

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives. Burn and Joyce (1997:54-55) state that one of the aims of the most language program is develop spoken language skills and most program aim to integrate both spoken and written language.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

To speak English is not easy because speaker should be able to master a lot of rules in speaking English such as, pronunciation, intonation, fluency, tone of voice, stress, vocabulary, grammatical structure, coherence, using of body language, and effectiveness of communication. Picollo (2010) on his article "Teaching Speaking to English Second Language Students" state that one speaking problem faced by students occurred because they worried about making mistakes, receiving critic or losing face in front of the rest of the class. As

prove, based on the writer's observation and interview in SMA 8 Muhammadiyah Kisaran, there are two problems found. First, most of students said that they have a problem in speaking English. They have difficulties in using grammar, diction, and pronunciation. Second, some of students are afraid to be laughed if they speak in front of the class and they do not want to embarrass themselves.

Nowadays, in teaching speaking, usually the teacher orients to the student's English book. The teacher teaches them by asking the students to read the dialogue in front of the class. This problem also happened in the school where the writer was doing the observation. These activities do not give any opportunity to the students to express their ideas or opinion directly or it cannot give any contribution to make the students speak English fluently; therefore, students cannot improve their speaking ability and be passive in the teaching learning process. Based on the students' mean score, in the first and second semester of tenth grade also show that there is a problem in students' speaking skill. The students are said to have mastered the lesson if they got a score up to 70. But there were more students who got the score under 70. It shows that the students' have to improve their speaking achievement. The students' mean score can be seen in table 1.1 below.

Table 1.1 Students Mean Score in the First and Second Semester of Tenth Grade

Semester	Mean score
1 st	63,45
2 nd	68,9

To solve the problem, the writer tries to find out the suitable teaching technique to be applied in teaching speaking based on the principle for designing speaking technique that in teaching speaking the students should give students

opportunities to initiate oral communication and also providing intrinsically motivating technique (Brown, 2001: 275). So the writer is interested to use Teams-Games-Tournament in this research.

Teams-Games-Tournament is one of technique to teach speaking skill to the students. TGT provide an English-speaking environment where the students can develop their speaking skills in a relaxing and interesting way. Through the Teams-Games-Tournament technique, students' speaking skill develop by doing games and tournaments, students learn not asking and answering questions mechanically, but interacting with the others and applying what they have learnt to ask and answer questions intelligibly responding to the audience's needs. Games were chosen as the students expressed that they enjoyed playing games very much; therefore, the speaking activities in TGT were designed in a way that the students get to speak up and exchange their ideas in order to play the games/tournaments. TGT also allows the teacher to use competition in a constructive/positive atmosphere. Competition is something students deal with all the time, and TGT gives them rules and strategies to compete as individuals after receiving help from their teammates. They will develop dependence or trust in their home team that allows them to feel confident when they compete in the tournament.

Eunice Kit-Lam Tang (2001) writes in his article "Developing Speaking Skills with Games: Towards A Co-Operative Learning Approach" learning speaking through games seems to be an effective way to develop speaking skills for young learners. Not only are games an important part of their everyday life, the game

setting also allows students to co-operate and interact, a natural way for developing speaking skills. When the students speak to prepare and run the games, they are not just answering questions or asking questions, but interacting with the others by making suggestions, responding to others' suggestions, asking questions and evaluating the answers from the others. The researcher believes that Teams-Games-Tournament is effective and interesting for students to improve their speaking skill.

This research conducted to investigate how the Teams-Games-Tournament can significantly improve the student's speaking skill, particularly to find out an empirical evidence of applying Teams-Games-Tournaments in teaching speaking by conducting treatment. In this research, the researcher will choose Expressing Opinion as the lesson topic. Expressing opinion in English is very important for every time we want to express our idea.

B. The Problem of the Study

In relation to the background of the study, it is necessary to formulate the problem of this research as the following "Does Teams-Games-Tournaments Technique improve students' speaking achievement on Expressing Opinion?"

C. The Objective of the Study

The objective of this study is to find out whether Teams-Games-Tournament significantly can improve students' speaking skill on expressing opinion.

D. The Scope of the Study

The study focused on the using of Teams-Games-Tournament on Expressing Opinion.

E. The Significance of the study

The result of this will be useful for:

1. Teachers to enable and encourage them using the model, such as Teams-Games-Tournament, in teaching English.
2. Students to use Teams-Games-Tournaments to improve their speaking English skill
3. Researchers who are interested in doing research about technique as a basis for further study.