**CHAPTER I**

**INTRODUCTION**

* 1. **Background of The Study**

 Speaking is one of the four language skills that must be mastered by the students in learning a language. The speaking also a complex skill which involves an interaction between the speaker and the listener in an active process.

(Syafei A. F., 2014, p. 152), states there are six components in speaking skill such as grammar, vocabulary, fluency, comprehension and pronunciation. And students have to master the entire components to achieve the aim of speaking and to be communicative. Speaking is one of the ways for mastering English and the teacher can improve the students’ pronunciation, fluency, vocabulary, grammar and comprehension.

 Based on the researcher observation at Eight class, the student in SMPN 3 Kamal still did not comprehend in speaking skill and they still less understands to study English. Usually, the students bored to learn English because the students do not interest and do not understand with the material etc.

(Sari, 2014, p. 153) said that playing game can give the students chance to practice their target language without worrying about making errors while trying to win the game. Crisscross game is an active game that the aim for revising pronunciation (Sari, 2014, p. 153). Crisscross game is one of games which help teacher in teaching learning process especially teaching speaking. The Crisscross game has characteristic that is asking the students to speak up retelling something so that it is matched to each spoken recount text. In this respect, teaching crisscross is a great warm up. By playing Crisscross, students are more interactive in retelling something. Crisscross game support students to speak more and make the students interesting to learn speaking. The Crisscross game can make the students learn independently in speaking activity, and students can also feel enjoy because they can determine the topic is recount text according to their choice. The students will be more trained to speak English. It means that the technique can improve the junior high school students’ pronunciation because the students are encouraged to speak when they get the chance.

 Therefore (Sari, 2014)said that CCG technique make the student to active in the classroom and interesting to learn speaking and also can improve the student speaking skill, because when the teacher give material by using the CCG technique the student save more interesting and it can be believed that Crisscross game is useful to improve the students’ speaking ability at junior high school because the procedures of this game are easily to be followed and understood by the students. So, the teacher can apply crisscross game to help students in learning English speaking.

With make the CCG, it can possible help to student to their performance in speaking skill and make the student to interesting with game because when the student interest with something the student will try until their can to do about something like to speaking with their friend. CCG and also make the student become spirit to study English and understand what the happen.

So, the CCG technique is useful to help the teacher to make their student can understand and interesting about speaking and make the student to active in classroom because they can enjoy and not bored when the teacher make the CCG technique. The CCG technique help student to increase their performance in speaking skill because the CCG technique can improve the students’ speaking skill and make the student become is better in speaking.

(Karani, 2008) said that recount text is a text which retells events or experiences in the past and the Recount text has purpose to inform or to entertain the audience about past events and also there is no complication which become the differences between narrative text.

After explaining above the researcher get to research by title the “effect of crisscross Game (CCG) on the students’ speaking skill at the Eight Grade of SMPN 3 Kamal.

* 1. **Statement of The Problem**

Based on the background of the study, the research question can be formulated as follows “do student taught by (CCG) technique have better than the student not taught by conventional technique at Eight Grade of SMPN 3 KAMAL?”

* 1. **Objective of The Study**

The objective of the study is to investigate the effect of Crisscross Game (CCG) more better on the students’speaking skill at the Eight Grade of SMPN 3 KAMAL.

* 1. **Significance of The Study**

This significance of the study has two significances in theoritical and practical as follows:

1. Significance theoritically: This study help the curriculum designers when designing the textbook to design some activities as individual work activities which the student can work in individually and very quickly to find main idea or topic when the student hearing about game and also can understand what happen in the story with retelling.
2. Significance practically: The result of this study help teacher of English to be motivated to use this strategy to make English class more interesting, active, and give students more opportunities to participate and active role and make the student more understand about main idea, topic, and what the happen in the story and also make the student to add vocabulary when the retell the story.
	1. **Scope and Limitation of the study**

 The scope of this study isabout the process of teaching speaking through Crisscross (CCG) to speaking skill.The subject of this study is the Eight Grade students’ of SMPN 3 KAMAL.This study be only limited on speaking skill by the technique (CCG) of Eight Grade Students at SMPN 3 KAMAL in academic year 2017/2018 in this study the researcher had taken class VIII for the subject.

* 1. **Hypothesis Testing**

 Hypothesis is a prediction of the relationship between research variables based on theory or logical common sense and the kind of hypothesis there are two point such as: alternative hypothesis (HA) and statistical analysis (HO) (Latief, 2015, p. 54).

* 1. **Definition of The Keyterm**

To avoid misunderstanding, the definition of the keyterms as follows:

* + 1. Crisscross game

 The crisscross method is a method is very simple, purely combinatorial method, so the object of this paper is to characterize a matrix class by the finites of a combinatorial method. This object is fully reached by using the result of Cottle and Guu.

* + 1. The speaking

 (Idrissova, 2015), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

* + 1. Recount text

Recount text is kind of genre text that retells about the sequence of events or past experience and also can involve the author’s personal interpretation of events. (Nurohmah, 2013)