

CHAPTER I

INTRODUCTION

A. BACKGROUND

Teaching speaking is considered a simple process commercial language schools around the world hire people with no training to teach conversation. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

However, in several Asian countries in which English is taught as a foreign language such as South Korea, Japan, Thailand and some other countries in the Middle East, learners' behavior in classroom situation seems not working that it is hoped as it stated in The East Asian Learner Journal that learners in Asia are often afraid of making mistakes and being ridiculed in front of their classmates. Besides that, they may also respond in short phrases because they may not feel confident or because they are too shy to speak it out. In addition, young learners of English may also giggle when they are embarrassed or when they are unable to understand the lesson (Byung, 2004).

The researcher has found that there are many similarities and difficulties faced by the students in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they are also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Then, they are also bored in learning English because the teaching-learning activities

provided in a conventional way, for instance; the teacher asked the students to perform the text they have memorized. Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak. Those cases are quite problematic considering that even though speaking is not included in final test, in daily teaching and learning activities it is involved in the scoring and become teachers' concern and consideration in determining whether or not the students pass the subject. Therefore, the researcher considers that it is very necessary to find out an alternative way to create suitable and interesting technique related to the students' condition.

English, as a second and foreign language, has a great importance to be taught and learned. According to Lado, the learners who have contacted with a foreign language will find that some features are quite easy and extremely difficult. Furthermore, Brown (2001: 72) wrote; One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom.

There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 2001). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using. However, Harmer continued his statements that in order to do these activities, there must be something that makes students interested in communication (Harmer, 2004). In this case, game can be a solution as it stated by Prank that game is used for giving intense and passionate involvement in

communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Therefore, teachers have to try to motivate students to speak by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

B. Scope of the Research

To focus on problems that teacher faced in Teaching Speaking Skill by using game at SMA NEGRI 2 Ternate

C. Statements of the Problem

What are game effective in teaching speaking at SMAN 2 Ternate ?

D. Objective of the Research

To get the solution when teacher find out the problems that teachers faced in teaching students who are constrained in speaking English by using game.

E. Significance of the Research

A. Theoretical Significance

Researchers hope that the results of research on " The Experiences in Teaching Speaking Skill by Using Game at SMAN 2 Ternate" can help find out that what are of the important problems that can hinder the learning process of students in speaking skills.

B. Practical Significance

There are some expected benefits to achieve from this research. The result of this study is expected to give contribution to the researcher, the English teacher and the headmaster of SMAN 2 Ternate and future researchers. They can be described as follows :

1. For the researcher, the result of this study can give the researcher useful knowledge the experiences of use games in teaching speaking skills at SMAN 2 Ternate.
2. For the English teacher, this study will provide useful activities to help teachers in maintaining control over the use of games in teaching speaking.
3. For the students, this study can make them to become more active and creative in the speaking teaching and learning process.
4. For the future researchers, this study can be a source to conduct further research relevant to the problem.