CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language which plays an important role in international community. The language is not only used in communication but also in transferring information. Considering that English is the language of international communication, the students should mastery it well both in oral and written forms. One productive skill which is used for communication orally is speaking. According to Brown "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener".[1] Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other.

One of the goals of teaching English is that how the students use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. It is supported by Nunan stating "success is measured in terms of the ability to carry out a conversation in the (target) language". [2] Therefore, it is so essential for the teacher to pay great attention in teaching speaking. The teachers should provide various methods for speaking activities to develop basic interactive skills required for

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[1] Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman.2001), p. 267.

[2] Nunan, D. *Designing Tasks for Communicative Classroom*. (Sydney: Cambridge University Press.1991) p. 51.

life. Those activities make the students more active in learning process and at the same time make their learning more meaningful and fun.

However, the fact shows that the second grader students of SMP Al - Ayaniyah cannot speak English well and do not participate actively in class even they have learn English for two years. The students are still passive in speaking activities.

It is shown that some students are timid to express their opinion or any idea through speaking, because they are not motivated to speak in front of class although their writing skill is good or when the teacher asks questions to them are a bit hard for them to express their ideas.

One of ways done to make the students more active in the teaching learning process in the classroom, especially in speaking activities, is through game. This is supported by Paul who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning[3]. Games also help the teachers to create contexts in which the language is useful and meaningful.

One game that can be used is board game. Board game is a type of game where one of the components is a square sheet such as a board whose material can vary, but generally of thick cardboard. Monopoly, Chess, Ludo, Halma, Snakes and Ladders are some examples of board games that have long been known.

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[3] Paul, D. *Teaching English to Children in Asia*. (Hongkong: Pearson Longman Asia ELT.2007), p. 49

Board games have been played in many cultures and societies throughout history. Some of them even preceded the development of literacy in the early days of civilization. A number of important historical sites, artifacts and determined documents show board games in the early days.

The development of board games is very significant in all aspects and components. Starting from a variety of game stories, game themes, varied mechanics to aesthetics are the distinguishing elements of each board game.

From 1990 until now, there have been at least 7 board games from abroad with the theme of Indonesia, but none were made by Indonesians. The contents of the game itself are arguably not much to tell about Indonesia other than just for visual reference. Here homeland game designers should be able to emerge and tell Indonesia through exciting board games than those who were not even born in Indonesia.

Now in Indonesia has become a trend, various board game titles are designed more than just a successful entertainment media to open the market in Indonesia. Various government and private institutions from various fields also began to see this potential and began to be willing to explore the potential of the game to be able to support their activities. This also seems to be true in the international market, a variety of board games with approaches more than just entertainment media get a very significant response. The same thing we also encounter in the gaming industry in general, that the market melai see and

look for games that are truly able to provide more value than just entertainment.

At the moment board games in Indonesia are highly developed, with themes that explore local content closer to the community. Board game events are diverse in big cities from exhibitions, seminars, workshops to national competitions and the board game industry has sprung up, board games have begun to be widely played, almost in every café young people in Bandung provide board games such as UNO and Monopoly. The famous YouTubers rollicking to play board games such as warewolf and it becomes a reference that board games in Indonesia are in demand by the public.

In Indonesia it has been proven that there are many creative industry players who are serious about pursuing board games as their livelihood. Besides board games also have benefits for producers and players, namely:

➢ Proven effective for motivating the presence of healthy social interactions

➢ The development process is relatively simple

➢ Media of interesting, potential and effective learning

➢ The basis of the growth of the game industry (digital) is better

➢ The industry is growing and growing rapidly

Therefore, with the many benefits presented with board games, there are opportunities that can be interesting, potential, and effective learning, especially in the social, cultural, and educational fields.

Traditional games are becoming obsolete because they cannot adapt to the wishes of the target

But if you look at the traditional game is very different, the traditional game is starting to be abandoned because it cannot adapt to its target. Meanwhile, traditional games are assets as well as cultural heritage from one generation to another. Therefore the key to the continuation of the traditional game to stay alive in society is the process of inheritance from the older generation to the younger generation. But now most of the traditional games are not introduced by previous generations or parents to children.

