

CHAPTER I

INTRODUCTION

A. Background Of Study

Language has an important role in our life because with language we can express our thought, feeling and idea. We cannot communicate with other people and cannot also imagine something in our life without language. Language is characteristic from of human communication. It becomes a part of human existence. Language is a part of the culture of people. And we know that today English language is an international language in the world. English language is the most widely used in social relationship, commercial and education activity today.

English as a foreign language has been important language. Everybody has begun to get study English to interact with foreign people or to get job in many companies. In other word, learning English is essential globalization era.

Speaking is an oral language and it has correlation with the sound. Speaking is a process to get information and when someone have ability to speaking English well so she or he can communicate with foreign people.

Language is a tool of communication and language is the vehicle to make relationship among people. Without language, it is impossible for everyone to make interaction each other. According to Setiyadi, “language is a system for the expression of meaning”.¹ Moreover, Siahaan said “language is a set rules,

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu,2006). P.10.

feelings, and negotiating with others”.² It means that language is very important in human life, language cannot be separated from human because they use it as the way of their communication for express ideas, thought, opinions and feeling. People can fulfill their needs of life by communication with each other and people can transfer knowledge using language. We cannot express our ideas or opinions if we do not know the language.

Speaking is one of the central elements from the four basic skills in learning foreign language besides writing, reading, and listening. By speaking, people can interact with others in social interaction in order to get the information from this process.³ Speaking is very important because it is one of the English skill that mostly becomes the main purpose why so many people get curious of learning English. It is no doubt to say that learning English in order to be able to communicate is simply not easy. The students can know how to express their ideas in their mind or how to deliver their ideas in English using spoken language. They are many activities that can be used to transfer materials well to the student in teaching speaking. One of the activities is called Riddle Game.

In this research the writer will act research in MA Darul Falah Kota Serang at second grade. Based the result of interview that learning conditions of students' speaking ability is low. That problems happen because their teacher still use old method in teaching English and students never practice to speaking English in daily. There are not new activities for increase their English especially in speaking ability. So, students always feel boring, not interest learn English and

² Sanggam Siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press, 2008), p.185.

³ Jack C. Ricardsand Willy A. Renandya, *Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.201.

sometimes students afraid of making mistakes of being laughed at by his or her friends and of having lack of confidence in their ability.

Based on explanation above the writer tries to give a new innovation to increase speaking ability on students MA Darul Falah Kota Serang at second grade by using game, because learn English language is hard work. Game can help and encourage many students to sustain their interest and work. Here the writer chooses Riddle Game in teaching speaking ability.

The writer's reason to conduct this title is that *The Effectiveness Using Riddle Game in Teaching Speaking Ability* because, students can enjoy communicate with their friends and they challenged to describe something to another learner by speaking, so well that the other learner can guess the answer. In this Riddle Game, the students may describe something objectively or subjectively, communicating his or her own feelings and associations.

B. Statement of The Problem

To make the problem clear, the writer would like to identify the problem that will be investigated as follows:

1. How is the students ability in speaking English at second grade of MA Darul Falah Kota Serang?
2. How is the Riddle Game applied in speaking class?
3. How is the effectiveness of riddle game in teaching speaking ability?

C. The objectives of The Research

Based on the statement of the problem, the objectives of the research are:

1. To find out speaking ability at MA Darul Falah Kota Serang
2. To find out the Riddle Game applied in speaking class
3. To find out the effectiveness of riddle game in teaching speaking ability

D. Significance of the Study

The finding of this research is expected to give valuable contribution to the researcher, another researcher, teachers, students and school itself:

a. To the researcher

To develop the researcher's knowledge on the development of various techniques implemented in teaching English to the Senior High School students and to develop another research. The other researchers can develop the research based on the result and use it as one of references to study in their research.

b. To another researcher

To give a brief knowledge to another researcher to conduct the similar research in another school with another research subject and the result of this research can be useful starting point to conduct the next research.

c. To the teachers

To enrich the teacher's knowledge on the use of various techniques or strategies in teaching speaking, so the class will not run in boring atmosphere and the students and the students will enjoy

learning English. The various strategies that are comfortable feeling during the class activities.

