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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is one of the languages in the world and becomes the international language that has spoken by millions of people all over the world. It helps people who come from differences countries easily making interaction and communication each other. English also plays an important role in all aspects of life today such as in medicine, pharmacy, finances, industry, military and also in education. Indonesia is one of the countries that puts English into the educational curriculum and become one of the compulsory subjects to be taught from Junior High School to university level.

According to 2013 curriculum, there are four skills to be mastered by students namely listening, speaking, reading and writing. Among the four skills, speaking plays an important role because without it, communication cannot take place directly between people. Brown (1994) states that speaking is a skill in producing oral language. It occurs when two or more people interact with each other aiming at maintaining social relationship between them. It is not only an utterance but also a tool of communication. In Indonesia, students still find the difficulty in speaking. According to Richards and Renandya (2002), speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

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Speaking is productive skill that taught at MA Al-Fajar Pekanbaru is become the compulsory subject. The curriculum used in the school is KTSP curriculum. Based on the researcher's preliminary observation at MA Al-Fajar , English will be taught twice a week with the duration 90 (2x45) minutes and the passing grade (KKM) in that school especially in speaking is 75, where the students are intended and able to express text monologue accurately, fluently, and rhyming to interact with their surrounding orally. The explanation of rubric for Minimum Competence Criteria(KKM) can be seen as follows:

**Table I.1**  
**Minimum Competence Criteria**

No	Score	Mark	Competency
1.	81 – 100	A	Students can express very well monologue texts orally very accurately, and fluently to interact with their surroundings
2.	61 – 80	B	Students can express well monologue texts orally accurately, and fluently to interact with their surroundings
3.	41 – 60	C	Students have limited skill to express monologue texts orally in order to interact with their surroundings
4.	21 – 40	D	Students have little skill to express monologue texts orally to interact with their surroundings
5.	0 – 20	E	Students have no skill to express monologue text orally to interact with their surroundings.

In fact, the students cannot achieve the Minimum Passing Grade in Speaking. Based on writer's interview with an English teacher at MA Al-Fajar, the teacher always teaches at MA Al-Fajar students by using conventional or traditional method. This method is lecturing method and included in teacher- center approach, which in learning and teaching process that is conducted orally by the teacher in the class. The teacher explains material actively while the students listen and follow the lesson. If the students find crucial points related to the lesson, they will note it.



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When the students do not understand the teacher's explanation, they can ask some questions related to the lesson, then the teacher gives opportunity to another students who can answer the question. At the end of learning and teaching process, the teacher add additional explanation about the lesson if it is needed. For the students who are brave to answer the questions will get appreciation such additional score. However, it makes some students become passive in learning process, because just a few students want to speak. Some of them do not know what the teacher is exactly talking about, and the students are afraid of speaking.

They are afraid of making mistakes and they are also afraid of being laughed at by other students, so they just keep silent and keep their ideas and feelings in their mind. In the other side, the students are still afraid of speaking in front of the class because of their weaknesses that they have such as lack of grammar, vocabulary, bad pronunciation and comprehension.

Based on the research's interview with some students, sometimes the teacher asked the students to speak spontaneously without making preparation before, so that the students could not speak well. This technique is not effective to be applied, because it does not make the students feel comfortable with the teaching and learning process.

The writer finds phenomena that is difficult for the students speak using English. The students cannot speak well such as the students often do not have self – confident to speak English, the students feel shy to speak English, and the students still have lack of vocabulary. The environment or situation of students is important thing in teaching and learning speaking activity, the students always remember



about the activity of their speaking English and the students need to practice their speaking and also other person around them if they find some difficulties without afraid.

The researcher found the following phenomena as listed bellow: The first is the students are not motivated to perform speak English in front of class. The second is the students do not have confidence to speak English. The third is some of students get bored while learning process. The last is some students do not pronounce well in speaking or daily conversation. Considering the facts above, the researcher applied a technique in order to make the students speak. There are many alternative techniques to improve the students' skill in speaking. One of the techniques that researcher used was Find the Differences game. Actually, the problem faced by students is caused some factors, such as the facility in the school is not complicate; the technique used by the teacher is not interesting. There is good strategy as a solution of the problem. It called Find the Differences strategy in teaching speaking.

