INTRODUCTION

This chapter presents the explanation of background of the study, the statement of problem, the purpose of study, scope and limitation and definition of key terms. Deeper explanations of those sections are presented as follows.

1.1 Background of the Study

Language has many functions. Srijono (2006: 7) states that language function is used for expressing and receiving information, communication, persuasion, negotiation, and for socialization. The researcher usually uses language into two ways, verbal language and nonverbal language. It’s so very important to communicate because the two components help the researcher to speak up well. Nonverbal language supports verbal language, it makes someone who listen researcher speech easier to understand. For example when the researcher see someone who feels happy, in nonverbal language, the researcher can see that their face will smile happily, clap their hand, jump, and in verbal language, they shout hore.

The language production can be created naturally. Human can study language because everyone has Language Acquisition Device (LAD) in their left brain. Its function is to know the concept of language acquisition and universal grammar for the first language acquisition. Chomsky (1988 in Fauziati 2009: 103) states that children begin to listen from their parents, the will unconsciously
recognize which kind of language they deal and they will set his grammar to correct one, this is known as setting the parameter. Speech organ and articulatory phonetic also help people to produce the language, for example the ear helps to listen and the mouth uses to speak. From listening, the infants get new vocabulary, so they will repeat and drill it. The parent and environment help to grow up the children language.

Everyone has a special skill to learn language. In fact, babies born in this world can speak with their local language (dialect). They are never shy, nervous, and afraid to make mistakes. Because the need language to communicate with each other, without language they have many troubles and it is difficult to reward.

There are four skills that can be developed in learning language including they are speaking, writing, listening and reading skill. Speaking is the process of build and sharing meaning through the use of verbal and non-verbal symbols variety of contexts (Chaney, 1998: 13). Although speaking is totally natural, speaking in a language other than our own is anything but simple. Speaking is a crucial part of second language and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teacher have continued to teach speaking just a repetition of drills of memorization of dialogues (Murcia et. Al, 2000: 164)

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill
is not easy because many students get some problems to do it, so the teacher falls difficult to teach speaking too.

There are many problems that occur in teaching speaking. First, the students who feel bored with the teaching speaking process make them difficult to say words and to remember during speaking class. Second, the teacher still uses the traditional technique. Third, the students rarely practices English language to communicate int the class and outside the class. It makes the students feel really clumsy to speak English in their daily activities. Fourth, the students just remember the speech script when they must speak up in front of the class and they talk with similar words and sentences on the books. It shows that they do not understand the content and they do not speak spontaneously by their own word. Those problems are faced by students at seventh class of Mts Miftahul Ulum Pasuruan.

Based on the phenomena above, the writer tries to find the effective solution to improve speaking skills English seventh class of Mts Miftahul Ulum Pasuruan by employing charade as a method of teaching speaking, that is flexible technique, and it can be adapted to nearly every proficiency level. Charade is teaching for the delivery of material by using short words in the form of a card game so that the child receive message of learning through the card. According to ginnis, (2008) by using charade, teaching and learning will be easier for educators to explain the material with flexible, so that learners more easily understand and skillfully without having ridden with fear to contend.
The reason why this research focuses on charade is for the delivery of material teaching by using short words in the form of a card game and they can receive message learning through the cards. It could give the students new feeling in conversation session. So, the students do not get bored with the technique in the conversation subject applied by the teacher by all the time. That is why the writer conducted a research is the implementation of a charade to improve speaking skills of seventh grades of Mts miftahul Ulum Pasuruan.

1.2 Statement of the Problems

Based on the background of the study above, the statement of the problem can be formulated as follows: How does the charade improve speaking English skill of the seventh grade students at Mts Miftahul Ulum Pasuruan.

1.3 Purpose of the Study

From the statement of the problem above, the purpose of this research is to know how a charade improve speaking English skill of the seventh grades students at Mts Miftahul Ulum Pasuruan.

1.4 Significance of the Study

This research is expected to give contribution for English teacher and students in improving speaking skill by using a charade. For teacher, a charade can develop and use new methods in order to make the students enjoy and relax in the teaching learning process. The media game that is given by teacher and the students feel comfort. For students, a charade can support students to improve in
speaking skill because by using a charade the student feel happy and relax in the
class in teaching learning process. Learning with the game can help feel comfort
and receive much knowledge easily.

1.5 Scope and Limitation

In order to avoid misinterpretation of the problem, the writer would like to
limit the scope of the study. The writer wants to know that charade game can
improve the student in speaking skills. The materials is limited for the theme of
animals and things around us. This study was conducted in seventh grades with 25
students of Mts Miftahul Darul Ulum Pasuruan.

1.6 Definition of the Key Terms

Based on the title “The Implementation of a Charade to Improve
Speaking Skills Seventh Grades of MTS Miftahul Ulum Pasuruan” the writer
wants to clarify and explain the terms of the title to avoid the ambiguity in
preception of some terms used in this study. The definition is as follows:

Implementation is defined as a specified set of activities designed to put
into practice an activity or program of known dimension. According to this
definition, implementation processes are purposeful and are described in sufficient
detail such that independent observers can detect the presence and strength of the
“specific set of activities” related to implementation. In addition, the activity or
program being implemented is described in sufficient detail so that independent
observers can detect its presence and strength. (National Implementation Research
Network, 2016).
**Charade** is a technique to make a mental image a word to aid recalling the word Ellery (2009:149). It means charade technique can help students in vocabulary and students can be easy to remember the word.

**Speaking** is one way to communicate which ideas and though a massage orally. To enable students to communicate, we need to apply the language is real communication. Accroding to Gert and Hans (2008:207), speaking is speeches or utterances with purpose of having intention to be recognized by speaker and the reciever processes the statements in order to recognize their intentions.