In this globalization era, traditional games are increasingly eliminated by increasingly modern games. In a large city with little outdoor space, children are deprived of their place of play. This also makes traditional games less and less played.

. From the field data obtained, children are now no longer familiar with traditional games such as the crank or bebentengan commonly played by children in the past. Children actually understand the game that is on the mobile or in cyberspace. The exclusion of traditional games is a side effect of technological progress that has consequences for progress in various ways, including the types and types of children's play.

Seeing this fact, conservation efforts have become a cultural strategy so that traditional games are kept alive and at least known by children today.

According to Dharmamulya[4] popularizing identification and documentation of traditional games is one of the preservation efforts that have been carried out, such as documentation in films, videos, photographs and writing. Preservation can also be done dynamically by teaching how certain games are used or played. Another way is to hold a competition to use or staging a traditional game.

In this era of increasingly modern development, the above strategy is still considered as a conventional step that has not been truly effective. as a media that is proven effective in motivating the presence of healthy social interactions and learning media that are interesting, effective and potential. Purwaningsih also emphasized that preservation efforts are not limited to maintaining traditional games so that they still exist, but can also develop in accordance with the changing times. This means that traditional games can be improvised with the current situation, so that traditional games will be of interest to children and are not inferior to modern games. And one step to preserve

Therefore, with the many benefits presented with board games, there are opportunities that can be interesting, potential, and effective learning, for traditional games to adapt traditional games to board games to lift the popularity of traditional games back to the target.

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[4][http://www.suaramerdeka.com/v1/index.php/read/news/2012/04/19/115862/Mempopuler kan -Kembali-Dolanan-Tradisional],

Based on the statements above, the writer carries out a study entitle: "**The Effectiveness of Using Board Game Toward Students' Speaking Skill (An Experimental Research at The Second Grade of SMP Al – Ayaniyah Tangerang**".

B. Identification Of The Problems

Based on preliminary observations, the researcher got some data and information about the existing problems in SMP Al - Ayaniyah, Tangerang. There are many problems of speaking classroom that can be identified as research subjects on the second grade of SMP Al – Ayaniyah Tangerang:

1. The students are too shy to share their ideas through speaking because they lack of confidence and lack of grammatical.

2. They are afraid and anxious of saying something wrong or incomprehensible.

3. Most of students are not interested in teaching process because the teacher just gives monotone technique to teach the students' speaking.

4. The students did not have high motivation in speak English.

C. The Statement of Problem

On the basis of the background above, the research question can be formulated as follow:

1. How is the students' achievement in speaking before they are taught by using Board Game?

2. Is there any significant difference on the students' achievement in speaking before and after they are taught by using Board Game?

D. Limitation of The Study

There are many problems found related to speaking skills in the teaching learning process. Therefore, the researcher limited the problems. It would be focused on the technique to improve students' enthusiasm and involvement in speaking. The researcher believed that by using board games in the teaching and learning process the students' enthusiasm and involvement in speaking 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.

E. The Aims of Study

Related to the problem of the study, the objective of the study is formulated as follows:

1. To investigate the students' achievement in in speaking before they are taught by using Board Game.

2. To investigate the students' achievement in reading after they are taught by using Board Game.

3. To find out the significant difference on the students' achievement in speaking before and after they are taught by using Board Game.

F. Significance of The Research

The researcher hopes that the results of the study give contribution for:

a. The English teacher

The researcher hopes that the result of this study can be useful for the teacher as one of the resources strategy for teaching-learning process, especially in teaching speaking.

b. The Students

The researcher hopes that this research will be useful for students to improve the students' ability in speaking English. It's very helpful for them especially in motivating them to communicate easily.

c. The Next Researcher

The researcher hopes that the result of this research able to give useful information and references for the next researcher who deals with Board Game in teaching speaking.