Gibbons (2002) in Salmiati (2008) states that Find the Difference game is a kind of game that uses two pictures which are slightly differences from each other. The students can work in pairs in which each pair is given two differences pictures. In order to be able to describe something, the students need to use relevant vocabulary. The goal of "Find the Difference" game is to ask and answer questions, and give information, thus improve listening and speaking skills, while increase understanding of the target language. In this game, the students are able to describe something, express their ideas and share it to other students.



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From the problems above, the writer is interested to do a research entitled **“The Effect of Using *Find the Differences* Game on Students’ Speaking Ability at MA Al-Fajar Pekanbaru”**.

## B. The Problems of the Research

### 1. Identification of the Problems

The identification of the problem in this research is as follows:

- a. Why do the students still have difficulties in speaking?
- b. Why do the students have lack of grammar?
- c. Why do the students have no motivation in speaking?
- d. Why do the students feel shy in speaking?
- e. Why do the students feel unmotivated in speaking?
- f. Why do the students have limited vocabulary?

### 2. Limitation of the problem

Based on the identification of problems by the researcher, there are many problems faced by the students, in order to avoid misunderstanding in this research, researcher give limitation. This research focus on teaching speaking using communication game toward second grade students of Senior High School. The researcher considers the limitation of this research, because of limited time, finance and knowledge of the research. The researcher focuses on students’ speaking ability in terms of pronunciation, fluency, grammar, vocabulary, and comprehension.

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### 3. Formulation of the Problems

Based on the problem which is limited, there are some question must be found out the answer.

- a. How is the speaking ability of the students before being taught by using the differences game at second grade students of MA Al-Fajar?
- b. How is the speaking ability of the students after being taught by using the differences game at second grade students of MA Al-Fajar?
- c. Is there any significant effect of using find the difference game on students' speaking ability at second grade students of MA Al-Fajar?

### C. Objective and Significance of the Research

#### 1. Objective of the research

The objectives in this research are below:

- a. To investigate speaking skill of students before being taught by using the differences game at second grade students of MA Al-Fajar.
- b. To investigate speaking sill of students after being taught by using the differences game at second grade students of MA Al-Fajar.
- c. To know whether there is a significant effect of using find the differences game on students' speaking ability at second grade students of MA Al-Fajar.

#### 2. Significance of the research

The significance of this research:

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- a. Hopefully, this research is able to contribute the writer as a novice researcher especially in learning how to conduct a research.
- b. Hopefully, the result of this research is also hoped to be useful and valuable especially for the students and teachers in teaching and learning process.
- c. Furthermore, the research findings are also expected to be useful and positive information for other researchers.
- d. Finally, the research findings are also expected to be practical and theoretical information.

**D. The Reason for Choosing the Title**

There some reasons why the writer feels interested to do this research, they are as bellows:

1. The writer wants to know the result of using the differences game to teach speaking at second grade students of MA Al-Fajar.
2. The problems of this research are very interesting to be investigated in term of teaching and learning process.
3. The subject of this research is relevant to the curriculum used by MA Al-Fajar.
4. The title of this research has never been investigated by other researchers in this University.

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## E. The Definition of Key Terms

In order to avoid misunderstanding and misinterpretation in this research, some definitions of the terms used will be described as follows:

1. **Find the Difference Game** is a kind of game that uses two pictures which are slightly differences from each other (Gibbons, 2002 in Salmiati 2008). In this research, “Find the Difference” game is as a teaching media used in teaching speaking at MA Al-Fajar Pekanbaru.
2. **Speaking**, according Hornby (2000) speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In this research, speaking means the students’ performance in sharing their ideas, message, and opinion by using English language directly.
3. **Speaking ability**, according to Harmer (2001), Speaking ability is students’ ability to communicate and to express their intention, ideas, facial expression, emotion, and information by saying utterances. In this research, speaking ability means the students’ ability to describe the differences of the pictures given to them.

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