# **CHAPTER I**

# **INTRODUCTION**

In this chapter presents the background of the study, statement of the problem, the objective of the study, the significance of the study, scope, and limitation, and definition of the key terms.

* 1. **Background of The Study**

English is the most important thing in the world of education, especially in language. English is an international language that is obligatory for students everywhere. The main purpose of teaching English is to make students communicate oral, written forms, and understand English texts. To become a master of English, students should know and master four skills of English. They are speaking, listening, Writing and Reading. Among the four skills of English, speaking is a difficult thing for students. In fact, the students practice diligence and thorough to talk active.

Speaking is one of the four language skills (reading, speaking, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication (Leong, 2017).

There are several kinds of teaching techniques to teach speaking to make students enjoy to learn English especially speaking. Speaking is considered as the most difficult skill for students in Indonesia English language as an international language. For that reason, the researcher have to select the appropriate teaching techniques in order to gain the students’ attention and motivation. One of the techniques is using hop-scotch game. Game is kind of activity in the form of play with rules, secret plan or trick. Basically, a game is pleasure. People tend to deal that a cheerful situation support learners to study better. In the other words, students will get a better result when they are studying by playing. Besides, learning speaking use game is one of effective and interesting way that can be applied in any classroom (Sekarini, 2016).

In order to make students interested in speaking, the researcher used Hopscotch game. It is played by a children as a media to make study become more interesting. It also has a purpose to make students to increase their concentrate in learning, especially in speaking. It means that Hopscotch game has different version in the world. We can see from how to play, the rules, and the shape of the square. It is an important technique to guide and show them to practice English as language. Through Hopscotch game, students can motivate to learn speaking. It also makes students interest and have fun by the game. It canbe seen from the definition of Hopscotch game. “the children game “hopscotch” is one of the most well-known traditional games played by the children or students all around the world including many countries, although the content slightly differs from the various versions derived by different countries or areas(Huang, 2016). Through Hopscotch game, students are able to learn by playing. Therefore, they can learn English in a fun way using Hopscotch game gives the students more freedom to explore their English in their own way.

There are several definitions of hopscotch games. Based on the definition from the free dictionary by (Lucht, 2014) ,hopscotch games have meaning Hop (jumping) and scotch (the lines that are in the game). Hopscotch game is a young learner's game in which players throw a small thing into the numbered spots of a pattern of rectangles outlined on the land and then hops pass the spaces to retrievethe object. In addition, hopscotch is a great hopping and jumping game which can be played on an empty patch of ground or on a floor indoors. There are hundreds of diagram variations that can be chalk drawn or taped to the floor. There is some equipment that needed in playing hopscotch games such as chalk, floor, rock/ shell/button/bottle cap/bean bag/stone/pebble. The hopscotch game can be played alone, but is definitely more fun & interesting when several players take turns to play too(Sekarini, 2016)

The study employed the previous study to know more information about the other research in speaking skill using Hop-scotch game strategy. The First of the previous study conducted by Pinandhita (2013) who conducted a research entitled “The Use of Hop-Scotch Game in Teaching Speaking to The First Grade Students of English Department of IKIP PGRI in Madiun in Academic Year of 2013/2014 ”. Pinanditha stated this Hop-scotch game is designed to help students to understand betterspeaking material.

The second is Syafei (2016) conducted a research entitled “Teaching Speaking through Hop-Scotch Game (A Game for Young Learners)”. Accordimg to Syafei that teaching speaking using Hop-Scotchcould increase the students’speaking to theextent the students found the main idea,different of pronoun, the importance of theunfamiliar word, and the implicit information, and explicit information.

The last of previous research was conducted by Tzeng (2010) conducted a research entitled “A Study on the Interactive Hop-Scotch Game for the Children Using Computer Music Techniques”. Based on this previous, the Hop-Scoth Game can be help and interest students on learning speaking.

For those all reasons, the reseacher tried to observe game Junior High School. One of the methods which could be applied in teaching speaking is Hop-Scotch game. The difference between this study with the previous research is in this study the researchers used Hop-scotch games in speaking with the topic of invitation and respons. The researcher hopes the method can increase on students speaking ability andresearchers want to develop from previous research this method used in Elementary school can also be used in Junior High School on speaking ability.

## 1.2 The Statement of The Problems

Based on the background of the study, the researcher formulate the statement of the problem is “Do the students taught using hop-scotch game gain better speaking skill than those who are not taught by using hop-scotch game strategy?”

## 1.3 Objectives of the Study

In line with the statement of the problem, the objective of the study is to investigate the effect of hop-scotch game strategy have better in teaching speaking skill than taught without using hop-scotch game strategy in teaching speaking skill.

**1.4 Significance of The Study**

According to purpose of the study above, that the benefit of this

research are hoped as bellow:

* + 1. For the school: It helps the school create the communicative, active and creative student
    2. For the teacher: It can be alternative choice in teaching English, especially speaking skill, it can help the teacher to teach speaking easier
    3. For the student: It can train students’ muscle of tongue to speak English fluently. It can help the student to state their argument habitually and encouraged to learn from each other
    4. For the researcher: It helps the researcher to get the new experience and insight of knowledge. It helps the researcher to create learning activity to be more interesting
    5. For the next researcher: It helps the researcher to get the reference from this research as to finish his/her research.

**1.5 Scope and Limitation**

The scope of this study, theoretically focuses on the students are used Hop-scotch Game achieve better in speaking ability rather than not using Hop-scotch Game while the practically, this research focuses at the Eight Grade of SMPN 01 Tanah Merah.

The limitation of this study, practically focuses apply strategy of Hop-scotch game at the Eight Grade of SMPN 01 Tanah Merah. But here, not all of students have Hop-Scotch and this is become obstacles to students speaking ability.

**1.6 Hypothesis**

In this research, the researcher finds out the hypothesis. There is the efect of Hop-scotch game strategy on students’ speaking skill at the Eight Grade student of SMPN 01 Tanah Merah.

Sugiyono (2011) states that in statistic include two types of hypothesis they are:

1. Null Hypothesis (Ho) : There is Hop-scotch game strategy has not influence on student’s speaking skill at the Eight Grade of SMPN 01 Tanah Merah.

2. Alternative Hypothesis (Ha) : There is Hop-scotch game has influence on student’s speaking skill at the Eight Grade of SMPN 01 Tanah Merah.

## 1.7 Definition of Key terms

To avoid misunderstanding, the definition of the key terms as follows:

1. Hop-scotch gameis wonderful hopping game that can be played alone or several, can be played on a bare patch of ground or on a floor indoors. There are many of various of the models that can be drawn.
2. Speaking skill is a way to express someone’s idea or thought in spoken form. It is the active use of language to express meanings so that otherpeople can make sense of them. In speaking, someone is required to be able to use the spoken language well that can be understood by the others or listener.