CHAPTER I

INTRODUCTION

In this chapter the researcher explains about subsequent sections which include the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the limitation of the study, the hypotheses, the significances of the study, the definition of key terms, and the outline of the research.

1.1 Background of Study

Nowdays, the internet is a basic necessary for every individual. As well as for children, today children's life can not be longer separated from the gadgets and internet. Digital game have been very popular for several decades;Indonesian Internet Service Provider Association *(Asosiasi Penyelenggara Jasa Internet Indonesia/ APJII)* recently held a survey of internet users in Indonesia. The result shows is the Indonesian internet active users has reached 63 million people, or about 24% of its population. In Indonesia, online games has appeared since 2001 (Suryamin, 2014).The further survay in 2016, Indonesian Internet Service Provider Association stated that there were 132,7 million people of internet users. And 70 % of them were teenagers in the age range 10-14 years old (Suryamin, 2016).It means that more than a half of teenagers use the online games. As we know that almost all online games use English instructions in their systems. So if the teenagersplay online games regularly they will read or listen to the game's instruction. As the positive effect, they are familiar with English.

In the field of learning using technology supporting enhanced educational games as a strategy to improve learning outcomes are more feasible. According to Widi (2014), online puzzle game is a type of video game.As the name implies, it is about solving the puzzle, composing a block, equating the color of the ball, solving mathematical calculations, and passing through the labyrinth. The type of this game is also often appears as an element of the game in adventure video games and educational games. Some of online puzzle games are Tetris, Minesweeper, Bejeweled, Sokoban and Bomberman. The game comes as an option to meet the learning and motivation requirements of the today's generation of students (Prensky, 2001). Empirical evidence proved to show the positive effects of computer games as a media of learning. Evidence suggests that games that implement pedagogical designs can develop and support school performance, cognitive ability, motivation toward learning, reflection, attention and concentration (Melero & Leo, 2013). Based on those statements, it can be concluded that there are positive impacts for students' English skills, for example speaking skill. One of the positiveimpact is supporting the students' in learning process.

There are four basic skills that have to be mastered by the students, they are listening, speaking, reading, and writing. All of them are related each others like listening related with speaking and also reading with writing. The main goal of learning English is being able to master the speaking skill and communicating (Nunan, 2003; Richards & Renandya, 2002). It means that speaking skill is one of the important basic skills that have to be mastered by the students because when

they are going to inform something they need to tell it by spoken language. In other word, although extensive speaking is the basic and the most important skill, it is mot easy to be mastered. The students need to practice their speaking skill because the key of language is practice. Speaking skill is not just talk about technique but also aptitude. If the teacher has speaking techniques but never practice it to their students, it will be useless.

In fact there are many techniques and media that can be used to develop students' speaking skill in learning. The game comes as an option to meet the learning and motivation requirements of the today's generation of students (Prensky, 2001). It means that game is one of media that is often used by the teacher in teaching learning process. Games can develop students' characteristic, social attitude, and leadership. Beside that, they can also build their abilities to solve the problem in team work. One of educational games is puzzle game especially Jigsaw Puzzle. The purpose of the puzzle game is to arrange the pieces into an intact and interlinked image. The puzzle should be interesting because the results are not directly intuitive,such games can help problem solving, analytical skills and student's memory (Huang et al.,2007). It means in puzzle game students can learn about new vocabularies, for example that can be mastered in describing a building, memorizing new vocabularies, and making sentences. By using online puzzle game, it can facilitate the students to learn and arrange simple sentences. Actually, online puzzle game is a kind of the online game that needs a CPU and also internet connection to applies the game. The use of online puzzle game is to

help the teacher to lead the students to convey how to describe a thing or something simpler and easier.

From the description above, the researcher chose online puzzle game to improve students' speaking skill (in the experimental research of the tenth grade students in SMA Sultan Agung 3 Semarang in the academic year 2016/2017).

1.2 Reasons for Choosing the Topic

This study takes consideration as the following reasons:

1. English is an international language which has to be mastered by the students in order to take part in the world development. In addition, Indonesia in 2015 has been participeted AEC (ASEAN Economic Community). The students will get compotitivenes value by mastering English.

2. Speaking is an important skill to be mastered in English communication, so the teacher needs to improve students' speaking skill.

3. Teaching English is not an easy thingbecause sometimes few students have limited vocabularies so that they have difficulty in developing their speaking skill.

4. Some students do not feel interested in English because they think it is not important to be learnt. Consequently, it will affect the students' interest in practicing speaking.

