

CHAPTER I

INTRODUCTION

1.1 Background of Study

English becomes the most essential language in the world. Srijono (2006 : 70) states that the language function is used to express and receive some communication, persuasion, negotiation and for socialization. Almost all the people from many different countries around the world use it to communicate when they meet one another in every international meeting, workshop, conference or daily activities. All countries in the world have set the language as one of the compulsory subject studied at school. Ramelan (1991:22) 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.

In Indonesia, English is as the foreign language that is not used everyday. They may only learn English from the school. It has been taught and received serious attention in all levels of study : Elementary School, Junior High School, and Senior High School. The goal of teaching English in Indonesia, and probably in most schools in the world, is the students' ability to use English for communication through four language skills, i.e. listening, speaking, reading, and writing. The short and limited frequency of the meeting, lack of teaching learning English instrument is a compulsory subject which should be mastered by students. They are expected to be able to listen, speak, read, and write in English around which have been selected based on their development and interest. They are also expected to comprehend oral and written expression to achieve this objective; the

teacher should develop the four language skills; listening, speaking, reading and writing. By using English for many purposes and postural context, students can develop their skills for expressing their thoughts, feeling, and experiences using spoken or written English fix in order to explore their relationship between individual in the international access faced knowledge's word, ideas, and value in English.

Based on the statement above, the researcher concludes that speaking is useful skill for students, for example students can do many things such as getting a good job, creating job by themselves such as being a guide an interpreter or teaching in course. Subangun (2011:130) states that speaking is a communication habit in daily life and speaking is important element in all of success.

Most of junior high school has a low social economy, especially in English subject, they seem uninterested, they think it is difficult and make bored. Besides, the situations of their social do not support, they are more interested in parochial school. This makes the result of English teaching learning process becomes poor. Moreover in speaking class, student always feels afraid and shy of expressing their ideas, they don't feel confident of expressing their suggestion or their feeling. They are afraid to be laughed if they make mistakes in their speaking. This fact can be seen mostly at the eighth grade of *SMP N 2 Jetis Ponorogo* . To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Harmer (1993: 3) states that motivation is a kind of drive that encourages somebody to pursue a course action. Then, the teacher can use media

in teaching of English language, the method are used to help the students for speaking to make interaction between the teacher and students.

The teacher who is able to present the material easily will be students` idol. The teacher can use some methods in teaching and learning process to help students` understanding about the material that explained. The teacher should have an awareness of effective and successful methodology. In applying method, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulty in understanding the teacher`s explanation and it means that the teacher may be failed in teaching them.

As a result according to this situation, the teacher can use game as method in teaching and learning processes. According to Hornby (1995, p. 486) “game is an activity that you do to have some fun. Zip zap game can be defined as something or an instrument that used to attract students’ motivation to follow the teaching and learning process because zip zap game can make the students more focus in learning and avoid students` bored in learning”. According to David Riddell (2003, p.14) “students get bored easily! They expect the teacher to plan her lessons so that learning becomes interesting, challenging and varied. They expect the tacher to teach in a way that is appropriate to the level being taught, and to the individuals in the class.”

Students also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. This game also help the students in speaking spontaneously. Based on the reasons above, zip zap game can be used as an alternative to motivate speaking learning that will give

many advantages for teacher and the students either. So that is way, the researcher concerns on “improving students` speaking ability through zip zap game for the eight grade of *SMP N 2 Jetis Ponorogo* in the academic year of 2015/2016.

1.2 Research Problems

1. Can the implementation of Zip Zap Game method improve student’s speaking skill at *SMP N 2 Jetis Ponorogo* ?
2. How can the implementation of Zip Zap Game method improve student’s speaking skill at *SMP N 2 Jetis Ponorogo* ?

1.3 Objective of Study

Based on the statements of problem above, the objectives of study in this research are :

1. To describe the implementation of Zip Zap Game method to improve student’s speaking skill at *SMP N 2 Jetis Ponorogo*.
2. To know the use of Zip Zap Game method in improving student’s speaking skill at *SMP N 2 Jetis Ponorogo*.

1.4 Significance of Study

This study investigated about improving students’ speaking ability through zip zap game method of the eighth grade of *SMP N 2 Jetis Ponorogo* in the academic year of 2015 / 2016. The result of the study elaborated about the students’ improvement in speaking ability by applying zip zap game. The finding

of the study is expected to give contributions for the readers. The significances of this study are :

1. For School

The finding of this study could add some theories for the school mainly in case of English subject to increase speaking skill in the school.

2. For English teacher

The finding of this study is expected to be useful for language teacher as a consideration in teaching English for the eighth grade of *SMP N 2 Jetis Ponorogo* in the academic year of 2015 / 2016. Beside that, it could also be guidance for language teachers in teaching English mainly to increase the students' speaking ability.

3. For Students

This study can help the students who learn English in increasing their speaking ability through zip zap game.

4. For Researcher

The finding of the study is expected to be a practical guide for other researcher in conducting further investigation in the same problem.

1.5 Scope and Limitation

Based on the background of the study above, the scope and limitation of this study is :

1. The scope is focused on the use of Zip Zap Game method to improve student's speaking skill at *SMP N 2 Jetis Ponorogo*.

2. Limitation, it focuses on the student's speaking skill at SMP N 2 Jetis Ponorogo.

1.6 Definition of Key Terms

Speaking ability : the capability in pronouncing sound or word to express or convey thought, idea or feeling, opinion and wish.

Zip Zap Game method : zip means left, zap means right and zip zap means that everybody changes their seats.

