

CHAPTER 1

INTRODUCTION

A. Background of the Problems

Speaking is one of the abilities that students should learn in Vocational High School, for them to develop their ability to communicate verbally by expressing their thoughts in real life. According to Kasyulita (2016), speaking is a collaborative process of meaning construction that includes information production, acceptance, and processing. In the other hand, speaking is a collaborative process of meaning construction that includes information production, acceptance, and processing. It means, in speaking skill not importance the fact that speaking is about more than simply expressing ideas; it is also about how meaning is created and comprehended via interpersonal contact.

Furthermore, in learning school, speaking is crucial language ability, is given less load in English instruction. A lot of instructors spend more time teaching writing and reading. They believe that assigning reading and writing tasks helps children be quieter and improves classroom organization. Speaking tasks, however, frequently result in a more packed classroom. Speaking is indeed a crucial part of learning a language. Students may be more interested and active in energetic session. Therefore, it's critical to encourage pupils to communicate in order to improve their learning. In addition, the reading-writing section of the formal education English exam is too proportionate. Speaking and oral production tests are hardly offered. As a result, the students believe that speaking is not crucial to learning.

The researcher focuses the research on the eleventh grade SMKN 7 Padang. Based on the syllabus, basic competency that should be achieved in speaking skill for the eleventh grade students in the first semester are about some functional skill such as transactional

and interpersonal skill and short functional text and monologue in the form of descriptive text. The students have not attained the aforementioned fundamental ability. Moreover, they have the lowest English score on the midterm exam. The researcher noticed certain issues when watching the lesson.

Therefore, the first focus is that most students are not motivated in the learning process, and the second is that they lack confidence and vocabulary, making them too reserved to express their opinions. It means, the English material is easily understood and the media will increase students' motivation to study, teaching and learning will be successful if they are supported by certain elements, such as the method used to teach English, the comprehensiveness of the teaching facilitation, engaging media, and the state of the school environment. In other hand, the subjects are so diverse; teachers must select the best strategy, approach, and technique to fulfill their teaching objectives.

One effective way to teach speaking is by using games. According to Marwah (2018), games can help us develop our social skills and become more adaptable in real-world interactions, even if their activities might not always be relevant to real-world circumstances. It means, while games don't reflect real-life conditions exactly, they still provide opportunities to practice communicating, cooperating and adapting to various social situations. Through games, we can learn how to interact with others, which is very useful in real life.

The board game is the game used in this study. Another study on board games has been conducted. For instance, according to Simamora (2016), employed it in a speaking exercise in the classroom to promote can judicative fluency. Students can improve their speaking fluency, confidence, and ability to carry on brief conversations by playing a board game. Moreover, board games can be used in classroom speaking practice to

improve students' communication fluency. By playing board games, students can practice speaking more fluently, feel more confident, and have short conversations.

To apply this method with a board game that encourages lots of conversation, such as “Tabu” or “Guess Who,” for use in the classroom. The students are to play in small groups so that everyone can be actively involved. Ensure all students understand how to play by clearly explaining the rules of the game. During the game, the students are encouraged asked to speak, ask questions, and answer using English. Once the game is over, Students are asked to discuss their experiences and what they learned from the activity.

As the result in fact this case, students may participate more actively while playing in small groups, and it is much easier for them to learn the rules when they are well explained. Talking about their experience after the game is crucial for enhancing their speaking abilities. Students' speaking fluency, confidence, and communication skills can all be enhanced by using this technique.

B. Identification of the Problems

One of the main problems faced by students in grade XI of SMKN 7 Padang is the lack of motivation in learning English. Many students feel unmotivated to actively participate in the learning process, which negatively impacts their engagement in classroom activities.

In addition, students' low self-confidence is also a significant barrier. Many students feel hesitant to express their opinions, which make them more likely to stay silent and not interact in discussions. This is exacerbated by their limited vocabulary, making it difficult for them to express themselves well in English.

Unbalanced teaching focus is also a problem. Many teachers spend more time teaching reading and writing, while speaking skills are often neglected. As a result, students feel that speaking skills are not important, especially since they are rarely assessed in formal examinations.

Finally, the crowded classroom conditions when performing speaking tasks create an uncomfortable atmosphere for students. They feel pressured when they have to speak in front of their peers, which can hinder the development of their speaking skills. Therefore, it is important to identify and address these issues to make the English learning process more effective.

C. Limitation of the Problem

Based on the many problems in reading speaking skill which have been identified above, the researcher limited the problem of this research on the using of Board Game at the eleventh of SMKN 7 Padang. The researcher assumes that using Board Game can help students to speaking well, and more excited to learn English especially in speaking skill.

D. Research Questions

Based on the problems above, the researcher formulated the problem of the research as follow:

1. How does the board games activity improve students' speaking skill at the eleventh grade students of SMKN 7 Padang?
2. What factors can affect students' speaking skill at eleventh-grade students of SMKN 7 Padang?

E. Purpose of the Research

Based on the research questions above, so the purpose of the research as follow:

1. To find out how the board game activity improve students' speaking skill at eleventh-grade students of SMKN 7 Padang.
2. To find out what factors can affect students' speaking skill eleventh-grade students of SMKN 7 Padang.

F. Significance of the Research

The finding of the study would be expected to be significant in two ways, they are theoretically and practically:

1. Theoretically

- a. Teacher

This research provides important insights for teachers in understanding effective ways to improve students' speaking skills. By knowing students' experiences and the factors that influence their motivation, teachers can design more interesting and relevant teaching methods, such as the use of classroom games. It also helps teachers in evaluating their teaching practices and adapting strategies to meet students' needs.

- b. Students

This research benefits students by providing them with an understanding of the importance of speaking skills in English. With improved teaching methods based on the research results, students can experience a more enjoyable and interactive learning experience. This can increase their confidence in communicating, as well as motivation to actively participate in language learning.

- c. Researcher

This research makes a significant theoretical contribution to the development of educational science, especially in the field of English language teaching. The results can serve as a basis for further studies on the use of games or other

interactive methods in language teaching. In addition, this study can enrich the existing literature on speaking skills and effective learning strategies, and open up opportunities for further research in this area.

2. Practically

The research results are expected to be useful in the following areas:

a. Teacher

This research provides practical guidance for teachers in implementing more effective teaching methods. By using board games, teachers can create a more interactive and fun learning atmosphere, which can attract students to actively participate. The results of this study can assist teachers in designing more creative and adaptive classroom activities according to students' needs.

b. Students

This research can improve students' learning experience. With more interesting methods, students can more easily understand the material and feel more comfortable in communicating. The use of games can also help students in building social skills and increasing their confidence. This will contribute to the improvement of their speaking ability in English.

c. Researcher

This research can provide valuable information for teaching policies in schools. Schools can use the results of the study to develop a more balanced curriculum that includes speaking skills more significantly.

G. Definition of Key Terms

1. Speaking

Activity spoken communication skills with other people or groups.

2. Board Game

A game in which pieces are placed or moved on a board, as checkers, chess, or backgammon.