



## I. INTRODUCTION

### A. The Background of Problem

One of the objective of teaching English is to make the learners able to communicate using the language in form of oral and written communication. One of the objectives of teaching foreign language is to provide the students with skills which enable them to communicate orally with the speakers of other nationality who have also learned the language.

Speaking is one of oral communication that is learned by students from elementary school until senior high school. It is useless to master so much vocabulary and grammar if they cannot use them in communicating and interacting with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. For students in elementary school speaking is one of skill in English lesson. In speaking class, the students of elementary school learn how to describe person, place, thing, introduce themselves fluently and make a dialogue, and the students can understand about the meaning of the English.

The objective of teaching speaking in the elementary school is to enable the tudents to describe person, place, make conversation and introduce them. Now,

English is one of subjects in elementary school. The English lesson had been taught since at the first grade of elementary school. Ideally the students at the fifth year can introduce themselves in English, they can describe something like person and place, or they can use English when they speak with their friends. In fact there are many students at the fifth grade cannot introduce themselves, describe something and speak with their friend in English.

Previous studies done by some of the writer's senior in Lampung University found that the students of elementary school have difficulty in increasing their speaking ability (Rizal 1997). Therefore he had conducted question game technique. This technique proves to be able to increase the students speaking ability significantly. In this research the researcher used board game as a media to increase students' speaking ability.

Based on the researcher's experience, she faced the problem that there were some students in elementary school who have good vocabulary and understand about grammar but they faced difficulties when they want to use English. It might be caused by most of teachers in elementary school only give vocabulary to their students but only give little chance for students to practice speaking.

The students in Elementary School had some difficulties in speaking. They get difficulties in using English when their teacher ask them to come in front of the class to speak, such as to describe something, to introduce or to make a dialogue with their friends. There are many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistake, not knowing how to pronounce certain words, are potential problems that can hinder the students to

speak. The using of media can be made the difficulties for students in the speaking class. Those factors may be the reason why the pupils of elementary school get problem.

There are many kinds of media such as pictures, realia and tape recorder available in school but most of the teachers in elementary school do not use media when they teach speaking to their students. The problem now is, how to teach English for elementary student level, what technique is needed in order to make the teaching learning process meaningful and effective. Beside the appropriate shared technique make the students easy to understand the lesson and avoid them from boredom. Wilkins (1983) states that the student's learning depends upon the effectiveness of the teacher's technique.

In teaching speaking to the elementary school students in the fifth level, the teachers have to find out techniques that are relevant to the students' interest. At this age, the students are interested in playing games, riddles, and jokes.

For the purpose of the research, writer would like to apply games in teaching speaking at Elementary School. There are some benefits in teaching speaking by using games; games are interesting, enjoyable and motivating.

Adenan (1983: 3) states that puzzles and games are obvious types of self-motivating material. They have strong appeal to elementary school students. In addition, Lee (1984: 1) says, "It is now generally accepted that language teaching not merely can be boring but should be enjoyable".

Games don't need to be overtly academic to be educational, however. Just by virtue of playing them, board games can teach important social skills, such as communicating verbally, sharing, waiting, taking turns, and enjoying interaction with others. Board games can foster the ability to focus, and lengthen your child's attention span by encouraging the completion of an exciting, enjoyable game. Even simple board games like Chutes and Ladders offer meta-messages and life skills: Your luck can change in an instant for the better or for the worse. The message inherent in board games is: Never give up. Just when you feel despondent, you might hit the jackpot and ascend up high, if you stay in the game for just a few more moves.

Board games have distinct boundaries. Living in a complex society, children need clear limits to feel safe. By circumscribing the playing field board games can help your child weave her wild and erratic side into a more organized, mature, and socially acceptable personality. After all, staying within the boundaries (not intruding on others' space, for example) is crucial to leading a successful social and academic life.

From the idea above, the writer would like to propose a game which is well known to most Indonesian children. It is called Board Game, which is one of the techniques in teaching speaking at the fifth year of elementary school.

The reseracher, therefore, propose the title of this research as follows:

TEACHING SPEAKING THROUGH BOARD GAME AT THE FIFTH YEAR  
OF SD AL-AZHAR 1 BANDAR LAMPUNG.

### **B. The Formulation of the Problem**

Referring to the background of the problem above, the writer would like to formulate the problem as follows:

“Is there any difference of students’ speaking ability before and after pretest and posttest through board game?”

### **C. The Objectives**

The objective of this research is to find out whether there is any difference of students’ speaking ability before and after pre tests and posttest through board game in term of producing like and dislike.

### **D. The Uses**

The uses of this research are as follow:

Theoretically:

1. To verify the previous theories dealing with board game technique.
2. As information for the development of the quality of the students’ speaking ability.

Practically:

1. To give some input to the teachers benefits of using board game technique, so that it can increase the quality of teaching.
2. To give a contribution to process of teaching learning in elementary school especially in speaking achievement.

### **E. The Scope of the Research**

This research is a quantitative research. The researcher is interested in finding out whether there is a significant difference of students' speaking ability before and after pre test and post test. In this research, the writer focused on speaking skill in form of transactional dialogue. The speaking test was conducted as an instrument to measure the students' speaking ability. The population of the research was the students of fifth year of SD AL-AZHAR 1 Bandar Lampung. SD AL AZHAR 1 was chosen as the population because they, in fact, have already studied. The materials were taken from their hand book on producing like and dislike; sport, food and hobby. They have 10 minutes for preparing their performance, and 4-5 minutes for performing the dialogue. The researcher asked the students to speak clearly since the students' voice would be recorded. In this test the researcher used inter-rater to assess students' performance. The raters would be the researcher herself and their English teacher.

### **F. Definition of Terms**

- **Speaking Ability**

Speaking as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently (Lado :1961). In this research, the researcher intends to make the students convey or exchange information or idea that may enable them to communicate one another.

- **Board Game**

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve.