CHAPTER I
INTRODUCTION

A. Research Background

Speaking is said as a part of the language ability in productive skill related to aural and oral medium that students need to acquire.[1] Speaking proficiency becomes a primary intention for numerous language learner study English that need to be developed, because speaking is used in many different purposes. In several situations, we use speaking to make social contact with others, to adjust relationship, to express or give ideas. We may use speaking to describe something, to make polite request, to interrupt people's argument, to entertain other people with jokes or to get things done etc.[2]

Learning to speak foreign language needs more than understanding grammatical and semantic rules but learners also need to know how native speakers use the spoken language in context of interpersonal exchange. It is difficult for language learner to communicate effectively because requires the ability to

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[1]Widdowson, H.G, *Teaching Language as Communication,* (New York : Oxford University Press, 2004) , p. 57.

[2] Richards, Jack C., and Willy Renandya, *Methodology in Language Taching, an Anthology of Current Practice,* (Cambridge: Cambridge University Press, 2001) p. 201.

use the language in proper social interaction.[3] Many people who learning a second or foreign language claimed that one has ability to overcome art of speaking has the most significant aspect of language pedagogy.[4]

In order to speak in target language truly effective and make the interlocutor understood of what we say, there are some prerequisites of spoken language needed to get better in oral communication. The following item are part of the discourse knowledge: knowing the relevant vocabulary in certain situation, able to use discourse connector, able to use proper phrases, able to use correct intonation or tone, able to use stress in word and understand about the interlocutor's response and input.[5]

Getting students to communicate effectively and efficiency is the target of teaching speaking. By giving daily occasion for students to speak English, the taecher will help the students use the oral language naturally and increase fluency. It can be conducted by the teacher with creating the fun and useful

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[3]Richards, Jack C., and Willy Renandya, *Methodology in Language Taching*,........, p.204

[4]Nunan, David, *Language Teaching Methodology*: *a Textbook for Teachers,* (UK: Prentice Hall International, 1991), p. 39.

[5]Murcia, Marianne Celcie and Elite Olshtain, *Discourse and Context in Language Teaching, A Guide for Language Teachers,* (New York: Cambridge University Press, 2000), p. 175.

activiteis, make an comfortable classroom atmosphere and encourage students to talk as much as possible.[6]

In good class atmosphere, students will often take part enthusiastically if we give them an interesting topic, proper task, strategies on appropriate degrees level. But in some conditions, a number of students are reluctant to speak up in speaking class because they feel shy, worry, and afraid of making mistakes in the front of their classmates. In this case there are many things we can do to help them.[7]

Unfortunately, students often find some problem in learning speaking. The problem mostly found is students will not to talk in class because they are too shy or unconfident. It is also one of problems that happen at X. 10 Class of MAN 1 Semarang. Others problem are they take so much time thinking on what they are going to say, some of them did not say anything and just silent. It is happen because they have limited vocabulary and have no motivation to speak English.[8]

In this case, students can learn speaking through playing game. One of the challenging and interesting activities can be found in Kim's Memory Game where the students are asked to

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[6]S. Halimi, Sisilia, *Becoming a Creative Teacher*, (Depok : LBI FIB UI, 2010), p. 26.

[7]Harmer, Jeremy, *The Practice of English Language Teaching,* (New York: Longman Pearson Education Limited, 2004), p. 345

[8] Interview with the English Teacher, Mrs. Agustin Sri Hartatik, S. Pd, it taken on Saturday, May 3rd 2014 at 09:16 a.m

remember and write severel objects or pictures from what they have seen. It is good way of learning to allow or give opportunity for students to remember somethings, it can improve student's memory skills which it is useful in learning anything. The students can continue to play the game and do it more, because it can empowering their skill.[9]

The purpose of this game is to improve and promote learner's remambrance ability enhanced through structuring their memory strategies. It will be useful skill for all learners in each level is to be able to remember visual information and be able to use it later, sometimes in a new context. It will make the Kim's game will be adhered to them, where a set of objects is briefly shown to a group of players. Then the objects are taken away and the lesrners have to memorize and list the objects as many as possible. The ability to focus on detail and remember them, it is allowing learners to move from the general to different learning contexts.[10]

Based on the description above the Kim's Memory Game will be implemented in teaching speaking. Because, the game is still rarely use in the teaching learning process, moreover it is simple and entertaining game for the students. In this case, the

[9]Bird, Rachel, in *www.plann/Kim's game.htm*, accessed on Tuesday 18th February 2014 at 10:10 a.m

[10]Bird, Rachel, in *www.plann/Kim's game.htm*, accessed on Tuesday 18th February 2014 at 10:10 a.m

writer will modify the game related to teaching speaking, where the students are asked to remember, write and explain object or picture what they have seen orally. Hopefully, it can be an alternative strategy instead of classical teaching model and effectively improve student's speaking skill.

B. Research Question

1. How is the students' participation in the implementation of Kim's Memory Game to improve students' speaking skill as transactional purpose?

2. How does the Kim's Memory Game improve students' speaking skill as transactional purpose?

C. Objective of the Research

1. This study is aimed to explain the students' participation in the implementation of Kim's Memory Game for improving students' speaking skill as transactional purpose.

2. This study is aimed to find out the improvement of student's speaking ability after being taught using Kim's Memory Game.

D. Pedagogical Significances

The result of the study is expected to be able to give the following benefits for:

1. For The writers

This study helps the writer to develop his knowledge and experience in composing academic writing.

2. For the students

In this study the students are expected to be able to improve their speaking skill by Kim's Memory Game

3. For The teachers

This study is intended to help teachers to get alternative strategy in their teaching learning process, especially using Kim's Memory Game.

E. Scope of the Research

This study is aimed to find out the improvement of students' speaking skill after being taught using Kim's Memory Game. Classroom Action Research is used as the design of the research, it will be done in two cycles. It is only conducted at Class X. 10 of MAN 1 Semarang which consists of 31 students.

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