CHAPTER I

INTRODUCTION

This chapter consists of The Background of The Study, The Statement of The Problem, The Objective of The Study, The significance of The Study, The Methodology, The Scope and Limitation of The Problem, The Definition of Key terms and The Organization of The Paper.

1.1. The Background of The Study

√Every human being needs to communicate with other people in the community. We can imagine what will happen if nobody speaks in the world. People need at least one language to be used in communication.√ "Normal people always communicate with others by using at least one language in order to express their ideas, needs, thoughts and feelings." (M.A Dawson et.al., 1963: p.19). So, the language becomes a human being instrument in social relationship like what Dawson said, "Language, then, is the human beings instruments for thinking and carrying on social intercourse." (M.A Dawson et.al., 1963: p.22).

√In learning a language, we have to practice the language by speaking because, according to the writer

learning a language without practicing the language in speaking means nothing. We have to be able to use it for communicating with other people in social relation-ship.√ "Real uses of language, especially social uses, are the new priority." (G.D Deckert, 1987: p.17). More-over, reliable sources suggest that "ninety-five percent of our language needs in today's world are in oral area. Oral communication is more frequent and generally more valuable for social needs than written communication." (M.A Dawson et.al., 1963: p.25).

√ The speaking problem also happens in learning Eng-lish as a foreign language. English is taught as the first foreign language from Elementary School to Univer-sity. There are many reasons for this statement. First, English has been admitted as an International language.√ Almost every person in an International affairs uses English in communication. √Second, the students are expected to be able to practice English in communication either in school or outside the school and the third, nowadays, English is required in many occasions in Indonesia such as in a restaurant, in a hotel, in a classroom, in business affairs etc. "That is why English is an important language and teaching English is important."√(M.A Dawson et.al, 1963: p.14).

In teaching English in Senior High School, the problem that often occurs is in speaking. Usually, the students are good in reading or structure but they are weak in speaking. "Every teacher of foreign languages is familiar with the student who has good control of structure in oral and written drill but is unable to express his ideas in conversation. "(P. Cole, 1972:p.2). It is also caused by the teacher who seldom trains a kind of conversation or a dialog to the students in a classroom. Besides that, as far as the writer knows when she carried out her 'PPL' in Senior High School, there was only one or two short dialogs in each unit of the SMA English text book. So, the students do not have enough time for practicing English communicatively. This situation causes the students to find difficulties in using English in communication when they graduate.

Based on the writer' experience during her 'PPL', most of SMA students and graduates can not speak English fluently and appropriately. They do not know how to express their ideas, how to pronounce the English words correctly and how to memorize the vocabulary to make the communication run smoothly. In practicing the conversation, teachers usually only drill the students whereas, according to the writer, drill is boring and

not interesting. The students just follow what the teacher says all the time and they do not have many chances to express their own ideas.

√ Having seen the problems above, in this thesis, the writer attempts to find the way in encouraging students to speak by using games. The writer uses games because games are interesting, enjoyable and spontaneous. Moreover, she also considers that most of the games are competitive. They need much concentration from the players and they can arouse the students to dare to speak in English indirectly if they want to win the game. So little by little, they will get used to speaking by using English confidentally. This can make the situation of the games livelier. The teacher is expected to hold the games in a regular time. This is expected to be able to encourage the students to speak. "Supplementing regular lessons by a large variety of game-activities motivates even the usually non responsive, shy, passive onlookers, and they become active participants, displaying their competence and newly found confidence in communicating in the foreign language." (D. Jeftic, 1986: p.39). Through games, the students who are usually shy and passive are expected to dare hemselves to speak in English and little by

little become more active in speaking. Besides that, games can also help the teachers create the conversation meaningful and various so that the students can enjoy and learn many words and situations from them. "Games also help the teacher to create contexts in which the language is useful and meaningful." (Wright, et.al., 1984: p. I). Moreover, the students might become more interested in following the conversation class. "Games help and encourage many learners to sustain interest and work." (Wright et.al.,1984: p. I). So finally, they are familiar with using English communicatively..

As we know, there are many people who can speak more than one or two languages. In communicating in other languages, people should know the grammar, the sounds, the vocabulary, the way to pronounce words and so on or in other words, to be able to communicate successfully, they need communicative skill. There are four main factors of communicative competence, namely : grammatical competence, sociolinguistic competence, discourse competence and strategic competence. However, in this paper, the writer only emphasizes more on gramatical competence and strategic competence because she considers that these two competencies have important role in the games or in other words these two competen-

cies often occur while the games that the writer suggests are carried out. Grammatical competence talks about the ability of a learner in creating and constructing a sentence in which he/she should recognize the lexical, morphological, syntactic and phonological feature of a language (SJ. Savignon: 1983: p.37). Whereas strategic competence discusses about the strategy that the learner usually takes while he or she involves in a conversation. For example : well.....; ehm... mm...;oh....oh...; what's a....what's a.... and so on or may be copying the child's or adult's voice etc. (S.J. Savignon, 1988: p.43). So, strategic competence is a strategy that we use while we are speaking. We usually use it without realizing it. In short, it is intended to make up our conversation and to give us time to think before we produce speech.

