

CHAPTER 1

INTRODUCTION

A. RESEARCH BACKGROUND

Davies and Pearse (2000) stress that “the real success in English teaching and learning is when learners can actually communicate in English inside and outside the class room”. The language age means of communication plays an important role for human being, because English is one of the internasional languages, from the speaker to listener by sounds or gestures in everyday life. Language is a mediator used by people to transfer what they have in their mind to others such as talk to friends, associates, lovers, teachers, our parents face to face or over the telephone, etc.

Islamic Modern Boarding School is created as a good learning environment to develop language skill. The students learn English more intensively since they must stay in the dormitories and use English as their compulsory language in daily communication. Holmes (2000:73) defines that multilingual is an ability to use more than two languages in communication for certain purpose.

Generally some people evaluate other people English language ability by paying attention to their speaking ability. Turk (2003:9) defines speaking as the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.

The basic competence of speaking should be mastered by students in junior high school is the ability of comprehending meaning in conversation of simple interpersonal and transactional for the interaction.

Teaching English as a foreign language is not easy to be done. The interview result which had been conducted on June 14 2016 showed that the biggest challenge is making students speaking English during the learning process. The students mostly the villagers who rarely practice speaking English. Their communication tools are Sudanese as their mother tongue and Indonesian as second language. They also not confident enough to speak English in their daily life, especially in the class.

The obstacle causes their ability to speak English low, therefore, in this opportunity this research will analyze the students' speaking ability of Al-Aqsho Islamic Modern Boarding School, especially their obstacles in using English as their daily communication and also apply this method that can overcome the obstacles. It is because Al-Aqsho is the institution that use four languages as their daily communication, there are Indonesian, Sudanese, English, and Arabic. The teacher, the programmer, and also the students have to follow the roles of the institution to use those languages agree with the schedule that have been applied.

In this following section this research will discuss about **“Improving students’ English speaking ability by using Snake and Ladder board game”**. According to Chang and Cogwell (2008), using a board game in the language classroom is an effective, low anxiety, and fun way for the students to learnt and practice communication skills as well as develops their own communication strategies that can be readily applied to the real world. When the students are in bilingual language environmental situation and they are obliged to learn, to understand and to use both of the language such as *Arabic* and *English*, with the balance incomes and sources. Based on the observation, Al-Aqsho Islamic Modern Boarding School is a school located in Jatinangor, Sumedang. The condition of students’ Speaking English ability is low. This is caused by several factors such as less of confidence to speak English to their classmate as well as their

teacher. It is signaled with giving the opinion and suggestion by using English language as an oral communication is often stopped in the middle of speaking. Also the duration of speaking is under the average, (less than five minutes).

From that case, this research conducted an action research to improve students' speaking English ability by using Snake and Ladder board game at 2nd grade of Al-Aqsho Islamic boarding school in academic year of 2015/2016.

B. RESEARCH QUESTIONS

Based on the explanation above, this research has several things that will be discussed farther through the research.

1. How far is the progress of the students speaking English ability in every cycle after using Snake and Ladder board game as the media?
2. What are the strength and the weaknesses of teaching speaking by using Snake and Ladder board game toward teacher and students?

C. THE AIMS OF THE RESEARCH

Referring to formulation of the problems mentioned above, the aim of the research will be about:

1. Knowing the progress of the students in speaking English ability in every cycle after using Snake and Ladder board game as the media.
2. Knowing the strength and the weaknesses of teaching spoken descriptive text by using Snake and Ladder board game toward teacher and students.

D. SIGNIFICANCE OF THE RESEARCH

The result of this study was useful for students, teachers, school, and researcher:

1) For Student

By using game in teaching speaking, hopefully the students will be interested in English class especially in learning speaking and motivating students to improve their English speaking through Snake and Ladder board games.

2) For Teacher

The output of this research study will be useful and to give contribution of developing English teaching especially in speaking.

