CHAPTER I
INTRODUCTION

In this chapter discuss about the introduction of this research that consist 6 parts, namely : background of the study, limitation of the study, statement of the problem, purpose of the study, significance of the study and definitons of key terms.

A. Background of the study

Speaking skills was a crucial aspect in learning English besides listening skill and written skill. People used speaking skill to spoke with the others, shared the thought or opinion and expressed someone's feeling. However, English language played an important role in our life. It was understood by many of us round the world. English already be a global language thus far, in some countries, English has became the second language after the national language and in several countries included Indonesia, English was a foreign language. It showed that English language had it was strength in several aspects, like tourism, politics, education, technology, and so on. Therefore, students were expected to mastered English so that they could opened their horizons to became more successful people within the future and be able to faced some challenges in communicated with native speakers. (Sudrajad & Wijaya, 2016) argued that speaking was a sign of system which will be heard and looked that utilizes variety of muscles and tissues of the physical body for the needs and objective ideas are combined. In observations at Junior High School 12 Surabaya, the researcher found several obstacles in the students' speaking English, such as: lack of vocabulary, grammar was difficult, confused to pronunced the words, felt ashamed and afraid to made mistakes. In line with observations showed that students struggled to search out the proper vocabulary items when tried to talked English, they need to spoke , but they did not know the word. Also once they wanted to talked but they felt not

confidence to informed it. For a few students did not know how to practiced well and feel disappointed as practice did not always helped them made much progress in their studies. In relevance the case, the teachers were hoped to created supported and attention-grabbing media or games of teaching to encouraged them to be more active in an exceedingly classroom interaction therefore the learning goal are achieved. Tunchalearnpanih (as cited in Wulansari, 2018) claimed that children would rather like the relaxed atmosphere,the competitiveness, and motivation that games delivered to the classroom. Students would have a chance to used their imagination and creativity with the activities like games within the classroom. The students also could collaborate with their friends to practice, because they were going to played the game in pair or group. So, the students would felt more confident and enjoyable to practiced it one among games that have been choose by the researcher is cue card games. Cue card was often one in every of the selection media to coped with the students' speaking difficulty. Team coco Podcast (as cited in Irawati, 2017) noted that cue card, also cited as note card with word written thereon, helped students remember what they have to say. Cue card was that the most way during which the content and structure of the talk are often controlled.Without note cards, most talks are formless rambled. With note cards were often an orderly set of points, with clear sequence and coherence which the scholars could admited. Cue card contained tips that would remind students what they're talked about. Rika Irawati (2017), from her research, the result was the students' speaking skill by using cue card is improved. Ruri Ariati and Syahrial (2018), from their research, it are often concluded that the development didn't achieve the extent of satisfaction and thus the factors influenced were integrated skill,language elements,thinking ability and attitude. Based on the previous study, the researcher featured a special consider research, this focusses was to explored the appliance of using cue card games on teaching speaking for middle school school school students.

B. Limitation of the Study

The limitation of this study was using cue card games on teaching speaking for nineth grade students junior high school 12 Surabaya.

C. Statement of the problem :

Based on the backgrund of the study, the statement of the problem was how was the application of using Cue Card games in teaching speaking for speaking for nineth grade students junior high school 12 Surabaya.

D. Purpose of the study

The purpose of this study was to describe the application of using Cue Card games in the teaching speaking for junior high school students.

E. The significance of the study

1) The teacher

   The result of this proposal was hopefully would gave contribution to English language teaching and learning, also it would helped the teacher how to usde cue cards games as a games for teaching speaking.

2) The students

   For the students, the result of this research is expected to gave them new experience in English learning, especially in learning speak English so they could be more motivated to developed their abilities.

3) Other researchers

   This study was predicted to be able to gave other researchers references of the games which would be used for teaching speaking especially for junior high school students, to expanded their knowledge, and helped them in developed their research within the same field.

G. Definition of Key Terms

1) Cue card games

Team coco Podcast (as cited in Irawati, 2017) also cited as note card with word written thereon,helped students remember what they have to say. Cue card games is a game that   used a note card which contains words or images to practice English speaking skills for junior high school students.

2) Teaching speaking

(Desta, 2017) mentioned teaching speaking is to provide knowledge to students in the form of communication to the target audience through voice revenue system of the mouth. In teaching speaking, teachers are expected to deliver learning well.