CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, formulation of research problem, the purpose of the study, significance of the study, scope and delimitation of the study, definition of key terms and organization of the study

A. Background of the Study

A professional English teacher in teaching and learning process, she or he mostly spends much time in choosing an appropriate teaching methodology for greater effectiveness in students acquisition on English as a foreign language, there was designing and implementing materials, teaching and evaluating students mastery of the materials. She or he are responsible to educate the students from little or no knowledge to be able to have English skill in the school environment as English speaking.

English speaking is an important skill to be taught because speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. It means to deliver thinking or opinion. According to Scott and Ytreberg (2010:32) define through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English. In addition Jones in Richards (2008:19) states "in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world,

or simply being together". The Importance of Speaking is to show ideas, opinions, arguments, and reasons to the another person. By speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class.

According to Nunan (1991:39) explains that, mastering of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out a conversation in the language. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently. The four language skills are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak is the most significance way to reflect thoughts, opinions, and feelings to have an interaction or communication with other people.

In Indonesia, English is a foreign language that is not used everyday. The students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to real situation in class. The fact shows that Speaking English activities do not totally work well in class because there are many factors prevent students to speak in English. According to Ur (1996:121) defines that, there are some problems affecting faced by learners in speaking activities. The problems include student inhibition, nothing to say, the low of participation and the use of mother tongue.

On Thursday, January 21st 2016, the researcher did preliminary observation or reconnaissance at SMP Islam Al Azhaar Tulungagung, the researcher did interview with English teacher and conducted observation in class.

From interviewing an English teacher of SMP Islam Al Azhaar Tulungagung, it was found that the seventh grade students of A class at SMP Islam Al Azhaar Tulungagung have some difficulties in speaking. The problems were: (1) the students felt so shy to speak English. (2) The students speaking scores were mostly less than the criteria minimum of success (KKM) that is 75. (3) The students were not active in speaking class to speak English. (4) They lacked of confidence and motivation.

After that, the researcher conducted observation in the class. Based on the result of observation the activities of the learning english in the classroom, it was found that many students often used indonesia language, the language was used when they asked and answered and also question ask permission, they use indonesia language and also they lacked of focus in learning English.

On Tuesday, January 26th 2016, the researcher held the preliminary test, did interview with students and got list of students speaking score from English teacher. Based on the results of held the preliminary test, it was found that, the students were confused to speak English well, they were difficult to make habit to speak English in class, they did not have selfconfident to speak English, and they lacked of vocabulary mastery. From interviewing some students at SMP Islam Al Azhaar Tulungagung, the researcher got information that they had some

difficulties in speaking. They felt so ashamed to speak English because they thought that english was very difficult. Consequently, they were lazy, unmotivated, bored and not interest to study it and The last, the researcher got list of students speaking score from English teacher, it was found that the students speaking score mostly less than the criteria minimum of success (KKM) that is 75. There were 16 of 22 under the criteria minimum of success (KKM).

The practical problems above need to be solved through an enjoyable teaching and learning by using for example, a game. The researcher offeres Zip Zap Game, this game can be defined as something or an instrument that used to attract students motivation to follow the teaching and learning process. Zip Zap is one of games which is able to stimulate to be more the students more focus in learning, it encourages the students to interact and communicate and this game makes the students feel fun to speak English. In addition Katerina, in Bahri (2014:33) explores that, Zip means left, Zap means right and everybody changes their sets. In Zip Zap Game helped students to get to know each other, to break the ice among stranger, to encourage children to speak and improve imagination, creativity as well as group cooperation.

Game is a media of education which is recommended by psychology and it gives very beneficial for cognitive development and creative students. According to Rivalcury and Davis in Ulviana (2011:29) defines that, games provide more opportunities for student to express their opinions and feelings and games can provoke students interaction between student to another student and also students' to the teacher because communication derives essentially from interaction.

In addition Boyle (2011:3) explains that, games make learning concepts more confortable for students and supply learners with a platform for their creative. So, It can be used as an alternative to motivate speaking learning that will give many advantages for teacher and the students. The advantages for teacher, it can help the teacher to create the effective teaching and learning process and for students, it brings real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way, encourage mental agility, memory and also students to interact and communicate. This is very benefical for students. Much of humor in Zip Zap game, simple task and this game makes the students better in the teaching learning process.

