CHAPTER I

INTRODUCTION

This chapeter presents the background of the study, statement of the problems, objective of the study, signicance of the study, Problem Limitation, the definition of key terms.

A. Background to the Study

One of the language skills which is important is speaking. Speaking as one of language skill which is being taught in school, has become the main concern for teacher. Teacher of English should be able to find some methods to develop students" skills, especially in speaking. Teachers mostly spend much time to find an appropriate method to encourage the students so that their speaking ability will be significantly improved. [2]

Speaking English as foreign language may not be too useful for the students; it will not affect their daily life. It will affect students" performance in front of foreigners when they cannot construct good speaking. Lack of confidence and vocabulary to speak can be the main factor in speaking difficulties.

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English is used in many

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[2] H. Douglas, Brown. 2000. *Principles of Language Learning and Teaching*. London: Longma

things we find in our daily life and in many kinds of modern technology, such as mobilephones, computers, social media/networks, electronic machines, transportation, banking, even used in many labels of typical substance or materials, such as, chemicals, medicine, cosmetics, foods and beverage, etc. Other impact of English as a global language is the English mastery in new employess recruitment. English mastery in any kinds of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of information. As a result, many students join an English course which is usually held by private institution, because they feel that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

In formal education, listening and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading writing test. There is rarely speaking test or oral production test. Consequently the students assume that listening and speaking are not very important to study.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. The researcher tried to use *speaking board games* as a kind of techniques in teaching speaking. Therefore, the researcher would implement *speaking board games* in order to improve the students speaking skills, as an effort to make the students able to use English to communicate.[3]

According to Langelling and Malarcher , in terms of affective aspect, games can encourage creative and spontaneous use of language, promote communicative competence, and motivate the students by providing fun and interesting activities. It supports the result of the try-out of the small

[3] Chang, Shelley and Jenny Cogswell, 2008. *Using Board Games in the Language Classroom TESOL.*
http://www.rtmsd.org/cms/lib/../57/Using_Board_Games_

group that ninety percents of **the students were motivated and** they participated actively in speaking activities using the board game.[4]

B. **Statement of the problem**

How can improve the students' speaking skill through borad games for the eleventh grade of SMA N 1 plosoklaten?

C. **The Objective of the Study**

Based on the research statement, this particular study aimed at finding out how board games can improve the students' speaking skill of eleventh grade of SMA 1 N Plosoklaten.

D. **The Significances of the Study**

This research has some types of significance. The first is the practical significance, and the second is the theoretical significance.

a. Practical Significances

1. For the students

Students can improve their speaking skill in teaching learning English through speaking board games.

2. For the teachers

Teachers can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use

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[4] M. M. Langelling, & Malarcher, C. 1997. *Index Card: A Natural Resources for Teachers,* (Online), (http://exchange.stage.gov/ forum/vols/vol35/no4/p42.htm), accessed on November 22rd, 2016

appropriate materials, tasks, methods, techniques to teach their students.

3. For researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

4. For other researchers

Especially for language researchers, they can adapt the techniques/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example, the field note) as a source to make a consideration for the next teaching-learning.

b. Theoretical Significance

This study will give more understanding about using speaking board games in teaching and learning process, the importance, and the applications of related theories.

E. Problem Limitation

There are many problems found related to speaking skills in the teaching learning process, but it is impossible to solve all the problems. Therefore, thenresearcher limited the problems. It would be focused on the technique to teach speaking. The researcher believed that by using *speaking*

board games in the teaching and learning process the students' speaking skills would be improved.

The problem that would be solved by conducting this research is the students' lack of speaking skills, because speaking is an important skill of language learning that the students have to learn.

F. The definition of key terms

1. Speaking is interactive process of constructive meaning that involves producing and receiving information.

2. Skill is ability which is activeted by player to perform an action.

3. Board games are familiar game types for children. This type of games mainly involves moving markers along a path. *Monopoly*, *Snake and Ladders*, and *Ludo* are the examples of popular board games.

4. Improving is raise to more desirable or more excellent quality or condition; make better of students' speking skill.