

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, problem of the research, objective of the research, operational definitions, the significance of the research and scope of the research.

1.1 Background of the Research

Speaking is one of the abilities which is very important in studying and learning language because it is used to express idea, feeling or make a communication in the target language. Speaking is a fundamental human communication, because we speak more than write. According to Harmer (1998:01), speaking has so many parts in daily life. Therefore, speaking plays an important role in communication.

Speaking supports the other skills like listening in speaking; the students apply their vocabulary, fluently, structure (grammar) and pronunciation. Hennings (1997:14) states through talk, students learn to think with language; through talk they make connection between what they read and what they write. When students' speaking English is good, another skill is automatically improved.

Some students in SMK Roudlotul Ulum still can not speak English fluently, including the tenth grade students' of SMK Roudlotul Ulum of Lumajang. Based on the data and interview with the English teacher, it is known there are 47% from 30 students get good score in speaking, meanwhile 53% students still get difficulties in speaking. It can be conclude that students'

speaking ability is still low. Most of students always incorrect to pronounce the word, in addition, they feel ashamed if somebody figures out their grammatical mistakes. So that many students still have difficulties in speaking English. They did not enjoy the English lesson, because they were unconfident to express their idea individually and afraid to make mistake.

The other side, the teaching method that was being used by the English teacher is monotonous. The teacher just asks the students read the text from the compulsory book and ask the students' repeating teacher's utterance. The monotonous teaching technique can cause boredom, so the students lose their curiosity in learning speaking. In line with those problems, Richard (1999:75-76) notes that the teacher needs to improve their teaching strategies to solve the students' difficulties in practicing speaking by knowing what to teach and recognizing what to develop on the students speaking skill. The teacher must set up the class in an interesting activity in which involving students' participant. Zhu (2012:82) state that "using game in English class can get students relaxed and enjoyed using the language".

That is why, this research focuses on conducting "Who am I" game to improve students' speaking ability. Zaabi (2002, p.85) says that "the use of the games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively". In the other hand, the game can stimulate the students to try understanding the material fast because they learn the new language in an exciting way.

Therefore research entitle “Improving Speaking Ability by using “Who am I” game to the tenth grade students of SMK Roudlotul Ulum of Lumajang in the academic year 2016/2017” will be conducted.

1.2 Problem of the Research

Based on the study describe above, the problem of the research is formulated as follow:

1. “How can the use of “Who am I” game improve the English speaking ability of tenth grade students’ at SMK Roudlotul Ulum Lumajang in the 2016/2017 Academic Year?”
2. How can the use of “Who am I” game able to enhance the X APK students’ activeness in English teaching learning processat SMK Roudlotul Ulum Lumajang in the 2016/2017 Academic Year?

1.3 Objectives of the Research

Based on the research problem, the research objectives are formulated as follow:

1. To know how the “Who am I” game as teaching strategy process can improve the speaking ability of tenth grade students’ at SMK Roudlotul Ulum Lumajang in the 2016/2017 Academic Year.
2. To know how “Who am I” game able to enhance the X APK students’ activeness in English teaching learning process at SMK Roudlotul Ulm Lumajang in the 2016/2017 Academic Year.

1.4 Operational Definitions

It is necessary to define the terms operationally to avoid misunderstanding both of researcher and the readers. The terms that are necessary to be defined operationally in this research are speaking ability and “Who am I” game.

1. Speaking Ability

Speaking ability in this research refers to the students’ ability at SMK Roudlotul Ulum covering the components of fluency and accuracy which is included vocabulary, pronunciation, and grammar. Each component will be scored based on student’s performance during the teaching and learning process. For further explanation will discuss in the next chapter.

2. “Who am I” game

“Who am I” game is guessing game where you use the traits and characteristic of famous, historical, company figures to break ice with each other. And also one of several teaching strategy which can make student improve their speaking ability. In the implementing of this strategy, teacher gives place one of the nametags on the upper back of each player. Once everyone has a nametag on their back, explain the rules to everyone: each student must try to figure out which famous person that they are, only asking “Yes” or No” questions to gain clues about the name that is on their back. This game takes about 10 minutes in a group. Each student conveys their ideas by using correct sentences orally in front of the class. It will give the student same chance to speak up in the class, so there is no student who keep silent or dominate the class during the teaching learning process.

1.5 Significance of the Research

The result of this research is expected to give contribution to the English teacher, the students' speaking ability of the tenth grade students at SMK Roudlotul Ulum Lumajang in the 2016/2017 academic year and the future researcher.

1. The English Teacher

The result of this research is expected to be useful for English teacher as an input and consideration to support teacher to use new strategy in teaching learning process to make students more interest in learning process. Therefore, "Who am I" game can be used as one of the alternative teaching strategy in teaching speaking and it can make the teacher more creative to motivate students in speaking ability.

2. The Students

The action in this research is expected to be useful for the students to improve their speaking ability. Therefore, the students can improve their participation in the classroom to answer the questions and promote them to speak up or to ask some question. Though strategy, hopefully they can increase their interest especially in learning English as a foreign language.

3. The Other Researchers

The result of this research can be used as a reference and the source of information for future researchers who want to conduct a further research that deals with speaking ability.

1.6 Scope of the Research

The scope of the research is the implementation in using “Who am I” game to improve students’ speaking ability. This research will be implemented to the tenth grade students’ of SMK Roudlotul Ulum Lumajang in the 2016/2017.