AL-MA'ARIF TULUNGAGUNG.

### **H. Definition of key term**

1. Speaking Ability

Meanwhile, Webster Dictionary (1986:2) defines 'ability' as a genetic word represents the term capacity, capability, intelligence,

competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Based on the definition above the writer define English speaking ability as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

## 2. Teaching speaking

When teaching english as a foreign language, teacher needs to particularly competence at organizing activities in class and motivating the students. However, the researcher needs to make the speaking class to be fun and enjoyable. So to create that situation, the researcher teaching speaking using media Board game “monopoly”.

## 3. Board game

A board game is a game in which counters or peeces are placed, removed, or moved on a remarked surface or “board” according to a set of rules.