

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

English Speaking needs constant practice, especially for those who study English as a foreign language. The proficiency in speaking English is highly required in this era of globalization and challenges. This is extremely necessary for those who would like to get a job related to English-Qualification. In Indonesia, English has been taught since kindergarten up to university level. It is clearly expected that graduation students are able to show their performance in English speaking ability.

Speaking hold an important role as one of basic four skills of English. Millions of people around the world today want to improve their English Speaking. In order to support people's needs in mastering English, many different ways of teaching strategy are available. Teaching media such as books, booklet, video-tutorials, internet and other language teaching materials and resources are available.

As an English teacher, the main purpose of teaching English is to aid students in developing their ability to speak automatically and spontaneously, to describe orally about objects around them, then discuss it in group. Students are directed to describe an object or a specific topic within the frame of the object as instructed by

the teacher. Erik Palmer, in his book *Well Spoken*, states that speaking well really is an art, though most of us have been speaking since we were young children. Carefully choosing our words, organizing our ideas so they are easy to follow, captivating an audience by employing effective gestures or changing our pace in speech—these are the building blocks of good public speaking. Every student can learn them, practice them, and perform them. But first, they need conscientious teachers who will show them how.

In teaching learning process of speaking, students find that speaking is difficult to practice. When the teacher asks the students to express their ideas or opinion orally, most of them are too afraid or too shy. Therefore, make the students lazy to take part and their speaking skills would not improve.

Febriyanti, in her thesis *Teaching Speaking of English as a Foreign Language: Problems and Solution*, states that speaking is one of the language skills that are very essential to support further oral communication, but it is the most difficult skill to develop. In line with Febriyanti, Nascente states that foreign language learners have two problems, both internally and externally. Internally, they may experience the feeling anxiety, and reluctant to use the target language because they afraid to make mistakes.(2001:18)

The same happenings happen to the writer during Program Pengalaman Lapangan Terpadu at SMK HARAPAN STABAT, Kabupaten Langkat. Many of the students cannot speak English spontaneously. Most students are passive in the

classroom. The students have low ability in expressing their ideas. In fact, the students' lack of speaking skills was influenced by the ways of teaching. Mostly, the teacher simply assigns the students to do the questions in text book, reading-writing comprehension, but rarely practice the speaking skills. As the result, very view students have any interest to speak in English. It means teachers have to be concerned with the students' speaking achievement by doing it in different strategy.

Many teachers today agree that students should learn to speak English by interacting with others routinely. Students should practice regularly those speaking components, such as pronunciation, grammar, vocabulary and fluency. In brief, English teacher should be more creative in developing their teaching-learning strategy.

| Inisial siswa | Nilai | KKM |
|---------------|-------|-----|
| A.L           | 50    | 70  |
| A.A           | 60    | 70  |
| B.N           | 60    | 70  |
| M.D           | 50    | 70  |
| M.M           | 65    | 70  |

For this reason, English teachers should apply appropriate and interesting ways to teach speaking. It is assumed that students can be more excited when teachers use proper games to deliver the lessons. There are many kinds of games to teach English. In teaching learning process, language games such as *scrabble*, *puzzle*, *word-guessing*, *magic-square* etc can attract students' attention to study and be more active in the class.

One of the simplest games is the *magic-square* game. This *magic-square* game is used to encourage students to improve their speaking achievement. *Magic-square* game is a game where students are given four topics in a square shape, then discuss it in group. The main good point of the game is that the game is low budget and easily modified. It can be played with colorful flash cards and even played simply using whiteboard and marker. This is the reason why the writer will use this game as a media in teaching. With this game, students do not feel like they are studying, instead they will feel like they are playing. Therefore, it will increase their interest in studying. This is the reason why the writer use this game as a media in teaching. Therefore, in this research, the writer tried to investigate the effectiveness of using *magic-square* game to improve students' speaking achievement.

## B. The Problem of the Study

In reality, many students are not able to speak English fluently. In order to solve the problem, the writer uses the *magic-square* game as a media to improve students' speaking achievement in speaking. In line with the background of the study, the problem is formulated as follows: “ does the use of *magic-square* game significantly affect the students speaking achievement?”

## C. Objective of the study

Related to the problem of the study, the objective is to see the significance of using *magic-square* game in improving students' speaking achievement

## D. Scope of the study

The 'magic-square' game is a media that can be used in teaching learning process. It is a game that played in group, to ease the students' nerve. Using this game can make the atmosphere in classroom more relax and students can absorb the lesson better. By playing this game, students will be more interested and more active in learning. They will feel something new from what they usually get in classroom. Related to the problem of the study, the objective is to see the significance of using *magic-square* game in improving students' achievement in speaking

In this thesis, the researcher limits this study only on the use the *magic-square* game in order to improve students' achievement in speaking English. It is highly expected that the learners are able to speak out after practicing the game regularly.

#### E. Significance of the study

As this thesis is concerned with the effect of the *magic-square* game on students' speaking achievement, the result of the findings will provide valuable input to:

- (1) English Teachers. The findings will give more information about how to improve students speaking using game as the media,
- (2) Students. The finding of this study will give them information in selecting the interesting and effective media to improve their speaking achievement and
- (3) Those who are interested in carrying out further research related to this research. The findings of this study are expected to provide some valuable information.