CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is an important English skill that students should master in addition to reading, writing and listening. The function of oral skills is to express an idea, someone's feelings, and thoughts, which are expressed spontaneously through spoken language. Speaking skills are closely related to listening skills. In oral English, students must listen first and then speak, because oral English is not only about remembering and remembering written sentences, but also spontaneously expressing students' ideas orally.

According to Flutcher (2003), "Speaking is the oral using of language in communicating with others." In addition, Martin Bygate (1987) summarizes speaking and verbal expression as follows: "Oral expression involves not only using the correct voice, correct rhythm, and Intonation patterns, and choosing words and intonation in the correct order to deliver the right meaning.

Cameron (2001) said that speaking is the active use of language to express meaning so that other people can understand them. Speaking in a foreign language to share with others understanding requires attention to the precise details of the language. The speaker needs to find the most suitable word. The correct grammar is

used to convey the meaning accurately and accurately, and the discourse needs to be organized so that the audience can understand it.

In teaching speaking, there six types of classroom speaking performance that describe by Brown H. Douglas (2004), such as imitative, intensive, responsive, transactional, interpersonal, extensive. Kind of type performance that will be used in this research is extensive because here the students at intermediate to advanced level are appropriate in practicing extended monologues in the form of oral reports, summaries, or short speeches. Those monologues can be planned or impromptu.

In teaching speaking skill, it becomes the matter when it does not reach its goal and students are lack of patience and so forth. The problems that often appear in oral English teaching should be taken seriously and resolved. Because the success or the failure of oral teaching and the implementation of effective methods depend to a large extent on the classroom

Based on the experience of the researcher while doing the pre-observation, he found that speaking is consider as the most difficult skill in learning English, as it is found that the way teacher teaches the students still using the conventional method. In the class, sometimes teacher uses the media such as power point presentation (PPT) and paper in delivering the topic, but this way is not optimal to the students in achieving the learning objective. So that it gives the impact to the score of the students which is far from the expectation. When doing the learning activity in the

classroom the teacher did not give the chance to all of the students to speak. He only invited one of the students who is chosen by that student's friends in group as the representative of the group to deliver their discussion to others in front of the class. Teachers must creatively choose interesting materials and activities. She/he should provide a variety of materials and improve students' oral skills through role-playing, discussion or creating certain games, and create more enjoyable oral lessons (Rohdiana, 2017).

The expectation of the researcher that the teacher use the interesting media in teaching speaking due to improve the speaking skill and the academic achievement of the students but in reality the teacher did not use the interesting media in teaching speaking so the student can't understand and receive the material as well which is, it will affect to their academic achievement.

We also know that although English has been taught since elementary school, students in most schools rarely use English when communicating with teachers or classmates. This situation may be caused by some major factors. One is that the students' vocabulary and pronunciation skills are not enough. The students' lack of mastery of vocabulary and pronunciation makes them lack self-confidence when they want to share their thoughts in English. They are afraid of making mistakes, afraid of being laughed at by friends. These conditions did not get enough motivation from the teacher

Based on the curriculum 2013 in senior high school, there are many kinds of genres in English which is needed to be learnt by the student, such as procedure, recount, report, narrative, descriptive, exposition, new story, anecdote, spoof, discussion, review, commentary, hortatory exposition and analytical exposition.

Generally speaking, descriptive text is a kind of text that describes what a person or thing looks like. It can come from the appearance, smell, sound/voice or texture of something or someone. The types of things that can be described using descriptive text are objects, animals, or specific people (specific objects, our pets, or people we know). The general purpose of descriptive text is to describe and explain a specific person, place or thing.

Gerot and Wignell (2001) pointed out that the general structure of descriptive text consists of identification and description. Identification in descriptive text is to introduce something/person (person, place or thing) to be described. Identify the phenomenon to be described in the process. On the other hand, describe the components, properties, and characteristics. At the same time, the description clearly describes the parts, qualities and characteristics of people, places or things

In order to overcome the students' oral difficulties, researchers try to teach oral skills through appropriate and effective media to make oral activities more effective for students, which will help improve students' oral skills. Therefore, the researchers chose games as a media to teach English. According to Esroz (2000),

games are highly motivating because they are fun. They can be used to practice all language skills and to practice many types of communication. In this study, the researchers used board games as a communication media and used round table technique to teach descriptive text speeches, so that all students had the opportunity to speak, challenge, and create an enjoyable/interesting atmosphere in the classroom.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", following to a set of rules. For example monopoly, snakes and ladders and many other board games. This research is needed to do in order to solve the student problem in speaking skill. The combination of board game and learning of course will be able to solve the mental problem of the students, that we know by using game it will create fun and interactive class, so the student will enjoy the learning process and finally it will motivate and increase their enthusiasm in learning speaking and improve their speaking skill and their higher order thinking.

