CHAPTER 1

INTRODUCTION

This chapter introduces the nature of the study. It begins with the background for the study in which research questions and aims of the study are formulated. Reasons for choosing the topic and significance of the study are included. Some concepts concerning research design employed in the study are clarified in relation to data analysis within certain scopes. This chapter is also completed with organization of paper as the general description of the study.

1. 1 Background

For many learners studying English as a foreign language, speaking is one of the important basic skills (listening, speaking, reading, and writing) that should be mastered. Based on *School-based Curriculum* students should master speaking skill because it is tested in the School exam. Moreover, English is a subject that must be taught since Elementary/lower grade (Lengkanawati, 2004). Besides, speaking skill mastery is very important to be mastered because it can help the speaker to communicate with others who use English as their language and also since English is an International language.

However, improving speaking skill is not an easy matter to do in Indonesia, since Indonesians are not using English as their mother language. It is noticed that there are also problems with the teacher's speaking ability. It seems that teachers still use Bahasa Indonesia in the classroom. Vocabulary also appears

as another problem in speaking. The graduated senior high students have to master 11.000 to 14.000 root words (D'Anna, Zechmeister, and Hall 1991; Goulden, Nation, and Read, 1990; Hazenberg and Hulstijn, 1996). In fact, in Indonesia, where English is spoken as foreign language, the provided time is only 440 hours a year (www.ktsp.diknas.go.id). It is contradicted to the previous study, in which the students need a lot of exposure time to deal with vocabulary. Thus, the challenges in enriching students' vocabulary affect their speaking skill.

Harmer (2002) stated that the ability to speak fluently not only presupposes on knowledge of language features, but also on the ability to process information and language on the spot. This means, the teacher should encourage the students with a lot of exposures and practices when they want to improve speaking ability. Therefore, strategies should be conducted in the classroom, so that English could be used actively and interestingly to avoid boredom and students can become a good speaker.

A good English speaker should have a good fluency, pronunciation and discourse management (Georgiou & Pavlou, 2003). They said that a good fluency enables the speaker to speak naturally. The speaker should also pay attention to the pronunciation because good pronunciation enables the listener to listen words clearly. Discourse management deals with how the speaker arranges and connects his/her ideas. It is also supported by Paul (2003), as a matter of learning speaking effectively, the learners are not only expected to pronounce correctly and to use appropriate intonations but they are also expected to be

communicative and to speak spontaneously. It follows that the speakers need to have a good ability in speaking.

To become a good English speaker, the student who practices this skill needs motivations and strategies. Marriane (1979) stated that no matter what students are forced to study, they do not learn at all unless they want to do so. This statement follows that the teacher, especially English teacher, should prepare several strategies and motivations to the students to make an interesting activity in the classroom. Thus, the students' motivation towards the subject will be maintained through the activity; moreover, they will have a lot of exposure in vocabulary mastery.

Actually, there are many things that can be done to maintain students' motivation and strategy, such as the use of effective and attractive media in teaching and learning process. The use of media can boost the language learning to be more attractive and creative. Harmer (2007) stated that ranges or objects, pictures and other things can be used as an instructional media to present and to manipulate language as well as to involve students in the activities. One of the media that present attractive and creative learning is a computer. Among many applications in the computer, game is one of the applications that can be used as teaching and learning media. Therefore, the media that is used in this study is called computer-based game.

Uberman (2012 states that at least game is used to show students the beauty of foreign language not just a problem that at times seems overwhelming. Game is also proposed by Walton (1999) that game is developmental, educational,

social, and fun. Firstly, game is developmental. This infers that not only the English skill is being developed but also the creativity. Secondly, game is educational. By playing game, we can learn not only about the use of language but also history, geography, culture, current event, theology, management and math. Third, game is social. There is no gaming "loners" or "outcasts". By playing games we interact easily with other gamers. And the last is game is fun. Computer based game is completed by both audio and visual. Because of that, gamers can manifest themselves into the game and can possibly implicate their feeling too. Happiness, sadness, strains and prides are collapsed to be fun activity to make gamers bear to spend their time in front of their computers. Something that we learn with fun and meaningful learning can be memorized for long-terms.

From the statements above, one computer-based game, entitled *Cooking Academy 2 World Cuisines* is used in this study. This game is equipped with visual explanation and vocabulary that is given to respondent such as, grating cheese, peeling potatoes, slicing bread, chopping garlic, sautéing all manner of ingredients, etc. Besides that, the player will recognize the examples of the world cuisine and cook a variety of appetizers, breakfasts, lunches, dinners, and desserts. The player will also use mouse to interact with the game, so the player will be in the cook-like situation.

Based on the previous research and theories mentioned above, the aim of this study is to investigate Cooking Academy 2 World Cuisine as a tool for improving speaking ability.

The study is expected to have implications to the use of the computer-based game which is carried out in the English classroom. The study is also expected to be a reference for English teachers to develop an innovative and creative teaching learning process, especially in teaching speaking procedural text.

This study may also inspire other researchers to explore the issues which are related with the use of computer-based game in teaching speaking procedural text. The findings later will also provide sufficient information to conduct other investigation in the similar field.

1.2 Research Questions

This study aimed to investigate these following questions:

1. Can a computer-based game Cooking Academy 2 World Cuisine improve speaking ability of senior high school students?

2. What is the students' response toward Cooking Academy 2 World Cuisine in improving their speaking especially in procedural text?