3) For Researcher

This research can know in more detail way how to teach speaking effectively for junior high school which is notably in Islamic Boarding School.

E. FRAMEWORK OF THINKING

Many learners of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously (Eckard & Kearny, 1981).

The reality shows that one of the big obstacles in teaching English is to increase student speaking ability, whereas speaking is one of the important things in mastery the foreign language.

The problems that are usually faced by the students in speaking English are their lack of confidence, their lack of vocabulary, low understanding in grammar and others. Those problems

become teacher's assignment to find the solution for this problem by presenting materials which are interesting, educating, and appropriate for students.

A teacher has a big role in teaching learning. Therefore the teacher has to be active. The teacher can use a unique method or media to teach English especially in speaking, for example by using snake and ladder game. Snake and ladder game is a popular game for children in many countries of the world. It is easy to make from basic material and can be adapted to suit many learning situation.

According to Mohd Hafis Muaddab (2012), cited in Nachiappan (2014). Snake and Ladder game was created in the 2nd century BC by the name of "Paramapada Soplanam" (*Ladder to Salvation*). The game has been developed by the Hindus to teach their children as a lesson of morality whereby the snakes are bad omens and the staircase represents good values. Then the game has become part of the traditional game in Indonesia although there is no detailed information about its emergence in Indonesia. This game can also be used as a tool to educate, entertain and to build up interactive communication among the players.

INTERVIEW

ACTION

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TEST

THE RESULT

Improving students' English speaking ability by using snake and ladder game as the media

Programmer

Teacher

Students

PROGRAMS

SPEAKING
LOW FACTOR
THE WAY TO IMPROVE
OBSERVATION

Chart. 1.1 Frame of thinking

In this research, the Snake and Ladder game will be used as a media in teaching speaking skill. The game will provide an interesting activity and the students will speak using English with their friends in order to complete the task in the game cues. Therefore, the game will be adjusted to the learning topic in the lesson plan.

To solve the problem in teaching speaking, a teacher can do something directly in improving the unsuccessful teaching practice to be better and more effective. This action is called by Classroom Action Research (CAR) or in Bahasa, Penelitian Tindakan Kelas (PTK).

Clearly, the frame of thinking of this research can be presented and illustrated at the chart 1.1.

F. RESEARCH METHODOLOGY

There are several steps to complete this research:

a. Research Method

The research uses quantitative analysis to investigate total average of cycle 1 and 2, and discovering the difference between the two cycles. According to Creswell (2008), quantitative research is testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. The method of research used is classroom action research. Classroom action research is research that is done by person (teacher) which aims to improve teaching and learning process in her/ his classroom (Kemmis 1988:6, as cited in Nunan, 1992).

There are two cycles that will be done by this research with three meetings in Cycle I and two meetings in Cycle II. Then every cycle consists of planning, acting, observing, and reflecting.

The data will be taken from the result of Observation, Interview, video clipping, and Test.

b. Site and Participants

This research was held at Al-Aqsho Islamic Junior High School that is located in St. Cibeusi No. 02 – Jatinangor - Sumedang. The participants of this research were the 2nd grade of Al-Aqsho Islamic Junior High School students, the English teacher and the central language improvement department of Al-Aqsho Islamic junior high school, because they are the programmer, the guide and the evaluator of the language process.

The population of Al-Aqsho Islamic Junior High School is about 904 students which were divided into 3 grades: 7th grade has 336 students, 8th grade has 301 students and 9th grade has 267 students. On the other hand, the population of teacher tutor is about ten teachers who usually teach English in those 3 grades. Moreover, the populations of CLI, and Guide are thirty persons.