Moursund (2007) said that board games have some of the some features. Players are dealing with rules, dice, making decisions, and striving to win the game. It is also related to turns, the rules of the game, and the language of communication with other players. This game also allows students to communicate with each other and exchange languages. Therefore, the teaching and learning process should be interactive and goes well.

There are several studies related to the use of games to teach language. The first study was conducted by Rahmawati (2012). Researchers found that most students were not interested in the teaching process because the teacher only gave monotonous skills to teach oral English. The students are too shy because they lack grammar and are afraid of saying the wrong thing, so they dare not share their thoughts by speaking. In order to solve these problems, she used board games to improve students' oral English skills. In order to solve these problems, she used board games to improve students' oral English skills. The results of the study show that the students' oral skills have improved after using board games.

The second research was conducted by Lia (2015). Researcher found that students' speaking skill was generally low. More specifically, they have difficulty communicating because they tend to say how some words are written. It is not easy for them to remember the pronunciation of a word, because they already have a written form before introducing the pronunciation. There is also a problem with the student's intonation. So she used board games to solve these problems. Research results show improvement after using board games for teaching

In regard with the problems above, the researcher agree to make solution to overcome the problems and to improve the speaking skills‟ at grade X students of SMA NEGERI 1 Tanah Jawa, by using Communicative Board Game as media in teaching speaking descriptive, the researchers believe it is able to improve and guiding the students to speak, develop students‟ imaginations, accommodating their

interests, stimulating them to express ideas and also make the learning process more interesting and entertaining.

By paying attention to other issues and considerations that research use Communicative Board Game media to improve student speaking achievement, the researcher intend to raise this issue in a study entitled "Developing Communicative Board Game as Speaking Descriptive Text Learning Media For Grade X at SMA Negeri 1 Tanah Jawa.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows, how is Communicative Board Game Developed as Speaking Descriptive Text Learning Media for grade X in SMA Negeri 1 Tanah Jawa?

C. The Objective of the Study

Based on the problem of the study above, the objectives of the study is to develop the Communicative Board Game as Speaking Descriptive Text Learning Media for grade X in SMA Negeri 1 Tanah Jawa.

D. The Scope of the Study

There are four skills in English such as speaking, listening, reading and writing, but the researcher will focus only in speaking skill and based on basic competencies for grade tenth in curriculum 2013, students should be mastered three

long functional genre texts, those three long functional genre texts are descriptive text, recount text and narrative text. So here the research that would be developed will focus on descriptive text and the focus of descriptive text here only about describing places. Finally the study will focus on the development of English Speaking Descriptive text by using Communicative Board Game. The development of media will not replace the existing of teacher and have independence in learning, but this media was as supplementary aid in speaking descriptive text and it would still require instructions from the teacher.

E. **The Significances of the Study**

The finding of this study is expected to give theoretical and practical contribution, as follows:

1. Theoretically

The findings of the study later will be added by some new theories and information in developing learning media are by using Communicative Board Game to students. The findings could motivate the students to be better on Speaking descriptive text because there is some object that they must be described, furthermore this research will serve more insight into the use of speaking board game in teaching process, the importance.

2. Practically

A. For the teachers

The findings of the study could be a source of reference for the English teachers and students of SMA Negeri 1 Tanah Jawa, especially as a recommended Speaking media. Moreover, it could help teachers to easily achieve the learning objectives. In addition this media can be used as new inputs for the teacher, developers and educational institution to select the appropriate English speaking media for their students.

B. For students

The result of this research can motivate and increase their enthusiasm in learning speaking and improve their speaking skill and their higher order thinking. And of course it will improve their academic achievement especially in speaking skill.

C. For School.

This study can be an stimulus or encouragement for the school to invite all the teacher to create and use media in learning process and of course it will make the leaning process better and effective learning which is it will be able improve the academic of the student and the school quality.

D. For future researchers

This study can be used by the future researchers as a referential contribution in conduct similar research, so the future researcher can be motivated to create the others kind of learning media or a better learning media in purpose to create the effective learning process.