CHAPTER 1

INTRODUCTION

This chapter presents background of the study, the problem of the study, the objective of the study, the significances of the study, the limitation of the study, and the definition of key terms.

A. Background of the Study

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. Language represents medium of most communication comprehended by people in the entire world. Language as medium of communication has two types, they are written and spoken. Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Language is very important to express something and to communicate with other.

In Indonesia, students are usually afraid of joining foreign language classes, especially in speaking activity in English lesson. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.[1]

According to Brown and Yule spoken language production learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student. Teaching the

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[1] SitiTarwiyah.*Game Songs and Practical Ideas to Teach Language a Supplementary Book for Language Teachers*. p.4

spoken language is the most difficult problem, much more than the other skills (reading, listening, and writing).[2] This can obstruct the students to make a good progress in their oral ability. The problem is not only found in the beginner, but also the higher level students. They can understand English indeed, but when they are asked to speak, they cannot perform well.

The reasons of learning are to change students' intellectuality, morality and societal attitude. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.[3]

"Learning media" in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation.[4] Learning speaking at junior high school can be done with many media to help students in speaking skill such as: games, pictures, cards, paper sheet etc. The researcher chooses using *Snake Ladder Game* to describing thing, person or place to teach speaking, because with describing thing, person or place the students will be easier to express their ideas. So if they can express their ideas of course they will speak and teacher can know the purpose of student's mean.

Considering the above matter, the researcher is interested in conducting an classroom action research on the teaching of speaking in English learning using

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[2]Gillian Brown and George Yule.*Teaching the Spoken Language*.Cambridge; Cambridge University Press, 1997. P. 25
[3]Nana Sudjana, Ahmad Rivai. *Media Pengajaran*.Bandung: CV SinarBaru, 1991. p.1
[4]Ibid., 2

Snake Ladder Game. In this research the researcher gives some treatment before using the *Snake Ladder Game* like expression of asking and giving opinion and descriptive text to describing thing, person or place. And the researcher hopes with *Snake Ladder Game* can improve student's speaking skills. From this method the researcher wants to know the result of the implementation of *Snake Ladder Game* especially in speaking skill.

Therefore, *Snake Ladder Game* can be used to lead the students to use the verbal communication then visual communication. It means that using *Snake Ladder Games* in learning process is needed. The researcher sees that it is needed to use *Snake LadderGame*in order to improve the speaking skills of the students. Here *Snake Ladder* is expected can improve the verbal communication in English, so it can improve the students' skill in speaking English too.

All around the world, student of all age are learning to speak English, but their reason for wanting to study English can differ greatly.[5] Some students of course only learn English because it is on the curriculumat primary or secondary level but for others, studying the language reflects some kind of a choice.

Based on the problems that faced by the students and English teacher of SMP Budi Utomo Perak Jombang, the researcher uses *Snake Ladder Game* and uses Classroom Action Research (CAR) approach to improve the students' speaking skills. Thus, theresearcher is interested in taking up the title of the research under the title *"The Implementation of Snake Ladder Game to Improve the Speaking Skill of the Second Graders of SMP Budi Utomo Perak Jombang."*

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[5]Jeremy Harmer, *How to Teach English new edition* (England: Oxford 2007), 11.

B. Statement of the Research Problems

Based on the background of the study above, the researcher formulates the problem as follow: How to implement *Snake Ladder Game* to Improve the Speaking Skill of the Second Graders of SMP Budi Utomo?

C. Objectives of the Study

In line with the statement of the problem, the research wants todescribe the implementation of snake ladder game to teach speaking to improve students' speaking skill.

D. Significances of the Study

The result of this research is expected to give advantages to students, English teacher, the readers and the other researcher. If the result finding shows that *Snake Ladder Game* in implementation, the following parties will be expected get some benefit such as:

1. For the students

In this case, the students are expected to have better skill in speaking than before. Students' motivation and their confidence can improve in their daily communication. So, the students can enjoy their experience when they study English.

2. For the English teacher

The teacher can develop this strategy or media for the students in order to make the students more active in English speaking to improve the students' skill in speaking.

3. For the readers

    To give an advice to increase the speaking ability of the students in English using *Snake Ladder Game.*

4. For the other researchers

    The other researchers, hopefully can teach speaking well by using this media. Moreover, the researcher knows more about this strategy and can implement it well.

E. The Scope and Limitation of the Study

    To avoid misunderstanding and clarify the problem, it is necessary to make limitation of study. There are aspects in improving speaking skill, the researcher will not discuss all of the aspects in improving speaking ability but only discuss the implementation of *Snake Ladder Game* in improving speaking skill. Therefore, this study attempts to the implementationof *Snake Ladder Game* to improve the speaking skill of the second graders of SMP Budi Utomo Perak Jombang in academic year 2014/2015.

F. Definition of the Key Terms

    To make clear this study, the researcher gives the definition of the key terms used in this study. They are as follows:

1. Teaching speaking is a process of giving help to the students to use the sound system, expressing idea, opinions, or feelings to others by using words or

sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using teaching and learning methodologies.[6]

2. *Snake ladder Game* is kind of game that is board and dice, which the content of board is the material of the speaking such as; expressing asking and giving opinions and describing thing, person or place. And the dice is a tool for getting chance to play the game.

3. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[7]

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[6]Dina Elya Rizka,*Teaching Speaking Using Role-Play for the Second-Grade Students of SMA Negeri Tamanan Bondowoso,* (Kediri. English Department Faculty of Education State College for Islamic Studies, 2011) p. 5
[7]Jeremy Harmer. *The Practice of English Language Teaching*. (Great Britain: Person Education Limited, 2001) 3rd Ed, p. 39