

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication used by people to share ideas with the others. According to Algeo, a language is a system of conventional vocal signs by means of which human being communication.¹ People use language to express their mind, wishes, ideas, suggestions and feelings to others human.

In this era of globalization, English language is important for our lives. In fact, it is the second most commonly spoken language in the world. Therefore, it has been taught in some stages 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. Furthermore, English also can help students to get more knowledge from all over the countries, which can be obtained through the four English skills namely reading, listening, writing and speaking.

¹ John Algeo and Thomas Pyles, *The Origins and Development of the English Language*, (Boston: Wadsworth Cengage Learning, 2010), 2.

From these four skills, speaking seems to be the most important skill that students need to be mastered in order to communicate. According to Sari Louma, speaking as interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily lives.² The focus of teaching speaking is on making students active and creative. Today every school requires the goal of teaching speaking should improve students' communicative skills because students should be able to use these skills in their daily life.

There are a lot of factors which affect learning activities. Two of them are teaching technique and perception of that technique. A teacher can implement more than one technique to make teaching interesting. The implementation of some teaching techniques could influence the students' enthusiasm in following the class. In this condition, the teacher will be able to determine the teaching styles and classroom techniques. However many students find some difficulties to speak English. It comes as new problem to be overcome. Refer to previous research students often shy when they are speaking. Lack of vocabularies is their next problem

² Sari Louma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), 9.

because their vocabularies are very a little. It made them faced difficulties in understanding meaning or content of the conversation.³ So, the teacher needs to find the most appropriate techniques to create an enjoyable classroom.

To fulfill this expectation, certain teaching techniques can be used by using the techniques that were appropriate and effective for teaching speaking. The teaching technique which can reduce the nervousness in learning speaking is games. According to Chen, games offer student a fun-filled and relaxing learning atmosphere.⁴ Games encourage the student to active in the classroom, entertain them, teach the language naturally, and promote fluency. By implementing the games, the learners will not forget the moments when they played the games. Refer to previous study, using game was effective in speaking class and teaching English using game was able to improve students speaking skills, because the students became more manageable and also students' score higher after used game in teaching English.

³ Jack C Gan, Zengdong.Tuan, Nguyen Hoang. Richards, "JURNAL LOGIKA, Vol XVI, No 1 Maret Tahun 2016 ISSN: 1978-2560 Wwww.e-Journal.Unswagati-Crb.Ac.Id.," *Gan, Zengdong.Tuan, Nguyen Hoang. Richards, Jack C XVI*, no. 1 (2016): 1–11.

⁴ Chen, I-Jung, "Using Games to Promote Communicate Skills in Language Learning", *The Internet TESL Journal*, Vol XI, No. 2, (February, 2005).

Although previous study explain the application of games in learning speaking has a positive impact, but still there are pro and contra opinion from the student. This is reasonable enough because everyone has different perception. Different perception of students is an interesting thing, because everyone has different perceptions of the same object that been caused by many background factors. According to Mikey May, perception as something what to observe and how to interpret it.⁵ There perceive something good or positive perception or negatives perception that will affect visible or real human actions.⁶ In this study, perception refers to students' on using games in the learning speaking and its contribution to their learning process. As stated by Chen the students' perception is really important for evaluating the teaching effectiveness.⁷

Based on the description above, the writer will investigate students' perception in speaking skill development. The teacher needs know their students' perception on using games in learning

1. ⁵ Mike May, *Sensation and Perception*, (New York: Chelsea House, 2007),

⁶ Sugiharsono, *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2007), 8.

⁷ Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation," *Assessment & Evaluation in Higher Education* 28, no. 1 (2003).

speaking. The writer will conduct in Junior High School of Pulomerak Sub-District in Cilegon City because the school has used games in learning activities. So, the writer will be conducted a study entitled **“Games as a Tool to Develop Speaking Skills: Students’ Perception at the Eighth Grade Junior High School of Pulomerak Sub-District in Cilegon City”**.

