

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, the purpose of the research, operational definitions of the research, significance of the research and scope of the research.

1.1 Background of the Research

English for the students has four skills; those are reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct said Chastain in Iqram Husain (2015). Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is more frequently used than writing. The main function of spoken language is to socialize individuals. On the contrary to writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear.

Speaking is very important skill because it is used to practice how to produce and express idea, feelings, and thoughts in the target language. According

to Thornbury (2005) Speaking as one of the four language skills is so much part of daily life that we take for granted, the average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. Speaking also needs a confidence to students practice in front of the class. We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Speaking communication is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions.

In relation to the reasons above, speaking skill needs to be learned, practiced and developed by the students. The students will actively take part in the full range of oral work, however speaking skill is not given balance because it is taught only a little in the classroom. Most of the English teachers emphasize reading rather than the other skills. That factor can be categorized as one of the other factors that influence why the students English speaking skill especially in Indonesia is not good enough. The other factors, they are lack of vocabulary mastery, practice, motivation, bravery in expressing ideas and less active in the class. On the other hand, the teacher must provide an opportunity to the students to practice English within certain situations through real communication activities. In this case, the teaching learning process should take place naturally without making the students feel bored to learn. The natural process of learning the target language can be made by controlling the atmosphere of the class in an interesting way.

Based on the preliminary study in MTs Hasanuddin Semboro, it was found that the students were still having problem to use the target language to fulfill their need in their daily activity and they were still using Bahasa Indonesia and their mother tongue. The students' speaking ability was still lack of vocabulary mastery. It can be the reason why the students' speaking score was still low. The English teacher said that the students still got problem in speaking English. During the class, the English teacher explained the material theoretically in teaching learning process mostly in Bahasa Indonesia. She was also very rarely asking the students to practice their English in front of the class, and it caused them to have difficulty in using the target language.

To overcome the students' speaking ability problem, the English teacher had done the great effort. She had used the English textbook and students' worksheet (LKS) in teaching speaking, but the result was still unsatisfactory. For the vast majority of children, no one provides any instruction on how to speak the language (Yule, 2006:154). Therefore, giving various materials was not the only way to overcome the problem, but an appropriate technique for teaching speaking was also required. For that reason, it would like to use variation in teaching activities, such as by using games.

Based on the explanation above, to improve students in learning English especially in speaking, there are some activities that can be used, such as role play, debate, discussion storytelling and story game. Each activity is suitable for certain condition related to the problem stated in the previous, story games can be chosen as a solution. Games mean an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact

with others (Wright et al, 2006). He states that games can help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Story game is one of alternative activities to use in speaking classroom. It has purpose to make students speak in class and be creative.

Related to the statements, it would be applied the story games using drawing as the teaching media in speaking class. The story games are games that encourage the students to speak freely in longer utterances based on the topic given. The writer chose story games using drawing because this story is suitable for students' level that is beginner level (Wright et al, 1998).

Based on the discussion, a research entitled: Improving Students' Speaking Ability through Story Games with Drawing of MTs Hasanuddin Semboro in the 2018/2019 Academic Year will be conducted to know whether Story Games using Drawing is able to improve the students' speaking ability or not.

1.2 Problem of the Research

Based on the research background, the problem of the research is How can the use of story games with drawing improve the eighth grade students' speaking ability of MTs Hasanuddin Semboro in the 2018/2019 Academic Year?

1.3 Purpose of the Research

Considering the background and the problems of the research, this classroom action research will be intended to improve the eighth grade students'

speaking ability through story games with drawing of MTs Hasanuddin Semboro in the 2018/2019 Academic Year.

1.4 Operational Definition

In this classroom action research, the researcher will focus on improving students speaking ability because it is for Junior High School. The researcher use story games with drawing to teach the students' speaking ability.

1. Speaking Ability

Speaking ability is the students' skill in expressing their ideas, orally which is represented by the scores of speaking and the delivery of language through the mouth and the function are to speak. The aspects of students' speaking ability are fluency, accuracy, pronunciation, grammar and vocabulary.

2. Story Games

Story game with drawing is media in teaching learning process to help students' improve speaking ability and the students can produce longer connected in spoken texts directly and the story is brought into the rule of game that full of fun.

1.5 Significance of the Research

This research is expected to provide contribution to the English teacher, the students and the future researchers.

1. The English Teacher

The results of this research are expected to be useful for the English teacher as information and consideration to improve the teaching of speaking and increase the students' speaking ability through story game with drawing.

2. The Students

The results of this research are expected to provide the eighth grade students has a new learning experience by using story games with drawing as speaking practices to improve their speaking ability.

3. The Future Researcher

The results of this research are hopefully useful for other researcher as information to conduct a further research for teaching speaking or other skills with the same design such as the use of story games with drawing to improve the students' speaking ability.

1.6 Scope of the Research

In research, it is necessary to limit the problem in order to avoid the broadness of the problem. In this research, the scope of the research are story games with drawing technique will be applied as teaching speaking technique that will be intended to improve the students' speaking ability in teaching learning process using recount text.