

## CHAPTER I INTRODUCTION

In this chapter, the researcher will present an overview of research that consists of research background, statements research, purposes of research, significances of research, rationale, hypotesis, research methodology, and analysis of data.

### 1.1 Background

Speaking is one of the skills that has to be mastered by students in learning English. Speaking is an activity used by someone to communicate with others. According to Gert and Hans (2008: 207) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

McCarthy (1995:98) argued that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Burns and Joyce ( 1996: 11) claimed that speaking requires that the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also it needs to understand when, why, and in what ways to produce language (*sociolinguistic competence*). Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking skill takes little students' interest and become a problem for them. It is in accordance with the words of Widdowson (1988).

“The problem is that students and especially students in developing countries, who have received several years of formal English teaching frequently remain deficient in the ability to actually use the language and to understand its use in formal communication, whether in the spoken or in the written mode.”

Based on that problem the researcher is interesting to use game as a method in learning process. Lewis (1999:5) stated that “games are fun and children like to play them” in line with that statement the researcher think that game can be used as a method in teaching speaking to create a convenient atmosphere and assimilate the boring situation in learning activity.

In this matter, the researcher uses one of the techniques of games that is Snake and Ladder Game. In *Science and Technology Education* book, the definition of “snakes and ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed” (Lowe, 1988:27). So, with this game it is hoped that the students can more active in learning English especially in learning speaking.

Based on the explanations above, the researcher is interested to undertake quantitative study to investigate the effectiveness of snake and ladder game in improving students’ speaking ability under the title: **“The Influence of Snake and Ladder Game toward Students’ Speaking Ability”** (An Experimental Study at The Second Grade of SMPN 5 Banjarsari, Ciamis).

## **1.2 The Research Questions**

Statements concerning these research problems are:

1. How is the students’ speaking ability by using snake and ladder game?
2. How is the students’ speaking ability by using storytelling technique?
3. How is the significant difference between using snake and ladder game and storytelling technique?

### **1.3 The Purposes of Research**

The purpose of this research is as follows:

1. To find out what is the students' speaking ability by using snake and ladder game.
2. To find out what is the students' speaking ability by using storytelling technique.
3. To find out the significant difference between snake and ladder game and storytelling technique.

### **1.4 The Significances of Research**

The result of this research is expected to provide some valuable advantages for the teacher, students, and the researcher.

#### **1. For Teachers**

Teachers as a facilitator has important role in learning process. Using more than one strategy in teaching English is an obligatory because every student has different comprehension in learning process. So, this research might become a reference of technique in teaching English especially in teaching speaking.

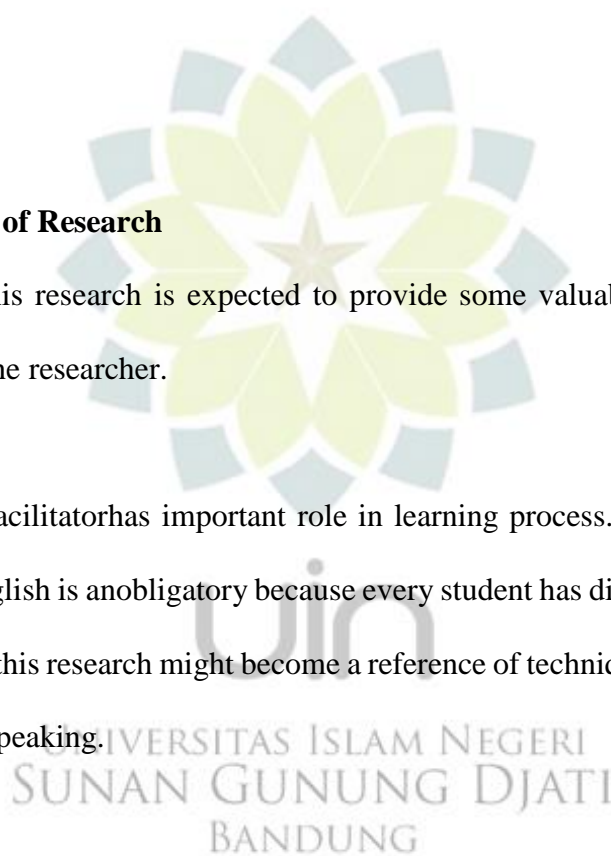
#### **2. For Students**

Students can be interested to learn speaking with this technique, it can motivate the students to learn more and make the class more effective.

