

CHAPTER I

INTRODUCTION

A. The Background of the problem

Speaking is one of the productive language skills. As one of the productive skills it is needed by the students to express their ideas and to share about some information to the other people directly. Cameron states that speaking is the active use of language to express meaning, so that other people can make sense of them.¹ Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills. Dealing with the idea, Nunan says that speaking is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you are speaking, you cannot edit and revise what you to say, as you can when you are writing.² It means that speaking skill is not an easy skill. It will measure students' success in learning a language rather than other skills such as, listening, reading and writing.

Furthermore, Speaking is a skill that includes English subject. It should be studied and practiced persistently. It can help students to perform their ideas, feeling, thoughts, suggestion, and comments in a public. It will be the first product which shows their quality in English. Therefore, most of the

¹ Lynne Cameron, *Teaching Language to Young Learners* (New York: Cambridge University Press, 2001), p.40.

² David Nunan, *Practical English Language Teaching* (Sydney: Mc Graw Hill, 2003), p.48.

students assess their progress in English based on their achievements in spoken communication. In accordance with the idea above, Jack states that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.³ It can be inferred that speaking is an activity used by someone to communicate with other. It has become a part of daily activities.

In order to accomplish the students' needs toward speaking, School Based Curriculum (KTSP) provides speaking as one of the skills in mastering English that must be taught and learned in senior high school. SMAN 1 Lubuk Dalam is one of the schools that also uses School-Based Curriculum (KTSP) as its guidance in teaching and learning process. The standard competence of English subject in SMAN 1 Lubuk Dalam for the second grade is that the students will be able to express the meanings in short functional text and monologue in the form of narrative, spoof and hortatory exposition in daily contexts.⁴ It is also supported specifically by the basic competence in syllabus of SMAN 1 Lubuk Dalam that the students are able to express the meanings in formal and informal short functional texts accurately, fluently and acceptably in daily contexts. And they are also able to express the meanings in simple

³ Jack C Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p. 16.

⁴ Siti Arbainah, *Syllabus of SMAN 1 Lubuk Dalam 2013-2014* (Lubuk Dalam: Unpublished, 2013)

monologue texts by using oral language accurately, fluently and acceptably in daily contexts, on texts of: narrative, spoof and hortatory exposition.⁵

Based on explanation above, it clear that teaching speaking in school is not separated from functional texts and simple monologue texts. Short functional texts are types of informational texts to help the information receivers or readers grasp the information quickly. Short functional texts can be in the form of notice, announcement, prohibition, invitation, memo, advertisement, etc. In daily speech, there are many types of functional texts, not only in the forms of short functional texts such as prohibition, invitation, greeting cards, short message, etc. but also in the forms of long functional texts or essays. A text forms a piece of language use or a record of a communicative act, or the so called language which is functional. In general, texts which have the same sorts of meaning and/or the same structural elements are said to be the same text type. Long functional texts are also classified on the basis of the intention of the communicator. Based on its communicative purposes, text varies in the course of its function, generic structure, language feature, and vocabularies. The type of Long Functional Text including Narrative, Recount, Descriptive, Procedure, Report, Anecdote, Hortatory, Spoof, Explanation, Discussion, News Item text, Review, and Analytical Exposition text.⁶ While, Monologues are short, dramatic, stories that are acted out on the stage in front of a live audience. There are basically two types of monologues; autobiographical and storytelling. In an

⁵ Ibid

⁶ Siti Arbainah, *Modul Bahasa Inggris 2013-2014* (Lubuk Dalam: Unpublished, 2013)

autobiographical monologue, the character will tell a story about an experience that was very significant in life. In a storytelling monologue, you will tell a story about characters in a more fictional way; and, then, you will reflect on how this scene has made you understand something about human beings or life.⁷ Monolog is an important part in speaking ability for learners.

Based on the researcher's preliminary observation in SMAN 1 Lubuk Dalam Siak Regency, the teacher had tried to teach her students maximally in order to make their students interested in expressing their ideas by using the target language. The Teacher already used several techniques and strategies such as retelling, guessing game, Drama, small group discussion, question response and etc. the teacher also let the students to express their ideas freely as much as they could. The students also could combine English with Indonesian language in speaking and the teacher did not judge them to speak grammatically all the time. But when the teacher let them to speak or explain about the topic, some of the students were not able to do it. Ideally, the students are able to speak English well. But, what is expected from the teaching and the activities is contrary to the reality. They also cannot reach the demand of the minimum criteria of passing grade (KKM). The KKM of English subject is 72. It can be seen from the following phenomena:

1. Some of the students are not able to understand what the speaker says.
2. Some of the students use grammar incorrectly when speaking English
3. Some of the students have low ability expressing their ideas in English.

