

CHAPTER I

INTRODUCTION

A. Background

Speaking is an interactive process constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997, cited in Maryann:1999). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purposes for speaking.

Teaching Speaking is challenging for teacher. The teacher should take the best approach, method and strategies in order to achieve the teaching purposes easily, and the media that will make the students to be more motivated to study. The teacher who is able to present the material easily becomes students' idol.

Ramelan (1991:22,cited in Dinda:2011) states that the poor mastery of English speaking of students is result of the old ways of teaching which do not give stress to the mastery of spoken language. It means the poorness of students' speaking ability becomes the problem of learning process because some teachers still use the old ways to teach the students as like the old methods and the teachers do not use the good media in the teaching learning process. They just concern on the theory not on the practiced. Although improvement of speaking skill is the important problem, in fact only some teachers realize it.

The students sometimes get difficulties in choosing the appropriate word

to be said when they want to describe something. For example when the researcher teach english in junior high school, the student often felt affraid and shy to tell something in front of their friends although actually they can do it, and the students very difficult to remember the new vocabulary, because they lazy to practice speaking with friends in the school. That is the prove that the students often get difficulties in speaking.

The teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done. In this case, the researcher used Thematic Card game as method in teaching learning processes.

Card is chosen as media of teaching speaking. The researcher used The Thematic Card Game as a media to teach speaking. The Thematic Card Game is a card that interisting for students in learning English Speaking, because in Thematic Card there is pictures that very colourfull and simple so that the student can receive the lesson easily.

Based on the explanation above, this research is given a title **The Effectiveness of Using Thematic Card Game to Improve Speaking Skill at Second Grade of SMP Al-Hasan Panyileukan Bandung.**

B. The Research Questions

Based on the background above, here are the following specific problems:

1. What is the students' speaking skill by using Thematic Card Game ?
2. What is the students' speaking skill without using Thematic Card Game ?

3. How effective is the use of using Thematic Card Game to improve speaking skill ?

C. The Purpose of Research

These research purposes are as follows:

1. To identify student in speaking skill by using Thematic Card Game in class.
2. To identify student in speaking skill without using Thematic Card Game in class.
3. To know how effective use Thematic Card Game toward students' speaking skill.

D. The Significances of Research

The result of this research are expected to provide some valuable advantages for the teacher, student, and the researcher also for the reader.

1. For the teacher

Teacher as a facilitator in class activity and influence the class to make an effectiveness in teaching learning process and also can make class not effective if they approach, method, and strategies which is not acceptable for their student. So the research introduced this Animal Card method to improve speaking skill.

2. For the students

Student can be interested to learning English subject especially for speaking with this method, so it can be motivated the students to improve

their speaking more and make the class more effective.

3. Personal advantages

Especially to increase my experience in making a scientific work to understand the method that are used in learning and teaching processes.

4. For the reader

The reseracher hopes this research will become a reference for people who need it as an additional material or want to use this method to teach everyone that want to learn speaking.

E. Rationale

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). 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. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997. Speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose.

Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Every student has different characteristics, so the teacher should give the student a way to make it easy and give them a technique which is acceptable for them, because to teach in junior high school a teacher should have a method, technique which is enjoyable for them, it makes them interested to learn the speaking itself.

The teacher as a mediator and facilitator should be aware and consider the capacity, the need and the interest of the students so that the teacher can choose the best way to deliver the essence of learning to the students. Since Indonesia students learn English as a foreign language and they can be called beginner in English, learning in pleasant circumstances is very important for them. Interesting media in learning can attract their interest and help their concentration stay longer. So, their attention and motivation in learning speaking can be maintained.

According to Mora & Lopera (2001, cited in Wilam:2009) stated that “the games and fun activities have always been one of everybody’s favourite things to do in a class, both for teachers and students”. The researcher considered games as the

best motivation to help the student speak in front of their friends. The researcher think that motivation plays an important role when apply a game, not only to get the students' concertation but also to produce better learning process.

A variety of games are like cue cards, activity cards and card games. Card Games is games with using card. Hadfield (1990: V) says that game could be any activity that formalizes a techniques into units that can be scored in some way. Cards, of course, also give students something to talk about, so the student can improve speaking skill. According to Rixon (1981: 101) visual prompt like small word or picture cards not only are attractive but also influence turn-taking in a game. It means that card game is the activity or game which uses cards to make the students talk about something.