#### **3. The researcher**

For personal advantages, this paper can increase her experience in making a scientific work to understand the techniques that used in real teaching-learning processes.

#### **4. Readers**



The researcher hopes this research become a reference for people who need it as an additional material or used as a comparative study toward the other teaching strategy and can tell others of this strategy.

## 1.5 Rationale

Speaking is one of language skills. Therefore, students have to practice speaking repeatedly so that they can speak automatically without thinking what to say. Thornbury & Slade (2006:17) stated that speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. McDonough & Shaw (2013:157) mentions that speaking is linguistic knowledge that creates an oral message for communication and self-expression. It means that by mastery of speaking, students will be able to communicate well because they are able to express ideas, opinion and feeling to others. Burns and Joyce (1996:11) argued that speaking requires that the learner not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also it needs to understand when, why, and in what ways to produce language (*sociolinguistic competence*). In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez: 1999, cited in Bailey, 2002:124). Thus, speaking as one of the four language skills should be mastered by students in order to communicate with other person.

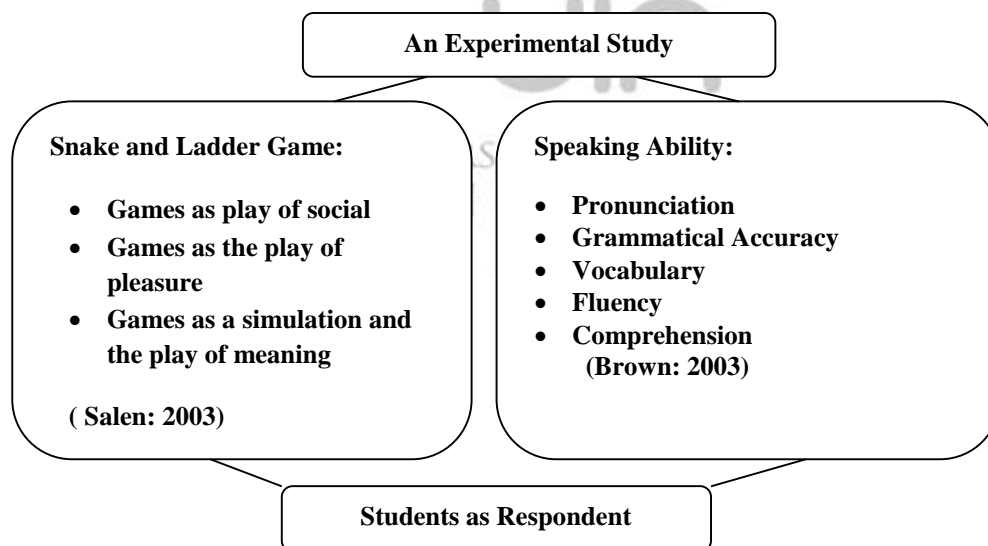
Teacher as a facilitator should create more creative teaching for improving students' ability in speaking and teaching process in order to make various atmosphere in the classroom activity especially in teaching speaking.

By considering the fact above, the researcher will use board game is a technique in teaching learning process, this game hoped will be affinity for students in learning. In *Science and Technology Education* book, the definition of “snakes and ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed” (Lowe, 1988:27).

The researcher hoped that with snake and ladder game the students’ English speaking would increase. Based on the explanation, the last we can see the influence of the use of snake and ladder game in teaching english to students’ achievement of English speaking.

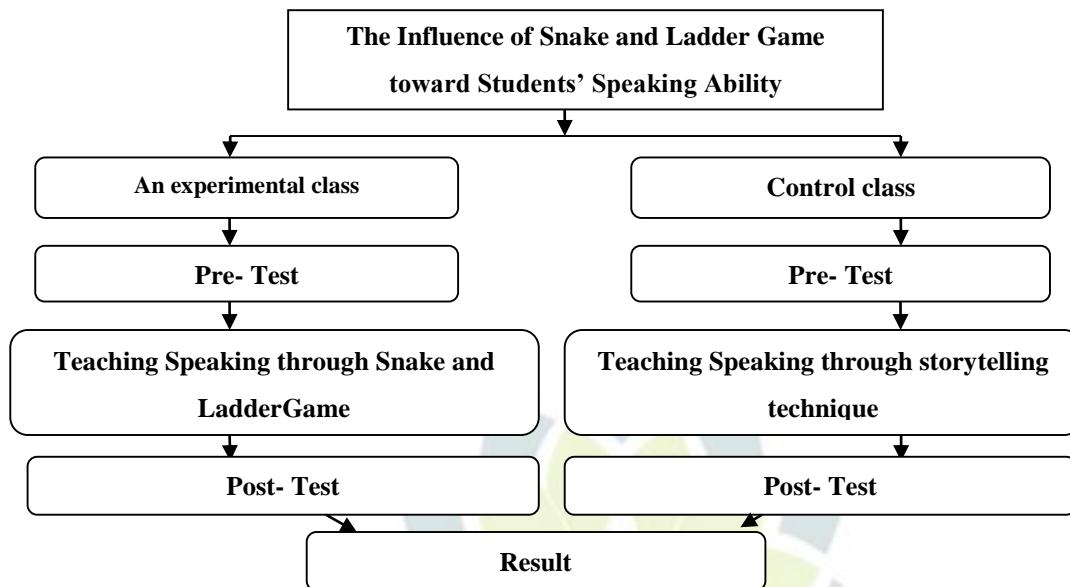
This research used two kind of variable, the first is snake and ladder game as the ”X” variable, and the second is the students’ speaking ability as the ”Y” variable. The variable studied can be seen in the figures below:

**Figure 1.1**  
**Indicator of Snake and Ladder Game and Speaking Ability**



After finding some indicators of two variables, the researcher designs the research scheme which will be held by the researcher later. This research scheme will be displayed as follow :

**Figure 1.2  
Research Scheme**



## 1.6 Hypotesis

Creswell (2012:111) claimed that hypotheses are statements in quantitative research, where the researcher makes a prediction about the result of the variables in its researcher, it serves the researcher question. It narrows down the purpose to the specific prediction. Likewise, in this research the independent variable or X variable is the game that becomes a tool or procedure of treatment, while the dependent variable is the students' speaking ability.

- a. Null hypotheses means there will be no statistically significant difference between students' speaking ability using snake and ladder game and students' speaking ability using storytelling technique.  $H_0$  is accepted if  $t_{count} < t_{table}$ ; it means that there is no significant difference with snake and ladder game and storytelling technique.
- b. Alternative hypotheses means there will be statistically significant difference between students' speaking ability using snake and ladder game and students' speaking ability using storytelling technique. It makes predictions that may be true if the null is rejected. It

suggests a change, a relationship or a difference.  $H_a$  is accepted if  $t_{count} > t_{table}$  ; it means there is a significant difference between students' speaking ability using snake and ladder game and students' speaking ability by using storytelling technique.

## **1.7 Research Methodology**

In this research methodology concern of research method, location of research, population, sample, dividing the class of research and technique of collecting data of research.

