CHAPTER I

INTRODUCTION

This chapter describes the introduction of the study, proposes the problem and the purpose of study. This chapter also explains why the writer analyzes the subject. This chapter contains Background of the Study, Limitation of the Study, Statement of the Problem, the Objective of the Study and Significant of the Study.

A. Background of the Study

Yulia (2014) presented that teaching speaking in Junior High School to improve student's speaking skill. Because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative. Mastering speaking skill is not easy. Speaking is not subject which can be mastered in a short time. Learning speaking skill need a long procces. Speaking as oral communication. And now, speaking are one of difficult subjects in Junior High School. Therefore, English teachers have a big challenge to teaching English with a good learning style.

Students in SMPN 43 Surabaya do not speak English fluently because they do not have many vocabularies. The second, the students are not confident to speak English in front of the class. The students are afraid if they make mistakes to speak. The third, the students memorize when they speak English in the class. And they do not use with their own language to practice speaking.

And the writer finds the reason why students in Junior High School do not speak English fluently. The first reason is the teachers do not have a new game, media, and method when the teachers teach in speaking class. Second reason is the students seldom to practice speaking English because they only have English subject twice on a week.

The solution of these problems are the teacher use Blindfold games in class activity, especially in speaking class. Blindfold game is a game the students close their eyes and describe the things, public places, or something described by their group

friends. Andriyani (2014:2) said "Blindfold game is a practical exercise in verbal communication that use blindfold in the game. Besides, this game can bring the students that they need to study the expressions of others to direct a person".

With Blindfold game the students create their own language and idea when they speak English. It is the reason the writer chooses this game because this game makes the students more easier and feel confident to speak English in front of the class. And the students not only memorize what they said from student book but also they speak English with their own language. Agoestiwaty (2007:13) states that using games in learning environment will not only change the dynamic of the class, but it also rejuvenate students and help the brain to learn more effectively the brain is a muscle just like any other.

Based on Andriyani(2014), is good after teach by using Blindfold Game. It shows from the percentage of pre-test was 0%, post-test in the first cycle was 26% and post-test in the second cycle was 88.09%. There is improvement in every cycle. Additionaly, It can be seen from the hypothesis data. The writer used t-test formula. From the formula, the researcher found that tobservation > ttable or in the coefficient of tobservation (10.21) > ttable (2.02), with the level $\alpha = 0.05$ and the number of the students are 42. Thus, alternative hypothesis (Ha) could be accepted. Based on the finding, the alternative hypothesis (Ha) state that the students' vocabulary can be improved through the implementation of blindfold game as media. Students' response is very good after implementating of blindfold game. It could be seen the students' response while learning process. The students' responses were more active, enthusiastic, spirit, and enjoyable in learning vocabulary by using Blindfold Game.

From the explanation above and previous study. The writer has done research with the title is The Use of Blindfold Game to the Student's Speaking Achievement because this research is the focus in seven grade of Junior High School. And speaking is a foundation for language skills like listening, speaking, reading, and writing. In this research, the writer uses speaking achievement and asks the students to close their eye or blindfold when they are guessing.

B. Limitation of the study

According to background of the study.The scope and limitation of the study will explain as follows:

The scope is teaching speaking using blindfold game

The limitation of the study is about descriptive text on the Junior High School.

C. Statement of the Problem

Based on the limitation of the study, the statement of the problem: is there any influence of using blindfold game to the student's speaking achievement?

D. The Objective of the Study

Based on the statement of the problem that has been exposed previously, the objective of the study is to know the influence of using blindfold game to the student's speaking achievement.

E. The Significance of the Study

There are no sources in the current document to know the important of using blindfold game to the student's speaking achievement, the writer hopes that this study can be beneficial to many people who want to know about using of blindfold game. To make it clear, the significances will be proposed as follows:

1. For students: Blindfold game make the students more easier to understand about descriptive text. And the students speak English without seeing their student's book or memorize on their notebooks. They speak with their own language.
2. For teacher: The teacher creates speaking class more active and interactive for students. The materials can be delivered easier with this game.