According to Anne Merrit, "Thematic Card is a great to increase speaking ability and get the new words".So that, the student can remember about the new word and arrange word by word become sentences. Thematic card is driven game for two to four players set. It takes about 15 to 30 minutes to play and offers a variety of strategies surrounding collecting sets of cards and with choose the card the students can see the picture and the students start to make an explanation about what they see on the card.

In additions, Thematic Card is enjoyable activity involving an object that is achieved by following certain rules (Ryan Morgenegg:2014). There are some benefits that can be got from Thematic CardGame. First, it is able to reduce anxiety and motivate learners in using language. Second, it makes learner learn easily. Third, it is easy to do. It can also be used in language learning and

teaching. It will be a powerfull aid to help teachers in creating a fun learning and teaching atmosphere.

Related to speaking teaching learning this technique will be appropriate because students probably will have fun with their work challenged to be competitive and enjoy with the leasson.

This research used two kinds variable, the first the use of Thematic Card as variable X and the second one is to improve students' speaking skill as variable Y. The variable studied can be seen in the figure below

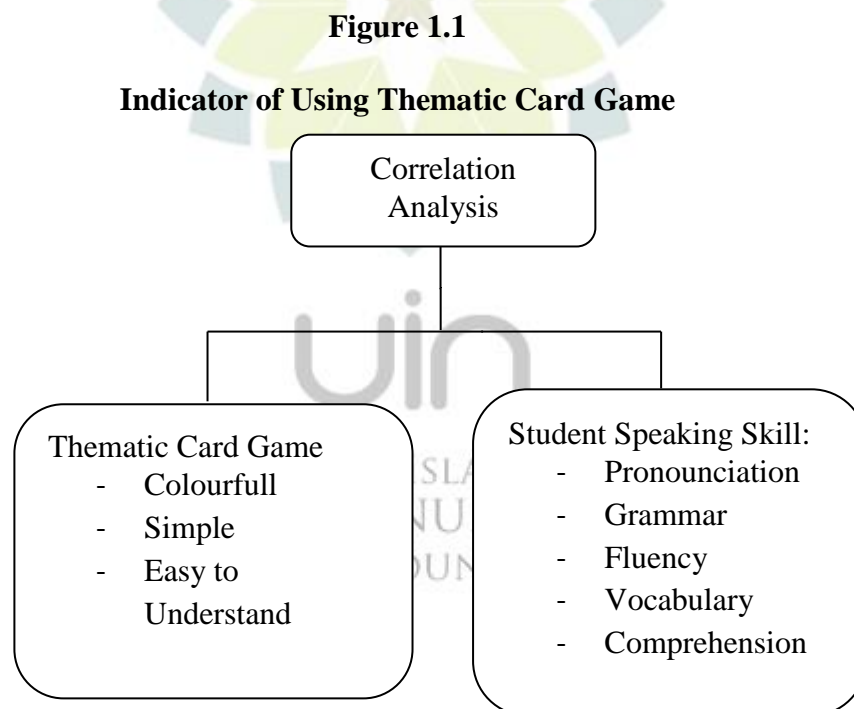
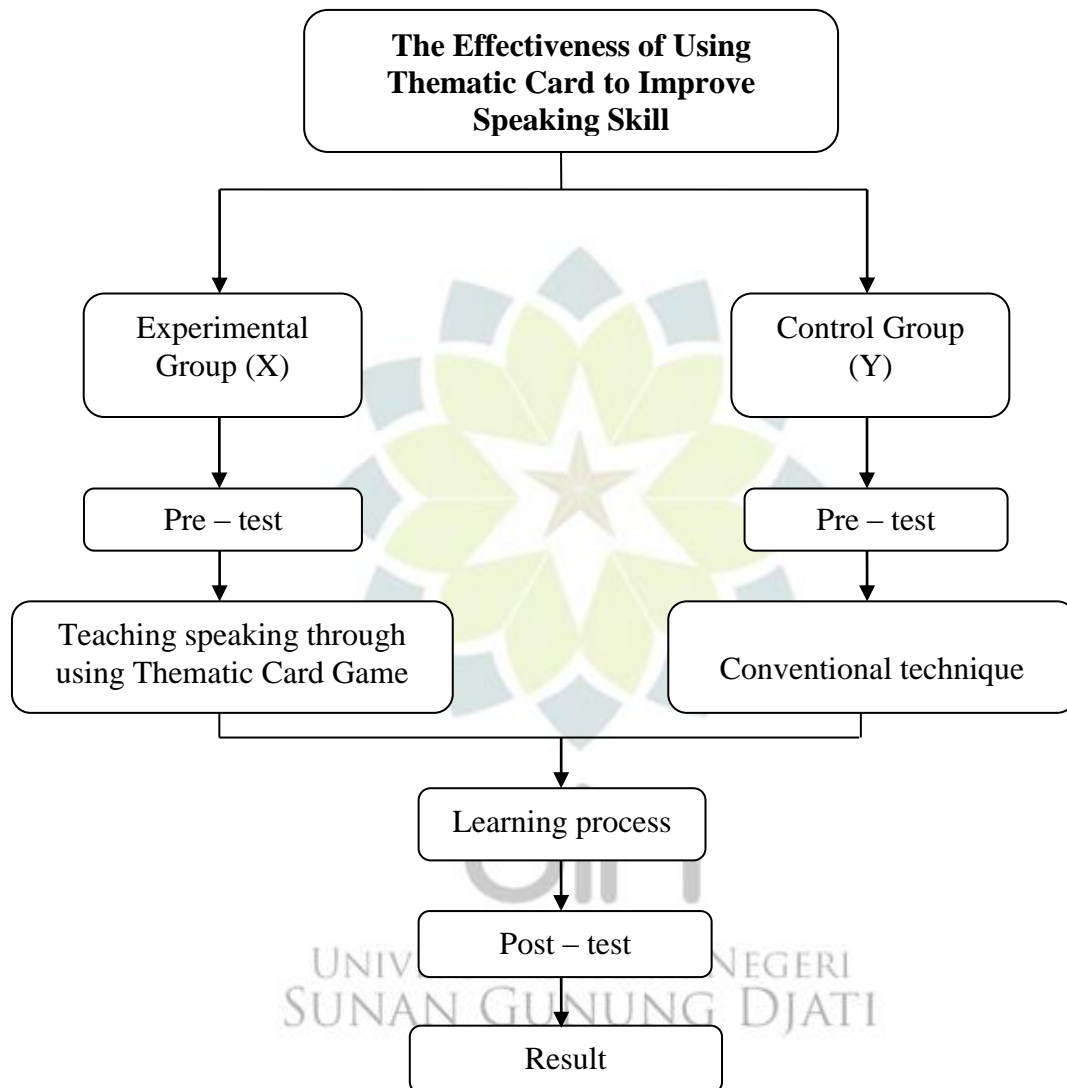


