

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problems, the objective of research, the significance of research, assumption, the hypothesis of the research, the limitation of research, and definition of the key terms.

A. Background of the Study

Teaching productive skill in English is having some problems to be discussed. The productive skills are speaking and writing. As Harmer states, “Productive skills is the term for speaking and writing skills where students actually have to produce language by themselves.”¹ The problem that appears in teaching productive skill in English is that most of the students cannot improve their production of language, especially in speaking ability. Improving speaking skill is one of the purposes of English education in Indonesian school from elementary until the university level.

Relating to the objective, the productive skill, especially speaking has an important place in teaching and learning of English. Moreover, in this globalization era in which communication has the important role, speaking as one of the important English skills is considered important to be taught. In fact, speaking is not an easy skill to be mastered. Even many of the Senior High School

¹Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge UK: Pearson Longman, 2007), 265.

students are unable to speak English well although they have learned the language for at least four years. This may be caused by many internal and external factors. The internal factors are such as fear of making mistakes and shyness.² The external factors are such as the lack of speaking opportunity to practice English both inside and outside the classroom.

Speaking is the way to make people connect each other. Although in each country has different culture and language, we can learn their culture by speaking to them little by little to understand each other. Because that speaking skill is very important to help the students to improve their speaking skill, know the message and understand what other people are saying to measure their skill. Furthermore, by speaking, the students can have a communication with their lives such as their family, their friends, their teacher, and other people around them. As Brown states, “speaking is literally defined as to say things, express thought aloud, and use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed.”³

Student who learns speaking well usually does not need to be shy or afraid to speak up in public. They will be confident and ignore their fear. By speaking, the students not only can communicate with their lives, but they also can develop their idea and express it orally and they can enlarge their vocabulary mastery. As Maila states, “the purpose of speaking is the students are able to

² Fanny Septya Christy. *Using Strip-story to Improve Eight Graders' Speaking Ability*, Unpublished Thesis. (Malang: Faculty of English Education, Malang University, 2008). 10.

³ H. Douglas Brown. “*Principles of Language Learning and Teaching*”. Vol. 3 No.3, University: Prentice Hall, Inc., 143.

communicate in their lives.”⁴ In her study, she found some problems in reality when she collected the data. Most of the students were still afraid when the teacher asked them to speak. Sometimes they did not understand what they had said because they just memorized the sentences. When she used board game in her thesis, that technique worked well. In this thesis, the researcher finds some problems too when teach her students. Many students cannot achieve the basic competency in English subject and students’ speaking is the lowest in other English skill. Besides that, the students are not interested in teaching process because the teacher just gives monotone technique to teach the students’ speaking. The students are also not motivated in speaking because there is no chance to speak outside the class.

To help the teachers in teaching speaking to senior high school students, teachers may use an interesting method to present their material that also help them in creating fun class. One of alternative technique is board game which is suggested to be applied in teaching speaking. Viray suggests that, “Board game is designed to provide second-language instruction in content and language. Board games are an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects.”⁵

Board game is one kind of game which uses a group, and “board dice game” as media teaching activity in which students as center. This game is like

⁴ Maila Huda Shofyana. *The Board Game To Develop Students’ Speaking Skill For High And Low Achievers*. PDF Online Thesis. (Semarang: Faculty of English Education, Semarang University, 2014). 69.

⁵ Jonny S. Viray. Engaging Students through Board Games: Measuring Its Effectiveness on Academic Performance. *International Journal of Scientific and Research Publication*. Vol. 6 No. 10, Pampanga Pers., 2016, 7.

playing snake ladder, but each column consists of one phrase or one sentence which talks about opinion. The purpose of this game is to make the students explore their ideas. Hence, the students will force themselves to speak up. Moreover, one of the characteristics of young learners is that they like to play game.

Based on the explanation above, the researcher concludes that using daily used game like board games can be an alternative media in improving speaking ability of students in senior high school because it can provide the students challenge to speak out the answer some questions and situations that are included in the board games. Therefore, in this case, the researcher choose a board game as a media to teach speaking and conducts a research entitle “the effectiveness of using board game in teaching speaking at the eleventh grade students of MAN Purwoasri.”

B. Statement of the Problem

Based on the background of the research, the research problem is formulated as follows. “Is board game effective for teaching speaking at the eleventh grade students of MAN Purwoasri?”

C. The Objective of the Study

In line with the statement of the problem, the research aims to investigate the effectiveness of the board game in teaching speaking at the eleventh grade students of MAN Purwoasri.

D. Significance of the Study

The result of this research is expected to give advantages to students, English teacher, and the school. If the result finding shows that board game is effective, the following parties will be expected get some benefits such as for the students, for English teacher, and also for the school. For the students, the benefits are such as it will increase the students' interest and improve students' ability too in speaking English skill. Moreover, the benefits for English teacher are such as the way to make themselves speak up in English and motivates them to improve the creativity in teaching learning process. The last is the benefits for the school. The school is advanced by the active teaching-learning process and also can be the model of school in facilitating the students.

E. The Assumption of the Study

In this research, it is assumed that all of the students have the same basic ability in English speaking, and they have never been taught using board game.

F. Scope of the Study

This research focuses on investigating the effectiveness of the use of board game in teaching speaking at the eleventh grade students of MAN

Purwoasri. Besides that, this study is limited to the eleventh grade students of MAN Purwoasri.

G. The Definition of the Key Terms

Key terms are defined to help and clarify the attempted to avoid misunderstanding. They are defined as follows:

1. Speaking skill is a productive or oral skill; it consists of producing systematic verbal utterance to convey meaning. This speaking is focusing in transactional interpersonal dialogue, consisting of expression happiness and anger. It measured by speaking test, and the score obtained from the test will be analyzed to measure the students speaking skill.
2. Teaching speaking is a process of giving help to the students to use the sound system, expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using teaching and learning methodologies.
3. Board game is kind of game that is board and dice, which the content of board is the material of the speaking, and the dice is a tool for getting chance to play the game.