1.3 Research Question

Based on the background of the study, the researcher formulates the problem into:

Is online puzzle game effective to improve speaking skill of the tenth grades students of SMA Islam Sultan Agung 3 Semarang in the academic year 2017/2018?

1.4 Objective of the Study

Based on the research question, the objective of the study is to investigatewhether or not the online puzzle game effective to improve students' speaking skill of SMA Islam Sultan Agung 3 Semarang in the academic year 2017/2018.

1.5 Limitation of the Study

This research focused on the use of online puzzle game toward the students' ability to speak. In this research, the reseacher took the tenth grade students of SMA Sultan Agung 3 Semarang who have studied about genres that is descriptive in speaking.

1.6 Hypotheses

Hypothesis is a statement that issued before doing the action, to test the proof of the truth needs to be done empirically (Indrawan and Yaniawati, 2016: 42). Hence, the researcher builds up a hypothesis in two parts, they were:

1. Null Hypothesis (H_0)

   There is no significant difference in students' speaking ability by using online puzzle game for the tenth grade students of SMA Islam Sultan Agung 3 Semarang in the academic year 2017/2018.

2. Research Hypothesis (H_1)

   There is significant difference in students' speaking ability by using online puzzle game for the tenth grade students of SMA Islam Sultan Agung 3 Semarang in the academic year 2017/2018

1.7 Significances of the Study

The researcher hopes that the result of this research can give additional knowledge for the reader about the students' speaking ability in spoken descriptive text. It is, that the results of this study can inspire the reader to use online puzzle game. The researcher hopes that the research will give some significances:

1. Pedagocical Significance

   This research may show to the English teacher about the application of online puzzle game in teaching English, to improve students' speaking skill especially in descriptive text. This research also describes about the effect of applying online puzzle game as a media for teaching speaking skill.

2. Practical Significance

   a. For Teachers

The result of this research may lead the teachers teaching English to be more creative, innovative and interesting by using online puzzle game as one of the media to teach speaking. By using online puzzle game, it is expected to make learning more interactive, so that it can attract students to be more active during learning activities. It is also expected to facilitate English teachers in explaining the learning materials, so that the learning objectives can be achieved.

b. For Students

Students may improve their English speaking skill since they can find out the English not only from the lesson or school but it can be accessed from other media as online game. It may show them that they can learn English from related sources arround them. By using online puzzle game as a media in teaching, hopefully the students may improve their ability in speaking skill.

c. For Reader

The researcher expects that after read this result of the study, the reader may enrich the information about students' speaking ability by using online puzzle game.

1.8 Definition of Key Terms

To make the topic easy to be understood, the writer defines the key terms used in this study. They were:

1. Online Puzzle Game

Yudha (2007:33) states that puzzle is an image which is divided into pieces of a picture that aims to sharpen the power of thought, practice patience, and familiarize sharing capabilities.The puzzle game also called educational games because this game can train the brain to think fast and accurately as well as train speed of the hand.

2. Speaking Skill

Boonkita (2010) states that speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skill should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.

(Celce-Murica, 2001) explains that speaking is a complex skill, which must be taught in every place, and it is a skill that will be better learned in groups.

3. Extensive Speaking

Acording to (Brown, 2004:141), extensive speaking is the verbal oral production tasks include speeches, oral presentations, and lectures, where opportunities for oral interaction from listeners are very limited (perhaps for nonverbal responses) or ruled out all together.

4. Descriptive Text

According to Mukarto et.al (2007:140), descriptive text is a kind of text to describe something, someone or place for example white house, animals, fruits, etc. The generic structure of this text are identification and description.

Kane (2000: 352) states that descriptive text is about the sensory experience-how something can be explained by the five senses. Mostly about the visual experience, but the description also relates to other types of perceptions.

1.9 Outline of the Research

This final project consists of five chapters that the researcher has to discuss :

Chapter I deals with the introductions, it includes the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the limitation of the study, the hypotheses, the significances of the study, the definition of key terms, and the outline of the research.

Chapter II includes review of related literature. This chapter describes teaching English in Indonesia, English for senior high school, speaking skill, extensive speaking, online puzzle game, and the review of previous studies.

Chapter III is research method. In this chapter the researcher presents about the design of the research, the subject of the research, the variables of the study, the validity and reliability, the procedure of collecting data, the instruments of collecting data, and the techniques of analyzing data.

Chapter IV includes result and discussion, in this chapter the researcher presents about description of the school, description of the respondents, validity and reliability of the research instrument, pre test analysis, treatment activities, post test analysis, T-test analysis, and discussion.

Chapter V deals with conclusion and suggestion.