

Hak Cipta Diindungi Undang-Undang

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Speaking is one of the skills that should be mastered in learning a language by senior high school, because it is important for them to improve their ability to communicate orally by presenting their ideas in real life. This skill is very important to be mastered by every single of student if he/she commits to master the communicative competence of English. By considering this statement, teachers of English are expected to pay attention to the speaking materials in English teaching and learning process. Teacher should be able to provide and apply many techniques, models, strategies, and methods in English teaching and learning process.

In fact, many senior high school students has inadequacy of explaining certain procedures fluently in English when they are asked to do or make something. Therefore, the teacher should be creative to choose an approach or technique of teaching that is suitable with the condition and the needs of the students. As a result, the goal of teaching and learning can be achieved. Therefore, this issue has become a dilemma for most English curriculum developers in finding the best approach to teach English in order to enable the students' competence to communicate in English both spoken and written successfully.

State senior high school 1 Rokan IV Koto is one of the schools which implements K13 (2013 Curriculum) in teaching and learning process.

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English is a curriculum that a school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject in the school. It is used for the tenth until twelfth grade. According to competency standards in curriculum, especially in speaking, students are able to express some variety of meanings (interpersonal, ideational, textual) various interactional and monologues spoken text, especially in the form of descriptive, narrative, spoof, recount, procedures, reports, exposition, explanation, discussion, commentary, and review text.

Based on interviewed the English teacher in march 2017, the minimum standard cumulative (KKM) of the score at State Senior High School 1 Rokan IV Koto was 75 (seventy five). Unfortunately, most of the students' score of English were far from the expectation of KKM. It showed that there were only 20 % from 21 students who could pass KKM. It means that, most of the students had low scores and did not achieve KKM of speaking test.

In teaching and learning activities in state senior high school 1 Rokan IV Koto, the English teacher taught students by traditional teaching strategy, such as the teacher delivered some topics and the students were asked to answer some questions related to the topics. Besides, the teacher used dialogues in which the students only read and then practice the dialogues with their friends in teaching speaking in the school. Based on the students' score, it can be noticed that most of the students were not interested in teaching and learning process and they were lazy to practice English in the

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classroom. In fact, the students had many difficulties to understand about the material and they cannot speak spontaneously. Therefore, it did not bring any significant improvement on students speaking ability.

Based on the writer preliminary study, one of the students' problems was they could not speak English well because they were not usual to use English in the classroom. The problem of the students can be seen in the following phenomena:

1. Some of the students were not able to speak English with good pronunciation.
2. Some of the students were not able to respond what the teacher said.
3. Some of the students were not able to speak English fluently.
4. Some of the students were lacked of vocabulary.
5. Some of the students were not able to speak English in good grammar.
6. Some of the students were not able to get the information from the teacher's explanation.

From the problems above, to improve students' speaking ability the teacher needs a media or technique to help the students as solution of their problems. Among the media, a game is one of the effective ways to increase students' speaking ability. By using game, the students will understand easily the lesson and reduce boredom. It also helps the students to understand the lesson faster and easier. Boroujeni (2007, Pp. 21-37) said that games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. They are thus a natural self-expression for

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both the young and old. They have the advantage of attention in focusing, providing a self-motivation environment for the students with their active participation.

The advantages of games in the classroom, students have great willingness to practice speaking skill. Lee Su (1995, p. 35) states that “Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading... They create a meaningful context for the language use.” Games can overcome the speaking problems. Games bring relaxation and fun for students and usually involve friendly competition and interested in learning. These create the motivation for learners of English to get involved and participate actively in learning activities. In other words, relaxed atmosphere which is created by using games students remember things faster and better.

According to the problem that is faced by the students above, the writer offers Tic Tac Toe Game as media to improve students’ speaking ability. Paul (2003, Pp. 68-69) states that “Tic Tac Toe Game is played by two players, where the first team touches or points to any card and tries to say what it is, make a sentence about it, or answer a question about it (asked by the other team). It easy to insert new language targets and mix old and new targets, and the children can practice a lot in a short space of time. Tic Tac Toe definitely has the potential to encourage active learning.”

