

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Speaking is one of the skills that should be mastered by the students in learning English. By mastering speaking, the students can express their idea, opinion or response to other. Tarigan (2008: 15) states that speaking is the ability to utter the articulation sounds or words to express, declare, and deliver thought, idea, and feeling. It is an important skill for communication with other people to express their thought and feeling orally. Because speaking is very important, it should become the attention of all people. Nowadays, in modern world all people should master speaking in English.

In the fact, the common problem faced by the students in English class is the low level of students' speaking skill. There are many problem faced by the students in speaking. It is supported by research done by Hosni (2014) states that the students are unable to speak in English because they lack the necessary vocabulary items and grammar structures, they also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

Considering those problems, the teacher should use the appropriate technique in teaching learning process. Harmer (2001: 275) states that in teaching speaking process, the teacher should pay attention on the technique or strategy that the teacher uses. It means that, the teacher should use the

strategy that is suitable for the students. By an appropriate technique, the students will be interested in learning the material. One of techniques in teaching speaking is using game. Since the children love to play, they like to learn through game.

Game is useful strategy to motivate students to learn English and an effective way in improving students' communicative skill. All of the students in the classroom will take part in the activity, and it will make the opportunity in speaking even the silent students. Agustia and Amri (2013) state that game bring relaxation and fun for the students and usually involve friendly competition and interested in learning. These create the motivation for English learners to get involved and participate actively in learning activities. One of the competitive games for the learners is Tic-Tac-Toe game. In this research, the researcher modified this game by using guessing game.

Tic-Tac-Toe game is the game that includes two groups of the students who have to cooperate with their group and compete with another group for winning the game. Harmer (1991) states that this popular children's game can be easily adapted for the English classroom enabling the teacher to ensure practice of specific language in amusing context. It is related to the study conducted by Agustia and Amri (2013) state that by using Tic-Tac-Toe game the teacher can improve the students' speaking ability and it can make the students easier to understand new vocabulary. By having speaking activities through Tic-Tac-Toe game, the teacher can give interesting, enjoyable, and comfortable atmosphere for the students. In the same time, this activity is

expected to motivate the students and enable them to improve their speaking ability after having interesting learning activities. While guessing games is very simple that is one person knows something that the other one wants to find out (Klippel in Khasanah, 2013).

The role of this technique is guess a people which is described by the opponent group using Tic-Tac-Toe game. In implementing this game, the students have the role as active speakers. The students will work in group, they will cooperate in their group to play and work to practice to describe. It is expected that the students practice English well. It needs cooperation between students.

Related to that fact that Tic-Tac-Toe game is useful technique for the learning process, this research is conducted to apply Tic-Tac-Toe game to prove and get evidence on the effectiveness of using Tic-Tac-Toe game in teaching speaking at tenth grade of SMA Muhammadiyah Tambak in the academic year 2015/2016.

## **B. The Scope of the Research**

According to the syllabus of SMA Muhammadiyah Tambak for class X, speaking skill is taught in describing people. The writer just concern in using Tic-Tac-Toe game which is modified using guessing game as a technique in teaching speaking to describing people.

### **C. Reasons for Choosing the Topic**

In this research, the topic chosen is the effectiveness of Tic-Tac-Toe game to teach speaking at the first grade of Senior High School of SMA Muhammadiyah Tambak for the reasons below :

1. English speaking ability is one of the important skills that can be used for communication with other people to express thought and feeling, so the students speaking skill must be good.
2. Tic-Tac-Toe game is a game which can encourage the students to speak. It is an enjoyable task which will make the students feel fun and more comfortable in learning speaking.

### **D. Problem of the Research**

In this research, the problem was formulated as “Is Tic-Tac-Toe game effective in teaching speaking at tenth grade of SMA Muhammadiyah Tambak?”

### **E. Aim of the Research**

The aim of the research was whether or not Tic-Tac-Toe game in teaching speaking at tenth grade of SMA Muhammadiyah Tambak was effective.