Figure 1.2

Schema of Research



F. Hypotesis

Hypothesis is a tentative assumption of research problem until it is proved through the data gained (Arikunto, 2002: 64). The truth of it is necessary to be tested to know whether it is true or not. In this study, the researcher will research two variables: the first, the use of Thematic Card Game as variable X and the

second one is to improve students' speaking skill as variable Y. From the discussion above, the researcher has formulated the hypothesis follows:

- H_0 is accepted if $t_{\text{account}} < t_{\text{table}}$: it means there is no significant influence using Thematic Card Game to improve the students' speaking skill.
- H_1 is accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant influence using Thematic Card Game to improve the students' speaking skill.

G. Methodology of Research

1. Determining source of data

a. Location of research

This research will be conducted at Second Grade of Al-Hasan Junior High School, Panyileukan, Bandung. This school is regarded suitable with the problem of the research because they are still many students that have had not self confident to speak in front of their friends. There are many of problems to learn four skills of English Language; listening, speaking, reading, writing and the most students difficulties in speaking skill, especially when they want to speak english or answer the question, most of them choose their friends to speak in front of the class, because they have not self-confident. So the research will apply in that school and the researcher wants to try this method in that school which is English as a foreign language.

b. Population

As quoted by Sugiyono (2009) states that population is region of generalization that consists of object/subject that have quality and certain

characteristic that have been decided by researcher to be studied and then take a conclusion from it. Thus, population here is the whole students' Second grade of Al-Hasan Junior High School is about 90 students.

c. Sample

Arikunto (1997: 109) says in his book “if the population is less than 100 students, the sample of research that should be taken is all of them, and if the population is much, it can take 10-15% or 20-25%”. This research will be taken sample from the second grade of SMP Al-Hasan Panyileukan Bandung. The research only requires two classes of experimental and control class.