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The writer used this game because this game is a kind of competition and the students are allowed in collaboration with their friends or individual, so the students have motivation to defeat their/his/her friend with collaboration in a pair or individual. Harmer (2003, p. 88) states that “good speaking activities can and should be highly motivating.” So, it can motivate the students to be more interested in teaching and learning process in the classroom. Therefore, the writer is interested in conducting a research entitled: *“Teaching English Using Tic Tac Toe Game: Its Effect on Students’ Speaking Ability at The Tenth Grade of State Senior High School 1 Rokan IV Koto.”*

B. The Problems of The Research

1. The Identification of the Problems

Based on some phenomena depicted in the background, the problems of this research was identified as follow:

- a. Some of the students were not able to pronounce the words well.
- b. Some of the students were not able to speak English fluently.
- c. Some of the students were lack of vocabulary.
- d. Some of the students were not able to speak in good grammar.
- e. Some of the students were not able to understand the teacher’s explanation.

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2. The Limitation of The Problems

Based on the identification of the problems depicted above, it was sincerely better for the writer to restrict the problems in order to pay more attention to specific problem. This research is merely focused on the use of Tic Tac Toe Game to improve students' speaking ability.

3. The Formulation of The Problems

Based on the explanation above, the problems can be formulated in the following research questions:

- a. How is the students' speaking ability taught by using Tic Tac Toe Game of the tenth grade at state senior high school 1 Rokan IV Koto?
- b. How is the students' speaking ability taught without using Tic Tac Toe Game of the tenth grade at state senior high school 1 Rokan IV Koto?
- c. Is there any significant difference between using Tic Tac Toe Game and without using Tic Tac Toe Game on students' speaking ability of the tenth grade at state senior high school 1 Rokan IV Koto?

The Objectives and Significance of the Research**1. The Objectives of the Research**

There are three objectives in this research. They are:

- a. To find out the students' speaking ability taught by using Tic Tac Toe Game of the tenth grade at state senior high school 1 Rokan IV Koto.

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- b. To find out the students' speaking ability taught without using Tic Tac Toe Game of the tenth grade at state senior high school 1 Rokan IV Koto.
- c. To find out the significant difference of students' speaking ability which were taught by using Tic Tac Toe Game and without using Tic Tac Toe Game of the tenth grade at state senior high school 1 Rokan IV Koto.

2. The Significance of the Research

The objectives of this research are:

- a. For the researcher, the result of this study can give the researcher useful knowledge of the use of Tic Tac Toe games in teaching speaking skills.
- b. For the English teacher, this study will provide useful activities to improve students' speaking skills.
- c. For the students, this study can make them to become more active and creative in the speaking teaching and learning process.
- d. For the future researchers, this study can be a source to conduct further research relevant to the problem.

D. Reason for Choosing The Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of the research are interested to be investigated in term of teaching and learning speaking as EFL/ESL class.

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2. The teachers of speaking are required to improve students' weaknesses of speaking.
3. The topic is relevant to the writer as one of the students of the English Education Department.
4. The title of this research is not yet investigated by other researcher.

E. The Definition of The Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Teaching English

The English teachers should transform their knowledge about English to their students in order to make students know the way how to use English well. In this research, the teacher should be creative to make classroom condition comfortable to the students in learning process, so the students can enjoy to join in the classroom activities and receives what knowledge that was though by the teacher.

2. Tic Tac Toe Game

Tic Tac Toe Game is played by two players, where one player represents noughts (O) and another player represent cross (X). The player who succeeds in placing three of their own marks in a horizontal, vertical, or diagonal row wins the game. Tic Tac Toe game can be fun for the English classroom and the students can improve thier speaking ability, because through this game the students can also speak spontaneously. In

this research, through Tic Tac Toe game students should practice how to express their ideas in a foreign language, students have to play the situation.

3. Speaking Ability

Speaking Ability is someone's power to express what they think and feel through speaking. In this research, speaking ability refers to special nature or power of students to express what they think and feel through speaking by using English naturally.

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