



I. INTRODUCTION

A. Background of Problem

Speaking has important role in social life. Speaking is used for communication among people in society in order to keep the relationship. By speaking which is categorized as an active process, the students are able to speak. Speaking is communication way to expressing or share the ideas. It is a two way process between speaker and listener and involves productive and receptive skills of understanding. In other words, the listener will try to understand the speaker's ideas from the first person through the communication between them. People will find difficulties in appreciating their ideas if they never try to make a communication with other people. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. In addition, a large percentage of the world language learners study English in order to able to communicate fluently.

Speaking in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is a communicative activity that can encourage people to speak and to interact with each other (Tarigan, 1985).

Rerrering to the objectives of the 2006 School-Based Curriculum (KTSP) for SMP VIII especially for speaking skill, the students are expected to be able to express the contextual meaning in relation to oral interpersonal and transactional dialogues. It means that students should be able to understand and do oral communication accurately and fluently by using some simple expressions used in a short conversation, expression of like and dislike, making and cancelling appointment, etc.

In fact, based on the researcher's interview with English teacher of SMPN 3 Pringsewu it is found out that most of students of SMPN 3 Pringsewu at the second year of 2010-2011 were not able to speak, reluctant to speak and had low ability when they are share their ideas. That is why their speaking score does not achieve the Standard Score of the School (KKM) in the school yet. Most of students do not pass the standard score of the school (KKM- that is 60). This problem makes the researcher interested in conducting the classroom action research to increase students' speaking ability and hopefully the standard score for speaking will be achieved.

The same problem also happened in school where the researcher did her Field Practice Program (PPL) at SMPN 11 Bandar Lampung from July up to October 2010. The second grade students at that school had low ability in speaking, most of them could not do oral production like using and making simple expression in English and students' dialogue were lack of good pronunciation, fluently, comprehension, intonation and grammar. They were not actively involved in the

learning process and they get difficulties in using English when their teacher asks them to come in front of the class to speak, such as to describe something, to introduce, or to make dialogue with their friends.

Regarding to the facts above, the researcher assumes that the cause of that problem is the inappropriate of teaching technique used by the teacher in transferring the material to the students especially in teaching speaking in class. The teacher taught speaking by explaining the form of sentences, drilling it to students and asking students to do some written exercise at students' work sheet or LKS. This made the students passive and speaking class became writing class and students did not have chance to speak.

During the teaching learning process the teacher use traditional technique. They begin and conduct their lesson by giving the formula of sentence for about twenty minutes and then they asked the students to memorize the formula and did the task from English textbooks. The teacher only focus on grammar or formula of the sentences. Actually in learning English the emphasis is not on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in an active and interesting manner.

Beside, during the teaching learning process most of students tend to be reluctant to speak in English and tend to keep silent. When the teachers ask the students to

perform their speaking task in front of the class, only the active students produce good dialogue to communicate in English. Students' dialogue are lack of good pronunciation, fluently, comprehension, intonation and grammar. Students' pronunciation is not clear. It can be seen from the sound, stress and intonation they produce. Hedge (2000) states that many teacher would say that pronunciation is one of the most difficult areas for students. They still meet some difficulties in practicing what have been taught to them. As the result they are unenthusiastic, for example, when the teachers begin a lesson and ask them about their hobbies, only a few students are able to answer it fluently (Wafiah, 2003: 1).

Based on the situation above, the situation in the classroom make the students were fear of being blamed, little chance for exercising and little sources, so it seems necessary to take an action by using appropriate technique which gives opportunities and trigger the students to practice their English in the classroom, because a suitable technique can give students' interest and then it will increase their speaking ability. Antony (in Allen, 1979: 7) says, the technique is a particular trick, stragem or contrivance used to accomplish and immediate objective. The technique depends on the teacher. The teacher can choose the suitable technique for the students which can support the teaching learning process in order to get better result of the students' score.

To increase students' speaking ability, generally there are some technique used such as game, role play, drill, drama, short dialogue, chain story, etc. Game is assumed as good technique that can be used in teaching speaking. The aim of

using this technique is to avoid the students to feel bored when they are learning so they enjoy learning speaking. Besides, the students will feel more challenged and more interested to finish the work involved in the game because the game emerges competitiveness among students.

For those reason the writer used a game namely Simon Says in teaching speaking in order to create an interesting situation in the class. By using this game, the students are expected to be more active in speaking activity and they are encouraged to use English in communication. Meanwhile researcher finds that Simon Says is never applied in learning speaking in SMPN 3 Pringsewu. So, the writer used Simon Says game to rise different atmosphere in the class.

Simon Says game is a game that can be applied as an interesting means of improving the students' speaking in which the students must do the instruction from the teacher randomly so the students must be ready whenever they get their turns to do the game. The researcher assumes that Simon Says game can make the different challenged for the students and can be an interesting technique both for the students and the teacher. Therefore, by applying the technique, hopefully teaching learning process of speaking will be more active and it can increase the students' speaking ability.

B. Research Problem

Based on the background of the above, the writer formulate the problem as follow :

1. How can Simon says game increase students' speaking ability at the second year of SMPN 3 Pringsewu?
2. How can simon says game improve the students' participation during the teaching learning process?
3. How can Simon says game improve the quality of the teacher's teaching performance?

C. Objectives of the Research

The objectives of this researches are :

1. To find out how Simon says game can increase the students' speaking ability at the second year of SMPN 3 Pringsewu.
2. To find out how Simon Says Game can improve students' participation at the second year of SMPN 3 Pringsewu.
3. To find out how Simon Says game can improve quality of the teachers' teaching performance at the second year of SMPN 3 Pringsewu.

D. Uses of the Research

The significant of this research are :

1. Theoretically
 1. The significant of this research is to contribute useful information for the future research of teaching speaking.
 2. To verify the previous theory

2. Practically

As consideration for English teacher that Simon Says Game can be used as an alternative to increase students' speaking ability

E. Scope of the Research

This research will be conducted SMPN 3 Pringsewu and the subject is students of class VIII.3 of SMPN 3 Pringsewu which consist of 37 students. It will be focus on students' speaking ability and the writer will apply Simon Says game as a technique in her teaching and learning process. The materials of the teaching learning is about understanding and using transactional dialogue. There are taken from the students' textbook which are relevant to curriculum of KTSP. This researcher has been carried out for about three weeks. Each meeting consists of 90 minutes. Therefore, the score is based on five aspects to be tested that are pronunciation, grammar, fluency, and comprehensibility.

F. Definition of Terms

Ñ Speaking

Speaking is a productive skill in which the speaker produce and use the language by expressing a sequence of ideas and at the time she/ he tries to get ideas or the message across.

Ñ Ability

Ability means skill or power required to do something and the quality of being able or competence in doing something. So, students are hoped to have good ability or competence in speaking.

- Increasing

Increasing means a process of becoming larger or longer or more numerous or more important. In this research the researches intends to make the students ability better.

- Teaching Speaking

Teaching speaking means teaching how to use language for communication for transferring ideas, through or even feeling to other people.

- Simon Says

Simon Says is a game for three or more players where one player takes the role of “ Simon “ and issues instruction, (usually physical action) to other players, which should only be followed if prefaced with the phrase “ simon Says “.