

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of Study**

Learning English has four basic skills to be learnt by every student. They are speaking, listening, reading and writing. All these skills are taught cohesively and cannot be separated because they support each other. Among these skills, speaking needs to be paid more attention in learning English. Chaney in Budi (2011:11) states that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety context. By mastering speaking, people can communicate each other well. Moreover, Hadfiels in Nurlaeli (2013:1) states that speaking is a kind of bridge for learners between classroom and the world outside. Then the learners can exchange and get more information with other. As one of important skills in human daily life, speaking is needed by people.

From the preliminary study in MTsN Tambakberas, some students have difficulties in practicing their speaking skill because they think speaking less fun than the other skills. Therefore they had low motivation in learning English. It can be seen from the preliminary study that 26 of 43 students got the score of less than 75 (the KKM score). KKM is the criteria of success grade based on score retrieved in the school. It means that only 39.53% of 43 students passed it. Thus, this research was increased the students' achievement by 65% of 43 students (27 students) passing the KKM. 75% same as 27 of 43 students have passed it.

Therefore, the researcher was implemented an alternative media to enhance the students' motivation namely through a game.

Game is a valuable activity for language learning, especially for young learners. Rockler in Nurlaeli (2011:6) states that simulating/gaming is a powerful teaching device. Chen (2005) also has similar statement that using games can be a powerful language learning tool. In children's classes, games are also an important source of motivation. Games encourage the students to be active in the classroom. The children would enjoy the games and participate in them without anxiety. The using of this process can achieve the usual outcomes of teaching content, and skill.

There are many types of language games that can be used in language teaching. Wright in Prihatin (2012) mentions some examples of games such as picture games, psychology games, card, card games, guessing games, and so on. All of these models are suitable for young learners. As it is stated by Lewis in Mei et al, (2000) that through games children experience, discover, and interact with their environment

Nevertheless, the researcher only focused on card games. Because it can help the teacher to create context in which in the language is useful and meaningful. Besides cards also give students something to talk about.

Card games have various features like guessing, choosing and others. Researcher will not only apply card games pictures but also the card will be combined by words, sentences, phrases, and paragraphs. The implementation of

card games will make collaboration of the teacher as collaborator and researcher in the classroom.

There are two inspiring previous researches that have been found. They are Zuharoh (2014) and Lukito (2013), both of them designed the use of card games as media in learning English. Zuharoh (2014) exposes in *“Improving students’ vocabulary mastery by using Karuta card games (A classroom Action Research of seventh Grade students of SMPN 2 Gebog Kudus in academic year 2013/2014).* The final result of her research that Karuta games was able to improve vocabulary students. It seen on the end of research became 84.8. Then, Lukito (2013) also in his journal entitled by *Improving student motivation of speaking by using game card tournament state junior high school 6 Tegal*, academic year of 2012/2012 in Semarang State University. His journal explains that almost students improved by Game Card Tournament (GCT).

Both of the previous studies have similar method by card games as model in teaching and learning process. Lukito (2013) was using card games in speaking skill and Zuharoh (2014) was using card games in teaching vocabulary. Card games are media to motivate students in learning process in class which give stimulus to the students.

Nevertheless, this research was discussed about improvement of students’ capabilities of MTsN Tambakberas in certain grammar, vocabulary and pronunciation. However, card games have never been applied in teaching English in MTsN Tambakberas Jombang.

From the review above the researcher was applied card games as media in teaching speaking then for this action research entitled : “*The Use of Card Games to Improve Students’ Speaking Skill in Academic Year Of 2014-2015 ( A Classroom Action Research at Second Grade of MTsN Tambakberas, Jombang)*”.

### **1.2. Statement of Problem**

Based on the background of the study the researcher stated the following problem “How can the use of card games improve students’ speaking skill academic year 2014-2015 in MTsN Tambakberas, Jombang East Java?”

### **1.3. Objective of The Study**

The aim of this study is to describe how the use of card games that can improve students’ speaking skill.

### **1.4. Significance of The Study**

#### **1. Theoretical Significance**

Theoretically, this study was contributed and focused on the field of speaking skill by card games in MTsN Tambakberas at Islamic Boarding school of Bahrul Ulum, Jombang , East Java.

#### **2. Practical Significance**

The research of this study was expected to be contributable into the teachers teaching speaking. While for the teachers as the facilitator in the class. They need more active to make their student alive in teaching learning process. Based on the method of the teacher this researcher will make joyful learning in the class.

A joyful learning can be achieved by students using a good method and creative classroom activity. Through card games, the students are expected not to feel bored in speaking class. Besides, the students be more active and they express their feeling based on card games that given by teacher to them, for example cards with picture, sentence and word.

The result of this study also can be useful for MTsN Tambakberas. This research can be an alternative used as a new reference and model to teachers. In teaching English they can apply this method easily to improve the quality of student's speaking skill at school.

### **1.5. The Scope and Limitation in Study**

This research focuses on the use of card games as media to improve student's speaking skill. The researcher focused on the use of card games to improve students at MTsN Tambakberas, Jombang in academic year 2014/2015. The use of card games used the score of 75 as the minimum achievement criteria (*KKM / Kriteria Ketuntasan Minimal*). The card was consisted of pictures, words, sentences, clues, or phrases and also a combination of them. It is not only use images but also incorporate some sentences. The research focuses on the improvement of students speaking skill include grammar, vocabulary and pronunciation by using card games.

The school is located at the Islamic Boarding School of Bahrul Ulum in MTsN Tambakberas, Jombang. Each grade is divided into two classes the male classes and the female classes. The students up to 40 in regular class and average 32 in intensive class or favorite class. The researcher was

chosen the 8<sup>th</sup> grade of N class. The previous reason based on the preliminary study that found in the class. Moreover, the collaborator has given the recommendation to apply an appropriate media in this class. Besides, the condition was made possible to implement with them.

### **1.6. Definition of Key Terms**

The purpose of this to clarify of key terms is to avoid misunderstand of this words such as :

1. Speaking skill : is the art of communications and one of four productive skill, that must mastered by student in English classroom to achieve the language goal of speaking subject in. It has to be elaborate for learners in order to be able to make a good communication and relationship with others. Rahmi (2014)
2. Teaching Speaking : is to teach English language learner to produce speech sound and sound pattern. It was expected to provide students with sufficient practice to make the students accustomed to use the target language. There are in terms of expressing emotion, communicative intention, reacting, to other person and situations, and influencing other human being. (Kayi:2006)
3. Card games : Card games help and encourage many learners to sustain their interest and work. Card games also help the teacher to create context in which the language is useful and meaningful. (Wright et al., in <http://www.teflgames.com/why.html>)

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