G. Research Hypothesis

For the purpose of the study is to test hypothesis, the hypothesis of this research are formulated as follows:

1. Null Hypothesis (Ho)

There is no significant difference on students' achievement in speaking before and after being taught by using Board Game.

2. Alternative Hypothesis (H_1)

There is significant difference on students' achievement in speaking before and after being taught by using Board Game.

H. Previous Study

The writer wants to see the effectiveness of using board games towards students' speaking skill at the second grade students of junior high school. This study was well-done before by many other researchers, but it does not find out of the using board game for junior high school.

First, The study about Board Game teaching media has been conducted by Mega (2012) entitled "Developing A Board Game For Speaking Activities Of Grade VIII Junior High School Students". The study belonged to Qualitative research because the researcher used interview guide and observation sheet to collect the data. The sample of the research chosen randomly, that was VIII G. In analyzing the result of speaking toward Board Game, the researcher used statistical computation.

Thus, the study was analyzed both in qualitatively and quantitatively. The result of the research showed that the research was successful to help the students improving their ability in speaking skill by using Board Game media. From the previous study, the research found gab with the present study in term of the design and finding result. The design of the present study was pre-

experimental. So, the present study was intended to know whether the teaching was effective or not used in teaching speaking.[5]

Secondly, the study was conducted by Lia (2015). The title of the research is Improving Students' Speaking Skills through Speaking Board Gamesof Grade VIII of SMP N 13 Yogyakarta in The Academic Year of 2013/2014. The aim of this study is to find out whether there is any improvement of the students' speaking skill after they are taught using Board Game. The research method used in her study was action research and the results show that there is improvement of students' speaking skills after using board games. She also finds some significant differences before and after using board games improved the students' confidence and made the student more active to speak, because the games provided a friendly atmosphere in which the students could learn to use language expressions in a joyful way.[6]

Third, Ika Nur Rahmawati had found in their thesis, with title "Improving the Fourth Grade Students' Speaking Skills through Board Games", that it was effective to teach English by using a board game. She concluded that the students" speaking skills was improved. The result of the research showed that the use of board games in combination with applying various media in the presentation, using songs, using classroom English, and

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[5] Nuzulia Mega Jayanti And Arwidjati Murdibjono, Developing A Board Game For Speaking Activities Of Grade VIII Junior High School Students (Malang: University Negeri Malang, 2012) p. 2

[6] Amalia Nirmawati Lia. 2015. *Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta*. Unpublished Undergraduate Thesis.

conducting listening activities was able to improve students' speaking skills. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning.[7]

Forth, The effectiveness of using board game is supported by previous finding conducted by Susanti. She developed a board game for vocabulary learning of junior high school students. The result showed that the students were interested in playing the board game for English vocabulary learning. it also affected the students" vocabulary mastery. By playing the board game, it improved the students' mastery in English vocabulary Susanti also conducted the study for vocabulary learning of eight grade students while the researcher conducted the research for speaking activities of tenth grade students. From the previous finding, it shows that games, especially board games, play important roles for learning English The weakness of this study is that the Hello School Board Game is only for eighth grade students who are good in English, listening, reading, and writing, but less active in speaking activities. It is expected that further research can make media, especially board games, which

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[7] Ika Nur Rahmawati. 2012. *Improving The Fourth Grade Students' Speaking Skills Through Board Games at SD Muhammadiyah Pepe Bantul Yogyakarta.* Unpublished Undergraduate Thesis.

can be broadly used for all eighth grade students regardless their competence in English.[8]

By some previous studies above, the writer distinguished this study from the level of the students at junior high school. It is also different from the skill because the writer used board games for speaking skill. The different design of the board games are getting to know each other and describing people board games design when the previous researcher used Hello Board Games design.

In this research, the board game is not applied for individual, but in group of students. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. So the process of using board games will be more interactive and build the communicative classroom activities.

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[8] Susanti, D. *A Board Game for Vocabulary Learning of Grade X Senior High School Students.* (Malang: State University of Malang, 2005), p.2