

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is the core means of communication. Speaking skills are considered to have more important role than other skill because it is needed as a tool for oral communication. Furthermore, Ramelan (1992: 13) supports all human beings whenever they live always speak language, although they do not have any writing system to record their language. It is proved that an infant gets language firstly in spoken form or oral form not in written form. It indicates that language is primarily spoken.

Speaking skill is one of productive skills besides writing, where one must produce sound to speak up, explore and express idea of minds. Speaking is also one of language learning which is used to communicate directly. A language will be successfully learned when it is spoken, Nunan (1991, 39) emphasize that a success of learning language is measured in term of the ability to carry out conversation in language. One cannot be called to master a language if he cannot speak fluently.

Speaking is a crucial part of foreign language learning and teaching (Kayi, 2006: 1). It is because the essential goal in English language teaching is to enhance communicative language competence, which is the competence that enables to express ourselves and convey message in English. Therefore, the students should be able to practice speaking well

by delivering ideas or expressing their feeling, interacting and exchanging information with others directly and effectively.

Based on the pre-observation in one of Junior High School in Banyumas regency, the students' speaking competence was not quite good. This condition was influenced by several factors. The first factor was the classroom activity which was still a common learning process where teacher explained, students listened to the teacher's explanation and they did some exercises. Actually, there were not any activities as the medium to force the students to speak English as well. Generally, English is only considered as knowledge not as the needs of language or the tool of communication. In fact, students try how to get a good score not to speak English well.

Second, it was from students' factor. There were some problems faced by the students, namely:

1. The students lacked vocabulary. Some of them were still confused of what they had to say, and even they were confused how to start their ideas to speak.
2. The students were not confident to express and convey their thoughts, ideas and feelings. They were shy, afraid and anxious when they spoke English in front of the class.
3. The students were not active in the class. It means that they were passive in the class. They just kept silent and did not give any response when the teacher spoke or asked some questions to them. From those

facts, they became nervous, doubtful and not enthusiastic in doing the speaking activity, because they had low competence in speaking.

The facts mentioned previously caused uninteresting teaching learning process and media. Due to these problems, the teacher should be able to provide an interesting medium in teaching especially speaking in order to the teaching and learning process more enjoyable. There are a lot of media provided for teaching speaking. One of them is board game. Board game which is a modification from Snake and Ladder game is developed as a media for teaching speaking. This game is modified by putting a certain situation or picture on each space to assist students in responding the situation orally.

Board game is a simple game with a dice and counters which are played on a large board. The board consists of spaces and there can be picture or message on particular space. To make it interesting, it can be created with a bright and colorful board on a large sheet of cardboard. Each space on the board represents a particular activity or game which the player must play. This game is played by two or more students in a group. Further, the rule of the game is students take turns rolling the dice. Every time they roll the dice they count the number of spaces in the game and wherever they land, they have to respond the message, situation or picture on the space orally. Since the focus of the game is for teaching speaking, the object of this game is to make students enjoy learning speaking. Moreover, it can encourage them to speak up because board game can

stimulate ideas for them. Board game also helps students to enrich their vocabulary because it provides some words.

Additionally, board game helps students to be more enthusiastic in understanding the learning materials while they are playing the game. It is also believed that board games can motivate students to be active and to get fun when they try to speak English (Chang & Cogswell, 2008: 3). Additionally, board game provides not only well-designed games to create interesting environment and relaxing situation but also playful and competitive games in which to focus on the teaching and learning materials (Treher, 2011: 3). This game has disadvantages too. As the game is played in a group, it will be difficult for the teacher to evaluate students individually. Nevertheless, playing this game, students will speak up their thinking.

Previous study is also reported by Lewis & Bedson (1999: 13), that board game is a fun and interesting language game in English learning. Board game also can be used as media in English teaching especially speaking. Furthermore, using board games in the language classroom is an effective way, because it can create fun learning and decrease students' anxiety to learn and practise communication skills as well as develop their own communication strategies that can be applied to the real world (Chang & Cogswell, 2008:1)

Based on the descriptions explained before, board games are alternative and useful media to be used in teaching speaking. Furthermore,

there are several contributions will be obtained in terms of curriculum and pedagogy. In terms of curriculum, board game which is implemented in the lesson plan will help the teaching materials run well and structured. Therefore, it can help the students understand the learning materials easier. In terms of pedagogical implication, it will give fun atmosphere in the teaching and learning process for both the teacher and the students. By applying this media, it will stimulate the students to speak because it is nice learning activity in which they can practice speaking while they are enjoying the game. Furthermore, teaching speaking using board game can be used as one of considerations for teacher in providing learning media.

B. Reasons for Choosing the Topic

1. English Speaking competence is one of the important skills that can be used to communicate with others in the target language, interact and exchange the information and it is also as an international language so the students speaking competence needs to be improved.
2. Board Game can stimulate the students to speak because it was nice learning activity in which they could practice speaking while they are enjoying the game. Furthermore, with the words existing on the board, students will know what they have to say.

C. Problem of the Research

In this research, the problem is formulated as “Is board game effective for teaching speaking?”

D. Aim of the Research

To do with the formulation of problem mentioned previously, the aim of the research is whether or not board game for teaching speaking is effective.

