Chapter I
Introduction

This chapter deals with the Background of the Study, Identification of the Problems, Research Questions, Limitation of the Study, Objectives of the Study, and Significances of the Study.

1.1 Background of the study

English plays an important role in all aspects of life, such as education, politic, economic, social, culture, etc. English as an International language occupies the first position in world communication today. English for Indonesian has become a bridge or a major window to compete in the world of civilization.

Based on reality, Indonesia becomes one of the country that put English as an essential subject to be learnt at schools. The government has delivered an instruction to teach English for each level of school beginning from the Elementary School for the third, fourth, fifth, and sixth class until University. The existence of English in the curriculum support as increasing of education quality.

English as a foreign language has four skills that must be learnt. Those are Speaking, Listening, Writing, and Reading. These four basic skills of language can not be separated. Even though it seems so, they are truly related each other. Speaking is one of the four skills that are very important to be taught to the students because it

will help them to use their English in communication and interaction with other people. There are two main components in speaking namely speaker and listener. The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate with each other to avoid miscommunication that happened to them.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Second, most of students are not confident to use English in speaking class. Sometimes the students feel not confident to speak. Those problems are faced by the students of SMPN 34 Bandung.

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. Then, the teacher can use media in teaching of English language, media are used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the learning materials before teaching learning process done. In this case, the researcher will use board game as media in teaching learning processes.

The media must be able to increase the students' motivation in learning English, especially in speaking English. The media has to be able to manipulate, see

able, listenable, and readable. At last the teacher hopes that the media can motivate his students to speak English to communicate their need especially in the classroom and in their daily need in general. The teacher can use board game as media in teaching and learning processes. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn.

Board games are flexible games. Chang and Cogswell (2008) state that board games are adaptable asset in the classroom because board games can be used as intended for native speakers. Based on the background above, the researcher chooses to improve students' speaking skills by using board games.

The difference of this research with the other researcher is in the skill, for example is the title from Aldisie Etika Putri. The title is "Improving Students' Vocabulary Mastery Using Card and Board Games at the Fourth Year of SDN 1 Begalon in 2012/2013 Academic Year. In this research, the researcher focuses on the vocabulary mastery."

Therefore, in this brief description the writer conducted a research with the title as follows: "**The Use of Board Games in Enhancing Students' Speaking Skill (Classroom Action Research in the first grade of SMPN 34 Bandung on the academic year 2016/2017)**"

1.2 Identification of the Problems

Based on preliminary observations, the researcher got some data and information about the existing problems in SMPN 34 Bandung. There are many problems of speaking classroom that can be identified as research subjects on the first grade of SMPN 34 Bandung:

1. The students are too shy to share their ideas through speaking because they lack of confidence and lack of grammatical.

2. They are afraid and anxious of saying something wrong or incomprehensible.

3. Most of students are not interested in teaching process because the teacher just gives monotone technique to teach the students' speaking.

4. The students did not have high motivation in speak English.

1.3 Research Questions

Based on the background above, the problem can be formulated as follows:

1. How can board game enhance students' speaking skill at the first grade of SMPN 34 Bandung?

2. How can board game improve students' enthusiasm, enjoyment and involvement in speaking at the first grade of SMPN 34 Bandung?

1.4   Limitation of the Study

There are many problems found related to speaking skills in the teaching learning process. Therefore, the researcher limited the problems. It would be focused on the technique to improve students' enthusiasm and involvement in speaking. The researcher believed that by using board games in the teaching and learning process the students' enthusiasm and involvement in speaking would be improved. The problem that would be solved by conducting this research is the students' lack of speaking skills, because speaking is an important skill of language learning that the students have to learn.

1.5   Objectives of the Study

The objective of this research are to enhance students' speaking skill through board game at the first grade of SMPN 34 Bandung and to improve students' enthusiasm, enjoyment and involvement in speaking through board game at the first grade of SMPN 34 Bandung.

1.6   Significances of the Study

This research is expected to provide theoretical and practical significance in teaching and learning process.

a. Theoretical Significance

The result of this study is expected to find out strategy of enhancing students' enthusiasm and involvement in speaking through board game.

b. Practical Significance

The writer wishes that this research will improve his knowledge in teaching English and can give infomation of how to teach speaking English to students using board games as a media.