B. Statements of the Problem

Based on the background of the study above, statement of the problem are:

1. What are students’ perceptions on game as a tool to develop speaking skills?
2. Which games the most preferred by students’ to develop speaking skills?

C. The Aims of the Study

Based on the formulation of the problem above, the objectives conducting this study are:

1. To find out the students’ perception on game as a tool to develop speaking skills.
2. To know the most preferred games by students’ to develop speaking skills.

D. Significance of the Study

1. Theoretical Significance

The result of this study can be used as references on using games to develop speaking skills and it is expected that this research can inspire other writer to conduct research related to the similar topics related to feedback to enrich the existing study.

2. Practical Significance

a. For the Teacher

The result of this research is expected to give information about students' perception of using games as a tool in teaching speaking. The teacher also can use different media while teaching speaking with a better strategy.

b. For the Students

The result of this research is to motivate the students in order to actively in learning process and also students can develop their speaking skills in teaching learning English by using games. So, they would be interested in learning process at their class.

E. Previous Study

1. “Games as an Interactive Classroom Technique: Perceptions of Corporate Trainers, College Instructors and Students” arranged by Rita Kumar and Robin Lightner.⁸ The research analyzed used survey method. The participants are 62 instructors from a 2 year regional campus and 68 students. The instruments used in this study were questionnaire and interview. In this study, both trainers and collage instructors reported that their own temperaments and personality were the main factors influencing their classroom method. The research finding shows that students responded positively to the new active learning exercises that replaced traditional lecture in five classes, indicating that they learned a lot, the activity was enjoyable, accomplished its goal, and they wished more faculty members used such activities.
2. “Improving Students’ Speaking Proficiency Using Games” (A Classroom Action Research on the Eight Grade Students of SMPN 2 Baki Sukoharjo in Academic Year 2008-2009)

⁸ Rita Kumar and Robin Lightner, “Games as an Interactive Classroom Technique : Perceptions of Corporate Trainers , College Instructors and Students,” *International Journal of Teaching and Learning in Higher Education* 19, no. 1 (2007): 53–63,

arranged by Dwi Nurul Fajariah).⁹ The subject of the study is the students of class 8E of SMP N 2 Baki, Sukoharjo. The research is carried out in two cycles. Data are collected through survey, observation and interview. The observation was reflected in field notes, research diary, audio-recording and photograph.

The research analyzed both qualitative and quantitative. Qualitative data are analyzed by using comparative method that consist of four steps namely comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. The quantitative data are analyzed by using descriptive statistic. Quantitative data, which are collected by conducting pre-test and post-test, are analyzed to know the improvement of students' speaking proficiency. The mean score of pre-test 4,08. This score improved to 5,31 in post-test 1 and even higher in post-test 2 that is 6,05. The research finds that the

⁹ Dwi Nurul Farijiah, *Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMPN 2 Baki Sukoharjo)*, Skipsi, Sebelas Maret University of Surakarta, 2009.

implementation of games improves the students' speaking proficiency and the classroom situation.

The research finding shows that students' speaking proficiency improved in the term of ability in: 1) answering the teacher's question orally 2) identifying the words and grammar used in the expression 3) making sentences using appropriate grammar and vocabulary 4) expressing their idea. Besides, the classroom situation is also more alive in terms of the students' activeness in: 1) joining the activities 2) asking the teacher about their difficulties 3) discussing the task with their friend 4) increasing their motivation to learn.

The difference between these previous studies with this research is about the scope of the research. This research focused on students' perception in using games as a tool to develop speaking skills.

F. Organization of the Writing

This paper consists of five chapters there are:

Chapter I is introduction which consist of the background of the study, statement of the problem, the aims of the study, previous study and organization of the writing.

Chapter II presents some theoretical framework which elaborates about students' perception, games and speaking skills.

Chapter III is method of the research which consists of the research method, place and time of the research, population and sample, instrument, data collection and data analyzing.

Chapter IV concern with finding and discussion.

Chapter V is closing which consists of conclusion and suggestion.

The last terms of this research are a bibliography and appendix.