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CHAPTER I INTRODUCTION

A. Background of the Study

Look at the developing science and technology, language has an important role for human life, by using language people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subjects studied at school.

There are four skills of English, those are listening, speaking, reading and writing. Speaking is not the first skill in English, but speaking can be the most important in English ability. The people's ability in using English can be looked from their speaking. Speaking skill is always used to make communication with other people in the world. So, speaking needs to be taught in every school. Speaking has been learned from the elementary school up to the high level in the university. It means that the students in the junior high school level must master speaking well.

Brown (2004) states that the speaking skill consists of five components, grammar, fluency, vocabulary, comprehension, and pronunciation (as cited in Putri, 2014). Thus, the student has to master the entire components to achieve the

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aim of speaking and to be communicative. Considering the needs of mastering speaking as one of the ways for mastering English, teachers need to improve students' pronunciation, fluency, vocabulary, grammar and comprehension.

In addition, Harmer (2007) says that speaking usually involves two or more people using language for interaction and tractional purpose (as cited in Fauzia, 2014).

In the curriculum, speaking should be learned through games in teaching English. In the curriculum (KTSP), there are three types of the text, they are transactional text, functional text, and monolog text. Transactional is often used when people do conversation. Functional text uses an advertisement as an example. In Monolog texts, there are six genres that are taught to the students in junior high school: descriptive, narrative, report, procedure, spoof and recount. For junior high school students, one of the texts that they learn is recount which belongs to story genres in which that function is to enable people to retell a series of events or experience in the past for the purpose of informing or entertaining.

State Junior High School 3 Tambang is one of the Junior High Schools in Kubang Raya Pekanbaru is located at Jl. Tuanku Tambusai No.30 Kecamatan Tambang Kabupaten Kampar Provinsi Riau. English is one of the subject courses in school-based Curriculum (KTSP). In this school, the students study English twice a week (2x45 minutes per meeting). It means that the students have 90 minutes in a week and the passing grade (KKM) for English is 75.

Base on the information from teachers of English at the second year students of State Junior High School 3 Tambang, they justify there are several

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phenomena found at the second year of State Junior High School 3 Tambang. The phenomena are:

1. Some of students do not have good pronunciation in speaking or daily conversation.
2. Some of students sometime do not have enough vocabulary to communicate well with the other friends.
3. Some of students are not interested in speaking English.
4. Some of students are not aware that English language is very important.

Actually, the problems faced by students are caused by some factors, for example the facility in the school is not complete; the technique used by teacher is not interesting and students' interest in learning English is low. There is a good strategy as a solution of their problem. It is called Crisscross game.

Putri and Rozani (2014) state that Crisscross game is an active game because it aims at reviewing or revising pronunciation. This should work well in junior high school students. Crisscross game is one of the games which helps teacher in teaching learning process especially teaching speaking. Crisscross game has a characteristic that asks the students to speak up retelling something so that it is matched to teach spoken recount text. In this respect, teaching crisscross is a great warm up. By playing Crisscross, students are more interactive in retelling something. Crisscross game supports students to speak more.

Based on the explanation above, the writer concludes that teaching speaking through crisscross game is a good strategy that can motivate the students in teaching and learning speaking in the class.



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THE EFFECT OF USING CRISSCROSS GAME ON STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF STATE JUNIOR HIGH SCHOOL 3 TAMBANG.

B. The Problem of the Research

1. Identification of the Problem

Based on the background and the phenomena above, the problems of the research are identified as follows:

- a. Why do some of the students not have good pronunciation in speaking or daily conversation?
- b. Why do some of the students sometime not have enough vocabulary to communicate well with the other friends?
- c. Why are some of the students not interested in speaking English?
- d. Why are some of students not aware that English language is very important?

2. Limitation of the problem

The problem of this research only focuses on the effect of using crisscross game on students' speaking ability at the second year at State Junior High School 3 Tambang.

3. Formulation of the problem

- a. How is the students' speaking ability taught by using crisscross game at the second year of State Junior High School 3 Tambang?



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- b. How is the students' speaking ability taught without using crisscross game at the second year of State Junior High School 3 Tambang?
- c. Is there significant effect of using crisscross game on students' speaking ability at the second year of State Junior High School 3 Tambang?

C. Objective and Significance of the Research

1. The objectives of the Research

- a. To find out the students' speaking ability taught by using crisscross game at the second year of State Junior High School 3 Tambang.
- b. To find out the students' speaking ability taught without using crisscross game at the second year of State Junior High School 3 Tambang.
- c. To know whether there is significant effect of using crisscross game on students' speaking ability at the second year of state junior high school 3 Tambang.

2. Significance of the Research

- a. Hopefully, this research finding is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also useful and valuable, especially for students and teacher of English at State Junior High School 3 Tambang for their teaching and learning consideration.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the

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field of teaching and learning English as a foreign language and those who are concerned with the field of teaching in General.

- d. Finally, these research findings are also expected to be practical and theoretical information to development of theories on language teaching in general.

D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research:

- 1) The title of the research is relevant with the writer's status as a student of English Education.
- 2) The title of the research is not yet investigated by other previous researches.
- 3) The locating of this research facilitates the writer in conducting the research.

E. Definition of the Terms

There are so many terms involved in this research. To avoid misunderstanding to the terms which are used in this research, the following terms are necessary defined as follows:

- 1) Effect

Creswell (2008) note that effect means to identify the strength of the conclusion about group differences or about the relationship among variables in a quantitative study. Furthermore, according to Hornby

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(1995:369) effect is a changing caused by something. In this research, effect is defined as the result of teaching speaking of using crisscross game to improve students speaking ability at the second year of State Junior High School 3 Tambang.

2) Crisscross Game

Barnes (2014) states that Crisscross Game is a warm up activity used for reviewing previously learned grammar or vocabulary. The teacher asks the class questions. The students compete to answer questions out loud before each other.

3) Speaking Ability

Speaking skill is a proficiency of using the language orally. In this research, speaking ability means competency of the students to express their ideas, opinions or feeling in oral communication.