

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English as international language becomes a means of communication for people all over the world. It is used and learned primarily for contacting out community. Calling foreign language is compulsory junior high school so that the students since they are in elementary school, even now a days it is introduced to the student of kindergarten.

In order to be able to speak English well, students have to be given many opportunities to speak. Most of them consider that speaking is difficult activity because they have to arrange words into a good sentence. The students are often reluctant and discouraged to speak in the target language because they are hesitating to talk. They feel ashamed if somebody figures our grammatical mistakes.

Teaching English covers four skills: reading, listening, speaking, and writing. All of the skills are taught in order to achieve integrated skill. Among the four skills, speaking is believed as the most difficult skill to be learned. Brown and Yule in Sari (2007: 1) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world.

Related to speaking skill in junior high school, there are some problems appearing when they learn their speaking ability. First, the teacher's strategy in teaching speaking is traditional method; it means that the teacher uses teacher centered and the teacher dominate the class. This makes the student becomes not active in the class. Second, the students are hard to understand what the teacher said because almost the students have limited vocabulary. Besides that, almost in teaching speaking process students just were silent when teacher asks them and just few of the students try to find in dictionary what the teacher means. It means they have less motivation in English learning process.

Based on the facts above, the researcher wants to implement a strategy or technique that can help to solve these problems and involve the students. It means, making teachers are not too dominant in the class and students can be involved in interesting activities. By engaging students in interesting and cooperative activities, students will likely be more interested and motivated in speaking. There are many alternative strategies to engage students in speaking activities. Here, the researcher chooses the story game to solve this problem. Story Game is one of the Indoor Game and also can be Outdoor Game that can be applied for an ESL/EFL. Story games are another alternative game that leads the students to produce longer connected text. Creating a story in longer sentences will express the students' feeling. Of course those stories are brought into the rule of game that full and fun, It means that all students are active and they enjoy when the teacher teach in the class. For this, they will need imagination to tell anything which related the pictures, or any other objects. It means that the students do not have to read from book first, but they just create a spoken text directly based on the given topic.

Based on the reason above the researcher is interested in doing a research about Using Story Game in improving Students' speaking ability in seventh grade at junior high school.

1.2 Statement of the problem

Related to the description above the following statement of the problem is how does "Story Games" improve the students' speaking ability of the seventh grade students at MTs Tarbiyatul Aulad Wedani?

1.3 Purpose of the Study

The purpose of this study is to improve students' speaking by using story game at at seven grade students of MTs Tarbiyatul Aulad Wedani

1.4 Significance of the Study

The researcher hopes that this research will have some benefits in the English teaching learning, especially in teaching speaking. There are two kinds of benefit in this research; theoretical and practical.

Theoretically, this study can contribute to the development of teaching speaking in school. Secondly, the result of the study is expected to give contribution in the development of TEFL and this study will contribute to the development of English teaching.

Practically, the result of the study is useful for teacher, students, readers and school. First, this study can be used by the teacher to provide a better technique for teaching speaking in junior. Second, it is hoped that the story game can help the students in improving English speaking. Third, the result of the study will be useful for the readers who are interested in analyzing English teaching

especially in teaching speaking. The last, the result of the study can be a reference for the school in supplying that support the utilizing of teaching strategy in English teaching especially for teaching speaking.

1.5 Scope and Limitation

In this research, the researcher limits the problem to make this research feasible. In this research, the researcher only focuses on improving speaking skill through the story game teaching to the seventh grade students of MTs Tarbiyatul Aulad Wedani. In which, the teacher or reseacher order all the student to write their family background on the paper, after that the teacher will point one of pair student to present in the front of the class, after finish then this pair student will choose other pair student to come foward.

The researcher will give limitation of the problem in teaching speaking by using the story game in which the topics are about family members, introduction and announcement. The researcher choose these topics because all the students have deferent background of family so that they are eager to tell about their family background that include name, education backgroud and accupation,and they are eager to introduce to other. then all students are given chance to present in front of the class pair by pair.

1.6 Definition of Key Term

In order to avoid miss understanding and miss interpretation of the meaning of terms in the study, the definition of terms is presented those terms are:

Story game is a game in which all the students write the story of the their

family background on the paper then present in the front of the class, in this case each student has chance to choose other student to present in the front of the class.

Speaking ability is the ability to express oneself or the ability to report situation about their family in precise words and fluently.