### **1.7.1 Research Method**

This research uses a quantitative experimental study. Creswell (2012) stated that the approach that is used to conduct quantitative research. In an experimental research, the researcher attempt to test or practice an idea to determine whether it influences the dependent variable or the result of final research. Firstly, give the idea/procedure to be experienced by individuals but (the other individuals are not). Then, determine whether those who experienced the idea (or practice or procedure) performed better on some outcome than those who did not experience it.

### **1.7.2 Location of Research**

The research conducted at Second Grade of SMPN 5 Banjarsari, located at the village Kalijaya, Sub district of Ciamis, Ciamis regency, about 20 Km from the city. It was built on march 1998. This school is chosen by the researcher because based on interview with teacher of the school that students have a problem with speaking ability. They still learn with the conventional method and never playing with speaking game. In addition, the researcher choose this school because there are no researchers who do the English research over there beforehand. Therefore, the researcher want to conduct a research about the influence of snake and ladder game toward students' speaking ability. Moreover, the researcher want to introduce speaking game to the students at this school.

### 1.7.3 Population and Sample

#### a. Population

Population based on Dornyei (2007:96) is the group of people whom the study is about. The target population of study consists of all the people to whom the survey's findings are to be applied or generalized. In this research takes the second grade learners of SMPN 5 Banjarsari to be population of this study.

#### b. Sample

In this research the sample is taken of the whole of the population. Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 2012, p. 142).

The sample of this research is Class VIII- A consists of 24 students and class VII- B consists of 22 students. Because the class only two classes, so these class is chosen as sample to support this research.

### 1.7.4 Dividing the class of research

In this research the respondent will divided into two classes, that the experimental class and the control class.

**Table 1.1**  
**Design of an experimental class and control class**

An Experimental Class			Control Class		
Using Snake and Ladder Game	Treatment	Score	Using Story Telling Technique	Teaching learning	Score



Technique				Process	
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## 1.8 Technique of Collecting Data

In this part the researcher describe the technique of collecting data in this research. The technique of collecting data will be done based on the researchers' need and based on the information which will be taken.

### 1.8.1 Test

Cohen, at al (2000:315) assumed that test is a series of question or exercise which is used to measure skill, intelligence, or talent that belong to individual or group. The data for this research was collected with pre- test and post- test instruments. The test aims to measure the students' speaking ability. The following is the detail of those kinds of data:

#### a. Pre- test

A pre- test provides a measure on some attribute or characteritic that you assess for participants in an experiment before they receive a treatment ( Creswell, 2012:297).

Pre- test is intended to know the students' speaking ability of second grade students before they are given the treatment of using snake and ladder game. The pre- test will be given in oral test.

#### b. Post- Test

A post- test is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment. The material tested in post-test to the students after they have obtained treatment. The purpose of the post-test is to know the students' speaking ability of second grade students after experiencing snake and ladder game as the technique of learning, and how significant it is. The post-test will be given in oral test. Besides the scale criteria of the test will be presented of the figure below :

**Table 1.2  
Scale Criteria**

Scale	Category	Criterion	Score
1.	Pronunciation	Equivalent and fully accepted by educated native speakers	5
		Errors in pronunciation are quite rare	4
		Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Accent is intelligible though often quite faulty	2
		Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
2.	Grammatical Accuracy	Equivalent to that of an educated native speaker	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare.	4
		Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation, and social.	3
		Can usually handle elementary construction quite accurately but does not have through or confident of grammar	2
		Errors in grammar are frequent, but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language.	1
		Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references.	5

3.	Vocabulary	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has to grope for a word.	3
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Speaking vocabulary is adequate to express anything but the most elementary needs.	1
4.	Fluency	Has complete fluency in the language such that his is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interests of competence with reasonable ease. Rarely has to group for words.	3
		Can handle with confidence but not with facility most social situations, including instruction and casual conversation about current events, as well as work, family and autobiographical information.	2
		No specific fluency description refer to other four language areas for implied level of fluency.	1