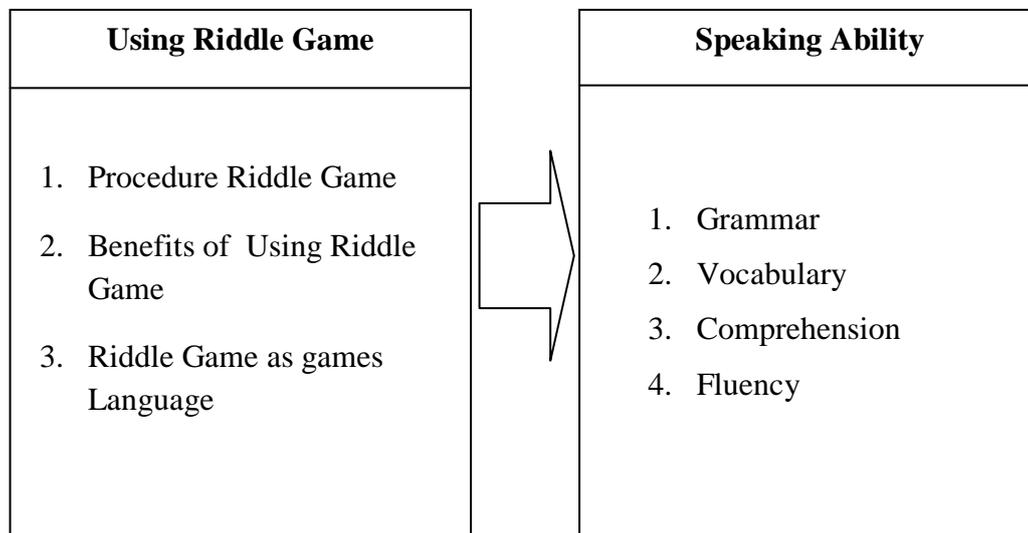
d. To the students

It is also beneficial for the students to find meaningful strategy to overcome their problems not only the effect using riddle game in teaching speaking. They were not suitable in learning process, the students will be highly motivated by various strategies and techniques applied to the classroom.

e. To the school

It will be beneficial for school in giving beneficial contribution of the improvement of the quality of the educational in the school. Therefore, if the school has a good quality of course the society will trust and believe it and they will be motivated to register their children to the school.

E. Conceptual Fremwork



F. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follow :

(Ha) : Riddle game media is effective to improve students' speaking ability at second grade of MA Darul Falah Kota Serang.

(Ho) : Riddle games media is not effective to improve students' speaking skill at second grade of MA Darul Falah Kota Serang.

G. Previous Study

In this research, the writer summarizes some relevant previous studies from a paper, a thesis and a journal that :

1. Iriani Indri Hapsari wrote in her paper that entitled “Efektifitas Riddle Game terhadap Peningkatan Kosa Kata Bahasa Inggris pada Anak Studi Kasus Kelas IV SD Muhammadiyah 4 Pucang” The process of her research following conclusions; Riddle game effective game to increase the number of English vocabulary for elementary school students of Muhammadiyah 4 Pucang Surabaya. Riddle words game can increase the number of English vocabulary in SD Muhammadiyah 4 Pucang Surabaya with $F = 2.582$ and $P = 0,019$ after matching on some control variables. Ludo word game is a game that can be used as a method of learning English children are done while playing so that children feel happy in doing so. High number of English owned vocabulary influenced by Age, IQ, parent education, income, parent job, English course and English follow up activity.

In addition to the above things that support the significance of this study is the subject of research aged 9-11 included in school age. This age is a golden age for a child to learn a second language other than mother tongue including learning English so that a child taught English vocabulary at this age will be easier to remember vocabulary. This is seen in the experimental group that experienced an increase in the number of English vocabulary after being given a method of learning English vocabulary with the game of LWG. School age is also the age of play so that at this age the child enjoys learning while playing as seen in the joyful attitude of the children observed by

researchers and from the opinion of the research subjects on this Riddle game.⁴

2. Intan Alfi wrote on her thesis (2015), entitled "*Improving the Students Speaking Skills Through Communicative Games for the Grade VIII Students of MTsN Ngemplak*". She conclude that was carried out in two cycles. Each cycle consisted of three meetings. Cycle 1 was implemented on March 30, 31 and April 20, 2015, while cycle 2 was implemented on April 21-28, 2015. It was done due to some problems existing in cycle 1, so there were eight actions to be implemented in cycle 2. The scores also showed that students' speaking skills were improved as the scores of post-test were bigger than those of pre-test. Classroom observation when the actions were implemented and interviews done with the students and the English teacher after the implementation of cycle 1 and cycle 2 proved that the actions were successful in improving students' speaking skills as being expected. There were some changes found. The changes were shown in the English teaching and learning processes, the students' behavior toward the English teaching and learning processes and their speaking skills, and the English teacher's ways of thinking.

In this paper, we can concluded that the tudents' vocabularies and pronunciation skills were improved as they always did

⁴Iriani Indri Hapsari, *Efektifitas Riddle Game terhadap Peningkatan Kosa Kata Bahasa Inggris pada Anak Studi Kasus Kelas IV SD Muhammadiyah 4 Pucang*. p. 13

pronunciation drills and vocabulary practices every meeting. It was shown when they practiced dialogs and played communicative games. The use of classroom English in the classroom increased students' vocabularies as well. New words and expressions increased since everyday they heard English. They understood what the researcher meant, even they could respond using English. Their English production slowly showed improvement. Although they still made mispronunciation and used Bahasa Indonesia, they used English more often than before the actions were implemented.⁵

⁵Intan Alfi, "*Improving the Students Speaking Skills Through Communicative Games for the Grade VIII Students of MTsN Ngemplak, Yogyakarta, Juni 2014*". P. 121-122.