Chapter One

Introduction

Background of the Study

According to Hadi (2011), "there are four skills in teaching and learning English language, namely listening, speaking, reading and writing, but out of the four skills speaking is considered as the most essential skill to be mastered" (p.1). By mastering speaking skill, the students can carry out conversation with others, give ideas and exchange the information with other people to know the situation that happen in the world. Now, English is not only taught in big cities but also in remote villages. So, English speaking was taught in all Junior High schools in Indonesian. The students should master speaking English especially in daily conversation because conversation is the foundation to communicate with foreigners.

However, based on my experience when doing a teaching practice, the students often had difficulty in expressing ideas in their mind into spoken language. One of the problems was because school still uses traditional method in teaching speaking. The teachers explained the material, gave the example of the material, and gave the exercises to the students. This method is not effective in improving the students' speaking skill. By spending much time in textual material, it is almost impossible to make the students communicate well in English. According to Dwiyanti (2009), "the teacher is expected to have right teaching techniques to provide students with appropriate teaching materials and to

create positive classroom environment" (p.3). Therefore, the students will have an opportunity to improve their English speaking in the classroom.

The teacher is challenged to be creative to provide opportunities for the students to expose and to reinforce their speaking skill. To encourage the students improve their speaking, the teacher should utilize games, role play, drama, and other activities. So, the students can learn English with pleasure without any frustration. Those activities may help students always expose their ability to produce sentences and to use appropriate expressions based on the situation created by the teacher in the classroom. To make the students enthusiastic in learning English, the teacher gets them to participate in the activity that challenges them to compete with the other students.

Unfortunately, based on my conversation with my private course student and observation at SMP Muhammadiyah 21 Gantiwarno on 10 August 2015, such activities were rarely conducted at that school. The English teacher used textbook based learning method in which the teacher red a dialogue written in the student's textbook loudly in front of the class as well as writing the meaning of the dialogue. After reading it, the teacher asked the students to repeat the dialogue till the overall dialogue was read. Then, to measure students understanding of the lesson, the students have to answer the question written in the textbook.

The strategy of textbook based–learning described above completely cannot help students expand their knowledge in spoken language. According to Clarke (2004), "textbook based material may not apply to real language situation and this can cause missed meaningful communication and important context to be

lost in teaching examples" (p.74). Moreover, the students whose vocabulary is limited would not be able to say anything to communicate. The teacher also seldom asked the students whether they really understand about the use of those expressions. Hence, when they are asked by someone else about things by using expression they have never read or memorized before, they will be speechless. Here, the teacher only emphasizes on the importance of student writing ability than speaking ability. Based on the problem above, it was very important to seek the way to overcome student's problem and figure out the difficulty they face in speaking skill. Therefore this research was carried out to help the teacher overcome the student's problem. Here, the researcher tried to propose a strategy in teaching English especially teaching speaking, namely "communicative activities games"

Communicative activities games are a set of activities or games designed to provoke student's communication in the classroom. These activities also includes information gaps that demand students to talk with others and to find the similarities or differences among different pictures. These games not only encourage student to participate in the activities, but also enhance their confidence to talk with their friends. According to Dwiyanti (2009), "games are one of potential activity that gives students feeling of freedom to express themselves" (p.3). In line with the statement, Chandra (2008) found "games are also believed to give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability" (p.22). From those statements above, the researcher would like to conduct a research to improve students'

speaking ability by using communicative activities that provoke them to be as communicative as possible.

Identification and Limitation of the Problem

Based on the researcher's observation at SMP Muhammadiyah 21 Gantiwarno, there are a lot of problems in teaching and learning process especially in teaching speaking. The teacher use textbook based–learning method that makes the students feel bored and the students have limited time to practice their speaking skills because the teacher just focused on the reading and writing exercise provided in the textbook. Some evidences above are enough to make the researcher interested to investigate the effectiveness of using communicative activities games in improving eight grade students' speaking ability. The researcher limits the subject only to know about the effectiveness of using communicative activities games in improving student's of grade Eight speaking ability.

Formulation of the Problem

Based on the limitation of the problem, formulation of the problem can be posed: How is the effectiveness of using communicative activities games in improving student of grade Eight of SMP Muhammadiyah 21 Gantiwarno speaking ability?

Objective of the Research

The purpose of the research is to find out how the effectiveness of using communicative activities games in improving students of grade Eight of SMP Muhammadiyah 21 Gantiwarno speaking ability.

Significance of the Research

For teacher. The result of this study is expected to be useful for English teacher of SMP Muhammadiyah 21 Gantiwarno certainly in teaching speaking. Therefore, teacher can reduce the difficulties of teaching English speaking and can encourage students to speak English in the classroom.

For educational school students. The researcher hopes that the students from educational school can be more motivated to teaching speaking using communicative activities games and also can improve their students' speaking ability.

For the institution. The result of the research will be beneficial for SMP Muhammadiyah 21 Gantiwarno as a place of doing the research in order to give a reference for the teachers to develop their techniques in teaching English.

For other researchers. This research can become a reference for other researchers who want to conduct the similar research in the future. Such as: factors that affect students' participation in games and the student's improvement in speaking ability by using communicative activities games.