5.	Comprehension	Equivalent to that of an educated native speaker	5
		Can understand any conversation within the range of his experience	4
		Comprehension is quite complete in a normal rate of speech	3

	Can get the gist of most conversation of non-technical subject ( i.e. topics that require no specialized knowledge.	2
	Within this scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition, or paraphrase.	1

## 1.9 Analysis of Data

This quantitative research will automatically relate to numerals and it is analyzed by statistics. Creswell (2012:175), argued that there are four steps of analyzing quantitative data; firstly is preparing data analysis, secondly is beginning data analysis, thirdly is reporting the result founding, finally, interpreting the result of data analysis. In this testing, the hypothesis will be analyzed through t-test. Creswell (2012: 613), explained that the use of t-test is to test two groups difference in one term variable. After getting the result of t-value, then the t-value is consulted to the t-table to be interpreted. After collecting the data needed in research, the data will be processed and analyzed through the steps.

Based on Hatch and Lazaraton (1991: 252), determining the normality of data by conducting these steps as follows:

### a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = \times \text{highest} - \times \text{lowest}$$

2) Determining class interval (K)

$$K = 1 + 3.3 \log$$

3) Determining the length of interval (P)

$$P = \frac{R}{K}$$

4) Table frequency of frequency distribution

Class Interval	$X_i$	$F_i$	$F_i x_i$	$X_i^2$	$f_i \cdot x_i^2$
1	2	3	4	5	6

**Table 1.6 : Distribution of frequency**

**b. Determining central tendency, mean, median and modus.** According to Kranzler and Moursund (1999, p.8) are as follows:

**Central tendency** p,10

Determining mean (x) / Mean for variable X

$$M_x = \frac{\sum X}{N}$$

Determining mean (x)/ Mean for Variable Y

$$M_y = \frac{\sum Y}{N}$$

Median ( $M_e$ )

$$M_e = b + p \left( \frac{\frac{1}{2} \cdot n - F}{f} \right)$$

Modus ( $M_o$ )

$$M_o = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

**c. Looking for the standard deviation for class A and B by using formula** According to

Kranzler and Moursund (1999, p.18) are as follows:

$$S = \sqrt{S^2}$$

Hatch and Lazaraton (1991, p.173)

$$S = \sqrt{\frac{\sum(x-\bar{x})^2}{N-1}}$$

**d. Observing Zscore**

$Z = \frac{X - M_x}{s}$	<p><math>X</math> = an individual's raw score</p> <p><math>M_x</math> = the mean raw score of the group with which the Individual being compared</p> <p><math>s</math> = the standard deviation of that group</p>
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**e. Arranging the distribution of observation and expectation frequency by using the**

tables below :

Class Limit	Z <sub>count</sub>	Z <sub>table</sub>	Li	Oi	Ei	X <sup>2</sup> = count
1	2	3	4	5	6	7

**Table 1.7** Arranging the distribution observation and expectation frequency

**f. Finding  $t_{crit}$  by using formula**

$$df = n - 1$$

**g. Homogeneity Analysis**

The analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- 1) Looking for the variance ( $S^2$ ), (Kranzler and Moursund, 1999, p.14)

$$S^2 = \frac{\sum (X - M_X)^2}{N - 1}$$

- 2) Determining the degree of freedom of the data: (Kranzler and Moursund, 1999, p.98)

**h. Krazler and Moursund, 1999, p.97-98 states some steps in interpreting data normality by comparing  $t_{obt}$  and  $t_{crit}$  with formula:**

a) Ho IF,

$$\mu_1 = \mu_2$$

Ha IF

$$\mu_1 \neq \mu_2$$

$\mu_1$  = Experiment class

$\mu_2$  = Control class

- b) Observing the data by t-test with the formula below

$$t_{obt} = \frac{M_D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n(n-1)}}}$$

c) Find  $t_{crit}$  using the formula below

$$df = n - 1$$

$n$  = The number of subjects (the number of pairs of scores)