The number of second grade students at SMP Al-Hasan Panyileukan Bandung consisted of 107 students. Thus, the researcher take all the students as sample of respondent, 30 students divided into two classes; 15students in experimental class and 15 students in control class.

This research takes over VIII B as the class which uses Thematic Card Game to improve speaking skills and VIII C without uses Thematic Card Game.

2. Research Methodology

In this research, the researcher use experimental design. the researcher tries to control the entire research situation. Therefore, the researcher divides the experiment into two groups, experimental group and control group. Subana (2001:139) mentioned that the kind of method use

quantitative method which is collected from score of test need to be observed. Meanwhile, the research uses experimental research.

3. Technique of Collecting Data

a. Test

1) Pre-test

Pre-test is used to measure the Thematic Card Game as a media to develop student's to improve in speaking skill to students in SMP Al-Hasan Panyileukan Bandung. In pre-test, the researcher was given the Thematic Card and students' were choose the card and describe the picture. According to Surakhmad (1995; 46) says. "Pre-test is used to measure the students' comprehension before they taught". Treatment is giving the students or teaching the students in the certain time.

2) Treatment

The treatment is the researcher was give the Thematic Card to students and treat them how good and true to describe the picture and also help them to correct their pronunciation until they can describe correctly and brave to speech in front of class.

3) Post-test

Post-test is used to measure the students' comprehension after the students have already been given a material. The Thematic Card as a media to develop student's to improve in speaking skill to students in SMP Al-Hasan Panyileukan- Bandung . In post-test, the researcher was give The Thematic Card Game and after students' use it, students' were

describe again about the picture on the card . As Surakhmad (1995: 46) says that “*post-test untuk mengukur mean prestasi belajar setelah subyek dikenakan variable eksperimental (treatment)*”.

This test is used to know the effectiveness of Thematic Card Game to their speaking skill. How far students' understand and comprehend after the treatment given by the researcher and before given by the researcher which one is better.

H. Data Analysis

1. Determining the normality. According to Subana (2000: 38), determining the normality of data by conducting the steps as follows:

a. Making the distribution table frequency, with procedures:

1) Determining range (R)

$$R = (H - L) + 1$$

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

<i>Class Interval</i>	<i>Xi</i>	<i>fi</i>	<i>fi . xi</i>	<i>xi²</i>	<i>Fi . xi²</i>
1	2	3	4	5	6

- b. Determining central tendency, mean, median, and modus. According to Subana (2000: 65) are follows:

Determining mean

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

- c. Looking for the standard deviation by using formula as follows:

$$SD = \sqrt{\frac{N \sum f_i x_i^2 - (\sum f_i x_i)^2}{N(N-1)}}$$

- d. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Class Limit	Zcount	Ztable	Li	Oi	Ei	X2 = count
1	2	3	4	5	6	7

- e. Determining Chi square count (xh^2) according to Subana (2000: 124) by using formula:

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- f. Determining the degree of freedom with formula:

$$df = K - 3$$

- g. Interpreting data normality by comparing Chi square count (xh^2) and Chi square table ($x t^2$) with formula:

If $(x h^2) < (x t^2)$, this data is normal

If $(x h^2) > (x t^2)$, this data is not normal

h. Homogeneity Analysis

Subana (2000: 162) says that the analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- a) Determining score F by using formula:

$$F = \frac{Vk}{\bar{Vd}}$$

- b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

- c) Determining homogeneity of the data which criterion:

It is called homogenous if $F_{table} < F_{Count}$

It is called not homogenous if $F_{Table} > F_{Count}$

- i. Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of post-test of the experiment class

X_2 = mean of post-test of the control class

n = the total number of cases

dsg = cumulative standard deviation of the experiment class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 2)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment class

V_2 = the post-test standard deviation of the control class