1.2. The Statement of The Problem

In line with its background, the major problem of this thesis is as follows :
How does the teacher apply all of the games to the first year SMA Students to improve their speakinnng ability ?

This major problem is elaborated further into six other minor problems. They are :

1.2.1. How does the teacher apply Scrambled Words to the first year SMA students to improve their speaking ability ?

1.2.2. How does the teacher apply Hanging Man to the first year SMA students to improve their speaking ability ?

1.2.3. How does the teacher apply Guessing a Picture to the first year SMA students to improve their Speaking ability ?

1.2.4. How does the teacher apply Describing Picture to the first year SMA students to improve their speaking ability ?

1.2.5. How does the teacher apply Funny Story to the first year SMA students to improve their speaking ability ?

1.2.6. How does the teacher apply Continued Story to the first year SMA students to Improve their speaking ability ?

1.3. The Objective of The Study

Based on the Statement of The problems above, this thesis is intended to give an alternative to the

English teacher for their effort in improving the students' communicative competence by using some games in speaking class. These games are suggested in the hope that they are applicable within the alloted time and in the situation in Indonesia so that the students are encouraged and forced to speak in English orally.

1.4. The Significance of The Study

This study is expected to give some contributions to English teachers in teaching speaking for the first year students of Senior High School by using games. The writer hopes that games can be useful for the English teacher to be more active in creating the conversational contexts which are useful and meaningful to the students so that little by little the students can be familiar with that language and be able to use it in communication.

1.5. The Methodology

In writing this thesis, the writer chooses a library research. Consequently, the content of it is not based on any experimental studies which are carried out at a formal school.

At the beginning, the writer collected some literature books dealing with her topic from the library. She read and tried to find out a lot of information, opinions and ideas from the experts. Then, she combined and added these with her own ideas. The title of these books can be seen in the Bibliography section.

1.6. The Scope and Limitation of The Problems

There are four main factors of communicative competence namely : grammatical competence, sociolinguistic competence, discourse competence and strategic competence. In this thesis, the writer only emphasizes on Grammatical and strategic competence because both of them have important roles in the six games that she suggests.

Actually, there are many ways in improving the students' oral communicative competence offered by many linguists. However, the writer would like to limit the scope of this thesis. She will use games that might be useful and applicable for encouraging students to speak in speaking class. She uses : word games (Scrambled Word and Hanging Man), picture games (Guessing pictures and Describing pictures) and story games (funny stories

and continued stories). She chooses these games because they are possible to be applied in the classroom situation and to play each of them need 45 minutes. The teacher can manage the time so that the games can be played regularly. In addition, according to the writer, each game has a relationship to each other and they are suitable to be given to the first year SMA students; they range from the simplest ones to the most difficult ones.

Besides that, since there are three levels in Senior High School, she feels necessary to limit this. She only emphasizes on the first level students of Senior High School because she considers that SMA Students who are on the first level of Senior High School have already got much English lesson than the lower one (Junior High School Students) and it is also necessary to train them to use English in communication before they step into further classes, so that they are used to speaking English in the next level.

1.7. The Definition of Key Terms

The following are the explanations of words or terms that occupy important roles in this thesis.

1.7.1. Communication

a. Communication means a contact between one another by using language or in other words "transmitting information, ideas or feelings from one person to another." (The New Book of Knowledge, p. 429).

b. Competence is a composite measure of ability in the four skills of listening or understanding, speaking, reading and writing. (A. Chandrasegaran, 1981: p.6).

c. Communicative Competence is context specific. Communication takes place in an infinite variety of situation and success in particular role depends on one's understanding of the context and on prior experience of a similar kind. (S.J Savignon, 1983: p.4).

d. Grammatical Competence is a type of competence which remains concerned with mastery of the language code (verbal or non-verbal) itself. (Jack C Richards and Richard W Schmidt, 1983: p. 7).

e. Strategic Competence is the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction and inattention. (S.J Savignon, 1982: p. 40).

f. A game is an activity in which people compete, either with their bodies or with their brains. It is

characterized by explicit rules which the players are to observe and in most cases by an objective to be reached or a task to be performed. (Rodgers, 1981: p.2).

g. SMA Students refer to the students on the first level, second level and third level. In this thesis, the writer only focuses on the first level of SMA Students. They need to exercise to use English communicatively before they step into the further level.

1.8. The Organization of The Thesis

This thesis consists of five chapters. In chapter I, we can find The Introduction which deals with The Background of The Study, The Statement of The Problem, The Objective of The Study, The Significance of The Study, The Methodology, The Scope and Limitation of The Problem, The Definition of Key Terms and The Organization of The Paper. In chapter II, the writer will discuss about The Nature of Communicative Competence, The Components of Communicative Competence, The Relationship between Communicative Competence and Language Teaching. Then, chapter III will discuss about The Elements of Teaching Speaking through Games which consists of The Teaching of Speaking and Language Game In chapter IV,

The writer will discuss about the Application of Some Suggested Games to Teach Speaking. It consists of word Games, Picture Games, and Story Games. At last, in chapter V, we will find the Conclusion and Suggestion.