Relying on the benefits of the implementation of Zip Zap Game, I come the conclusion that Zip Zap Game can be used to solve the problem in the seventh grade students of A class of the SMP Islam Al Azhaar. Therefore, the study entitles Using Zip Zap Game to Improve Students' Speaking Skill of the Seventh Grade at SMP Islam Al Azhaar Tulungagung.

B. Formulation of Research Problem

Based on the background of the study mentioned above, the main problem of the present study is formulated as follow: "How can the modified Zip Zap Game to improve students' speaking skill for the Seventh Grade at SMP Islam Al Azhaar Tulungagung?"

C. Purpose of The Study

Regarding to the statement of the problem, the pupose or the study is to know how Zip Zap Game can improve the students' speaking skill for the Seventh Grade at SMP Islam Al Azhaar Tulungagung.

D. Significance of the Study

This study investigated about increasing students speaking ability through Zip Zap Game of the VII A grade students at SMP Islam Al Azhaar Tulungagung. The result of this study can useful for students, teacher, institution and reader increasing in speaking ability by applying Zip Zap Game.

1. For students

   By applying Zip Zap Game in teaching learning activity, it can digs the students interest and provide more opportunities for student to express their opinions and feelings in English beacuse this game is more fun and enjoyable.

2. For the teacher

   Zip Zap Game can helps the teacher to create good activity and the teacher can feels flexible, meaningful and communicative way in the teaching and learning process.

3. For the Institution

For the institution Zip Zap Game can helps students in general to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution.

4. For the public (the readers in general)

The implementation of Zip Zap Game for improving students ability in speaking, hoped, it can be followed by another teacher in teaching learning English.

E. Scopes and Delimitation of Study

Scope of study is on studying about speaking. This research is going to discuss how to overcome difficult in speaking. So, to overcome students' problem in learning English especially speaking English, the researcher used Classroom Action Research (CAR) which it designed by Kernis and McTaggart which each consists of four phases: planning, implementing/acting, observing and reflecting per Cycle. Based on the background of study above, this research was limited to find out the improving of students speaking skill through Zip Zap Game for teaching speaking in the VII A grade students at SMP Islam Al Azhaar Tulungagung.

F. Definition of Key Term

To make this research easy to be comprehended, the researcher gives definition of key terms.

1. Zip Zap Game

    Zip Zap is one of games which is able to stimulate the students more focus in learning. This game provides more opportunities for student to express their opinions and feelings. It could be used to attract students motivation in the teaching and learning process because they can memorize much vocabularies and the students enjoy learning their material. According to Katerina in Bahri (2014:33) explain that, Zip means left, Zap means right and everybody changes their sets. In Zip Zap Game helped students to get to know each other, to break the ice among stranger, to encourage children to speak and improve imagination, creativity as well as group cooperation.

2. Speaking Proficiency

    English Speaking is an important skill to be taught. Through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English (Scott and Ytreberg, 2010:32). In addition Jones in Richards (2008:19) states "in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world, or simply being together". So, it can be proficiency of speaking because in speaking there is process used to be able to speak well and right and also speaking is as one of the language skills that have vital function to orally express any messages, ideas, opinions and emotions.

G. Organization of the Study

This study is divided into five chapters, they are Chapter I is Introduction, Chapter II is Review of Related Literature, Chapter III is Research Method, Chapter IV is Finding and Discussion, Chapter V is Conclusion and Suggestion.

Chapter I provides the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms and organization of the study.

Chapter II focuses on the review of related theories and literatures related to the nature of speaking, the components of speaking skill, teaching speaking, the problem in speaking activities, solving of the problems in speaking activities, characteristics of a successful speaking activities, advantages of using games activities in teaching speaking, the meaning of Zip Zap Game, concept of Zip Zap Game, procedure of Zip Zap Game, advantages and disadvantages of using Zip Zap Game in the classroom and previous study.

Chapter III contains further explanation about methodology of study including research design, subject and setting of the study, preliminary observation, procedure of the study, planning, implementing, observing and reflecting.

Chapter IV elaborates finding and discussion. It explains about the result of chapter III.

Chapter V is the final chapter that consists of conclusion and suggestion.