The researcher took one class as the participants of this research, based on their experience in learning English with the teacher, programmer and tutor. In addition, the researcher also observes the programmer and the guide by the picture taken when the program was still running and interviews the English teacher and the programmer.

c. Data Collection

The data is categorized into qualitative and quantitative data. The qualitative and Quantitative data uses to answer the research problems in this research about Improving students' English speaking ability by using snake and ladder game as the media. The data in this research was taken from students' picture (observation), interview, and test. The purpose of the picture is to observe the programs, media and strategy which support the students participation to increase their speaking ability, while the purpose of test is to know about the result of their speaking ability, and the purpose of interviewees to reveal the information about the English program, English teacher performances to get the students' interest, and to find out the difficulties of using the program to drive the students' participation.

a. Interviews

The second main type of data to be collected in the method design is the interview. (Burns, 1999:118, cited in Creswell: 2009) contends that "Interviews are a popular and widely

used means of collecting qualitative data.” To this end, this research wants to get first hand information directly from some knowledgeable informants.

b. Classroom Observations

Observation is conducted to get the information about teacher and teaches, students and study, and class atmosphere which is related to learning implementation by using Snake and Ladder board game. Observation sheet is used during intervention for two cycles and it is used to know the strength and the weaknesses during the process.

c. Test

The instrument used to collect data about students’ speaking core is oral test. The test is held in the end of every intervention and it is used to investigate the students’ improvement in every cycle. In the context of the research, the students are organized into some groups and each group has to do everything which is ordered in the game, such as describing or giving opinion about something.

Test in each cycle will be analyzed by using speaking scoring rubric proposed by J. Michael O’ Malley and Pierce L. Vendez as it is cited in Nurjanah (2013:122). The rubric is shown in the following table.

Aspects	Score	Criteria	Indicators
Pronunciation and intonations	1	Poor	S frequent problems with pronunciation and intonation.
	2	Fair	S pronunciation and intonation are sometimes not clear or accurate.
	3	Good	S pronunciation and intonation are usually clear or accurate with few

			problems areas.
	4	Excellent	S pronunciation and intonation are almost always clear or accurate.
Fluency	1	Poor	S hesitates too often when speaking, which often interferes the communication.
	2	Fair	S speaks with hesitation, but it does not usually interfere the communication.
	3	Good	S speaks with some hesitation, but it does not usually interfere the communication.
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication.
Accuracy	1	Poor	S uses basic structures and makes frequent errors.
	2	Fair	S uses a variety of structure with frequent errors, or uses basic structure with occasional errors.
	3	Good	S uses a variety of grammatical structures, but makes some errors.
	4	Excellent	S uses a variety of grammatical

			structure with only occasional grammatical errors.
Vocabularies	1	Poor	S uses only basic and expressions.
	2	Fair	S uses limited vocabulary and expressions.
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	S uses a variety of vocabulary and expressions

d. Data Analysis

Data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. Thus, in a proposal, the procedures need to be identified within the design. However, analysis occurs both within the quantitative (descriptive and inferential numeric analysis) and the qualitative (description and thematic text or image analysis) approach and often between the two approaches.

Cycle 1

1. Reflection

The teacher does the reflection after the learning process, consists of how the teacher teaches is, how the students learn are, how the atmosphere of class is, and think the way to repairs them.

2. Action planning

Making lesson plan by implementing Snake and Ladder board game as the media.

3. Action implementation

The teacher implements English teaching by using snake and ladder game and evaluates the oral test. The evaluation is held at the end of intervention which further the result of evaluation is used to investigate the students' improvement in every cycle. In the context of the research, the students are organized into some group and each group has to do everything which is ordered in the game that is given by the teacher, such as describing or giving opinion about something.

4. Observation

An observer observes and evaluates the learning which is doing by the researcher.

5. Reflection

The teacher investigates the students' evaluation and observation resulted in decision for the next step. The researcher improves the students' evaluation result in the next cycle if the results do not achieve evaluation standard.

Cycle 2

1. Action planning

The teacher makes improvement planning 1 based on reflection and observation result.

2. Action implementation

The teacher teaches based on improvement planning 1 made.

3. Observation

Observing and evaluating the improvement of implementation.

4. Reflection

Investigating students' evaluation and observation result in order to decide the final result got during the research (in two cycles)



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