⁷ Gurspan, *Monologue Planner*. <http://defination.monologue>. (accessed june, 2014)

4. Some of the students are not able to talk by using proper vocabularies.
5. Some of the students are afraid of making mistakes to speak English
6. Some of the students have lack of self confidence when they are speaking in front of the class.

The researcher assumed that some of students' difficulties in speaking English might be caused by the uninteresting teaching strategy that had been used by the teacher. In teaching and learning process, teacher used monotonous technique that caused the students could not improve their speaking ability. It is necessary for language teacher to foster speaking skill on her students, it needs an appropriate way to be used as a solution in teaching and learning process. There is actually a game that can help teacher to improve the students' speaking ability, called just-a-minute (JAM) game.

JAM is a game that uses extemporaneous speaking and careful listening to emphasize good speaking and dictation.⁸ It is a game that can make students enjoy in English lesson. In other words, this game will give opportunity to all students to share their ideas to the other students, and they can practice how to speak fluently in front of their friend.

Based on the description of the phenomena above, the writer assume that the students still get difficulties in speaking. So, the researcher is interested in carrying out the research entitled: **THE EFFECT OF USING JUST-A-MINUTE (JAM) GAME ON THE STUDENTS' SPEAKING ABILITY AT SMAN 1 LUBUK DALAM SIAK REGENCY.**

⁸ Kavita tyagi and padma Misra, *Basic Technical Communication* (New delhi: Mudrak, 30-A, Patparganj. 2011), <http://books.google.co.id> (accessed Jun, 2013). p.256.

B. The Definition of the Terms

There are some terms involved in this research, thus, to avoid misunderstanding and misinterpretation of the terms used in this research. The following terms are necessarily defined as follows:

1. Just-a-minute (JAM) game

Just-a-minute (JAM) game is a game that can be applied in classroom for teaching speaking. Claire states that the objectives of just-a-minute (JAM) game are to improve oral language fluency; to improve pronunciation; to stress careful listening; to practice quick, logical thinking; to practice speaking in front of a group.⁹ Dealing with the ideas above, Willis states that the object of just-a-minute (JAM) game is to encourage fluency.¹⁰ It means that this game is very appropriate to develop and increase speaking ability. It makes students think critically about one topic and students can speak fluently in interesting way.

2. Speaking Ability

According to Thornbury as quoted by Siti Munawarah, "Speaking ability is a proficiency of using the language orally".¹¹ The speaking ability in this research means that the ability of a student to express ideas, feeling, and opinion about one topic orally.

⁹Elizabeth Claire, *Esl Teacher's Activities Kit* (1988), <http://elizabethclaire.com/store/media/general/product/just-a-minute-esl-listening-and-speaking-game-instructions-cards.pdf> (accessed may, 2013), p. 139.

¹⁰Jane Willis, *Teaching English Through English*. <http://beja-e-teachers.e-monsite.com/medias/files/teaching-english-through-english.pdf> (accessed juni, 2013), p.6.

¹¹Siti Munawarah. *A Research From the Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru*. (Pekanbaru:Unpublished, 2012), p.7.

C. The Problem

1. The Identification of the Problem

Based on the problems described in the background, the problems of this research are identified as follows: some of the students are not able to understand what the speaker says and the students have low ability to speak in English. Some of the students are not able to talk in the form of hortatory exposition by using proper vocabularies. Some of the students are afraid of making mistakes to speak English and some of the students have lack of self confidence when they are speaking in front of the class, Teacher used a monotonous technique that caused the students could not improve their speaking ability.

2. The Limitation of The Problem

Based on the identification of the problem above, there are many problems in this research. Thus, the problems of this research are limited to one of the problem. It is "Teacher used a monotonous technique that caused the students could not improve their speaking ability". Therefore, the writer tries to use just-a-minute (JAM) game to make students easy when they are speaking in English.

3. The Formulation of the Problem

Based on the background above, the problems of this research can be formulated in the research question:

- a. How is the students' speaking ability taught by using just-a-minute (JAM) game at SMAN 1 Lubuk Dalam Siak Regency?

- b. How is the students' speaking ability taught without using just-a-minute (JAM) game at SMAN 1 Lubuk Dalam Siak Regency?
- c. Is there any significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and taught without using just-a-minute (JAM) game?

D. The Objectives and the Significance of the Research

1. The Objective of The Research

- a. To find out students' speaking ability taught by using just-a-minute (JAM) game.
- b. To find out students' speaking ability taught without using just-a-minute (JAM) game.
- c. To find out whether there is a significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game.

2. The Significance of the Research

The significances of the research are as follows:

- a. To give some information to the teacher and the school about the effect of just-a-minute (JAM) game on the students' speaking ability.
- b. To enhance the researcher's knowledge about teaching speaking by using just-a-minute (JAM) game.
- c. To fulfill one of the requirements to finish the researcher's study in English education department of state Islamic university of SUSKA Riau.