

## CHAPTER I

### INTRODUCTION

This chapter discusses some aspects related to the topic of the research. They are the background of the research, the problem of the research, objective of the research, operational definitions of the research, significance of the research and scope of the research.

#### 1.1 Background of the Research

Focus on the conventional modern language teaching has been on the language itself. It is proposed that the first priority has to be given to the purposes that language serves, that is to say communication. Furthermore, communication becomes base of social interaction, which people use it not only to understand another but also to survive in largely modern society. To do so, language is the only thing they need.

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for writing or speaking in English.

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by (O'Malley and Pierce, 1996, p. 57) who found that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with

English language learners are to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. Though the four skills are equally important. Speaking becomes the most important tool to communicate that needs to be accomplished. In other hand, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

To deal with this case, the teacher is challenged to be as creative or active as possible to provide opportunities for students to expose and to reinforce students speaking skill. To encourage students to practice their English, some English teachers sometimes utilize games as like role plays, story telling, drama and other activities by which students learn English with pleasant without any frustration. Such those activities may help students to always expose their ability to produce sentences and to use appropriate expressions based on the situation created by the teacher in the classroom. It usually makes students happy, understand, and enthusiast, moreover when the teacher gets them to participate the activity that it challenges them to compete with other students. It not only makes students attempt to be the best from others friend, but also be a chance for them to attain scores through given feedback from the teacher.

Unfortunately, such those activities are rarely conducted at eighth grade of SMP Plus Al-Mubarak Kalisat Jember. The English teacher holds a question and answer session on the material that has been taught but the students tend to be silent. There are also some students who want to answer the teachers' questions, but they prefer to answer it together or there are students who wants to answer

themselves but with a low voice. It can be concluded that student participation in learning English is still low.

Based on the problem above, it is very important to seek the way to overcome students' problem and figure out the difficulty they face in speaking skill. Therefore, a research is carried out to analyze and to find the overcoming of the students' problem. In this case, the students of VIII are chosen as the subject of the study, because they are considered as the lowest in speaking skill then the other classes based on the interview toward the English teacher as well as the students. Here, the writer tries to propose a strategy in teaching English especially teaching speaking namely "communication game".

Communication games are games designed to promote the use of communicative language in the classroom. Games are designed to facilitate student conversation and collaboration and those who are not only practice grammar or isolated pronunciation elements and each has clearly identifiable goals. Most games have information gaps, which motivate students to find out and share with each other the information needed to make a 'picture' as a whole by (Byrne and Rixon, 1979, p .1).

From those statements above, the writer would like to conduct a research "Improving Students Speaking Skill By Using Communication Games (Classroom Action Research at Eight Grade of SMP Plus Al-Mubarak Kalisat Jember)"

## **1.2 Problem of the Research**

Based on the research background, the problem of the research is “How can the implementation communication game improve students speaking skill at eight grade SMP Plus Al-Mubarak Kalisat Jember in the 2018/2019 Academic Year?”

## **1.3 Objectives of the Research**

Based on the problem formulation above, the objectives of this research is to describe the implementation of Communication Game improve speaking skill at eight grade of SMP Plus Al-Mubarak Kalisat Jember in the 2018/2019 academic year.

## **1.4 Operational Definition of the Terms**

### **1.4.1 Speaking Skill**

Speaking skill is the action of conveying information or expressing one's feelings in speech or used to indicate the degree of accuracy intended in a statement or the point of view from which it is made. In other hand, Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally.

### **1.4.2 Communication Games**

Communication games are games that are used to increase conversations that have the purpose of motivating students to be able to find information through individuals or groups.

### **1.5 Significances of the Research**

The result of this study is expected to be useful for English teacher of SMP Plus Al-Mubarak Kalisat Jember certainly in teaching speaking. There are:

1. Theoretically

The study will enrich the technique of teaching and learning English.

2. Practically

a. For the teacher

The teacher can reduce the difficulties of teaching English and can encourage students to speak English in the classroom.

b. For the student

The implementation of this strategy is expected to reduce their difficulties in learning English especially when they want to express their thought and ideas by using spoken English.

c. For another researcher

The writer will get a good new knowledge and experience in teaching communication games for improving students speaking skill.

### **1.6 Scope of the Research**

This research will be conducted in eighth grade students' of SMP Plus Al-Mubarak Kalisat Jember in the 2018/2019 Academic year.