1.3 Aims of the study

Associated with the research question above, this study is proposed to investigate the use of playing computer-based game on speaking ability mastery of senior high school students'. In addition, the students' responses toward the use

of Cooking Academy 2 World Cuisine in improving their speaking procedural text are revealed.

1.4 Research Methodology

This section is intended to provide the "how to" of conducting the study. In general it explains the steps of this study in finding answers to the previously formulated research questions. It should cover the following parts:

Research Design

This study used a quantitative method; gathering and comparing the data. In addition, questionnaires were given to the students.

Gathering and comparing data were held in quasi-experimental study using intact group design. There was one class experimental class. Before giving post-test, the game was given to experimental class. Afterwards, the data taken from pretest and posttest score of experimental class were compared and analyzed to find out its significance.

Research Instruments

This study was conducted based on a quantitative method that was held in an experimental study. The sample was included into one class; experimental class. Experimental class was tested by pre-test and post-test. As a treatment the Cooking Academy 2 World Cuisine game was given to the experimental class before the post-test.

Data Collection

In collecting the data, the tests were administered to Experimental Class before and after the experiment were held. Experimental class received the l treatment before the post-test which is Cooking Academy 2 World Cuisine game. The data was taken along with this study during regular schedule of English in school.

Meanwhile, the steps are showed below in the Procedure of Study.

Procedure of Study

Below are the procedures of this study:

1. Collecting participants.

In this part, this study involved twenty five participants. These participants are the students in one of SMA Plus Pariwisata in Bandung students'.

Moreover, three students from experimental class were selected as the representatives. These three students were categorized as high grade student, medium grade student, and low grade student.

2. Clustering participants into experimental class.

In clustering the participants, those twenty five students of SMA Pariwisata were selected as participants in Experiment class. Twenty five students of class X-1 were acknowledged as Experimental class.

3. Pre-testing Experimental class.

In this section of this study, the pre-test was selected as the beginning of collecting the data to the Experimental class. The pre-test was included by the three proposed aspects as a set of assessment, such as, fluency, pronunciation, and discourse management. These aspects were important to find out the basic speaking skill of the students. These aspects of assessment used in post-test.

4. Giving treatment to experimental class

In conducting the treatment, computer-based cooking game entitled *Cooking Academy 2 World Cuisine* is selected. This game was applied to the experimental class.

5. Post-testing Experimental class.

After giving sets of treatment to the experimental class, the post-test was conducted to Experimental class.

6. Comparing the data by using *t-test* in order to seek out whether the effect is significant or not.

    After collecting the pre-test and post-test data, SPSS 17.0 statistics for windows was selected as an aid to analyze both data.

7. Giving a questionnaire to the students related in this study.

    After collecting the data, questionnaires were given to the students'. The questionnaires were analyzed by SPSS 17.0 statistics for windows.

8. Concluding the study.

    After the data and questionnaires are analyzed, this study was concluded and will be more explained in chapter 4 and 5.

Data Analysis

This study was started with the null hypothesis, since this is comparative study, so that in mastering speaking ability in procedural text the two groups are considered similar in the beginning.

$$H_0: \quad \mu_1 = \mu_2$$

Kranzler and Moursund (1999) proposed the meaning of null hypothesis that there is no difference between Experimant Class' Pre-test and Post-test score in the *mean* adjustment level. The analysis of this study used *t-test* as the approach. It is primarily proposed to determine whether the *means* of scores

of the two scores are different to a statistically-significant degree (Kranzler and Moursund ch.7: 89, 1999)

$$G_1(experiment)\,|\,T_1 \; x \; T_2$$

Notes : G stands for class, T_1 stands for Pre-test and T_2 stands for Post-test

Populations and Samples

Twenty five students in one of SMA Pariwisata in Bandung were chosen as the subject for this study. This is particularly because SMA Pariwisata in Bandung already provides computer-skilled program, so it is believed that students are able to operate computer.

The study focused on the first grade students. Only one class will be analyzed as an experimental class. Experiment class is selected by giving them *pre-test, treatment, and post-test.* It is believed that Experimental class' score have similar speaking level in producing procedural text, because they are in the same class on the same school.

1.5 Clarification of Terms

In this study, there are several terms that need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this paper. Several terms are clasified as follows:

- Speaking Skill : an ability to express thoughts and verbal transactions.

- Teaching : imparting of knowledge in this term speaking ability in procedural text by a teacher or other knowledgable person.

- Computer-based game : a game which is played on computer, in which the pictures that appear on the screen are controlled by pressing keys or joystick (cambridge advance learners' dictionary)

1.6 Organization of the Paper

The paper of this study is organized as follows:

Chapter 1 Introduction

This chapter presents the background of the study, statements of the problem, the aims of the study, the significance of the study, research methods, procedures of the study, population and sample, clarification of terms, and organization of the paper.

Chapter 2 Theoretical Foundation

This chapter presents the related theories from the experts and their studies, with related literature that writer uses in this study.

Chapter 3 Research Methodology

This chapter presents the methodology in conducting this study. It includes the preparation stages, procedures, instruments, methods, and the result of the study.

Chapter 4 Findings and Discussions

This chapter presents the writer's interpretation about the result of the study.

Chapter 5 Conclusions and Suggestions

This chapter presents the conclusion and suggestions of this study to other researchers who wish to continue the research.