

# CHAPTER I

## INTRODUCTION

### A. Rationale

Human needs language. Language is system of sounds, words, etc, it is used by human to communicate thoughts and feelings or a form of language used by a particular group, nation, etc.<sup>1</sup> Although every country has many languages, but there is just one formal language that can be used for communication with each other by the difference of the culture and the town of their own. The human being need language not only to express emotion, but also to describe the state of the word around us, it can be done orally or writtenly, in verbal or in non-verbal communication.<sup>2</sup>

Language is important to be learnt because it is tool of communication or gadget that is certainly, so it is needed by many kinds of nations and tribes in the world to use language to know one another. As Allah said in holy Qur'an:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا

وَقَبَاثِلَ لِتَعَارَفُوا... (الحجرت : ١٣)

English plays an important role in communication, particularly among nations whose national language or mother tongue are not English. By using

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<sup>1</sup>Martin H. Manser, *Oxford Learner's Pocket Dictionary*, New Edition, (New York: Oxford University Press, 1995), p. 233

<sup>2</sup>Robin Burling, *Pattern of Language: Structure Variation Change*, (London: Academic Press ml, 1992), p. 3

English they can dialogue, discuss or express their feeling, because English as started by Marry Fhinocchiaro is the means by which results of human thought and action passed on<sup>3</sup>. English is also important to absorb and develop the science, technology and culture and it is also needed in taking care of international relationship.

In the world of education, English is one of compulsory subject which is learned in junior high school, senior high school, university, and even in elementary school.

There are many ways to teach ESL/TEFL to children but one of the most exciting and rewarding ways to do is by using English games. English games do not only engage the children, but also teach through play – and most of the time the children don't even aware they are learning until the time comes to show their knowledge, it truly is possible (and almost necessary) to create a classroom where the students do not only learn but also truly enjoy their time there. Incorporating English games into the classroom can build interest in the class, put language in an interesting and meaningful context, give students a break from the pressures of learning a new language while giving the break a purpose, teach real world skills and, most importantly, build the student/ teacher bond.<sup>4</sup>

According to Graciano Soares, games are also good to keep a group of young learners motivated and they can help make learning more memorable. And according to Aysegul, games are very useful, especially word games. These kinds

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<sup>3</sup>Marry Fhinocchiaro, *English as a Second Language from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 57

<sup>4</sup><http://www.buzzle.com/articles/teaching-english-games-helps-children-learn.html>

of games are very effective in vocabulary teaching. Words become more meaningful and memorable for the students.<sup>5</sup>

Furthermore according to Rousseau and Pestalozzi at 18<sup>th</sup> century and beginning of 19<sup>th</sup> century, starting realize that education will be more effective if it is compatible with student interest. This statement support Frobel theory which is quoted by Marthachristianti as follows:

*Bermain sangat penting dalam belajar. Belajar berkaitan dengan proses konsentrasi. Orang yang mampu belajar adalah orang yang mampu memusatkan perhatian. Bermain adalah salah satu cara untuk melatih anak konsentrasi karena anak mencapai kemampuan maksimal ketika terfokus pada kegiatan bermain dan bereksplorasi dengan mainan. Bermain juga dapat membentuk belajar yang efektif karena dapat memberikan rasa senang sehingga dapat menimbulkan motivasi intrinsik anak untuk belajar. Motivasi intrinsik tersebut terlihat dari emosi positif anak yang ditunjukkan melalui rasa ingin tahu yang besar terhadap kegiatan pembelajaran.*<sup>6</sup>

In teaching English we have variety techniques, according to Diane Larsen-Freeman there are eight techniques in language teaching, that are: grammar translation method, direct method, audio lingual method, silent way, suggestopedia, community language learning, total physical response method, communicative approach.<sup>7</sup> So that English more enjoyable for the students and can be mastered easily, thus it need any games that more interesting in English learning.

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<sup>5</sup>[http://www.teachingenglish.org.uk/talk/questions/games\\_learning#comment-192](http://www.teachingenglish.org.uk/talk/questions/games_learning#comment-192), 2009, Thursday 9<sup>th</sup> July.

<sup>6</sup><http://marthachristianti.wordpress.com/2008/03/11/anak-bermain/>, Thursday 9<sup>th</sup> July.

<sup>7</sup>Diane Larsen-Freeman, *Techniques and Principles in Teaching English*, (Brattleboro: Oxford University Press, Inc, 1986), p. contents

A teacher has to be professional and look for techniques that can comfort students, techniques that more creative and add students' interest to follow the study. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Teachers are encouraged to find other games which are suitable for his/her students or develop his/her own.<sup>8</sup> Rasulullah confirms that in teaching a teacher need to choose a technique that comfortable, like a game activity, because it gives fresh insight to ourselves and make more student becomes creative. So if a student becomes creative, it will be ease to master English.

After writer do first observation, it is known that State Islamic Junior High School Kuala Kapuas has creative teachers of English, and they use variation in learning and in managing the situation of class.

From reality of in the field, the students of State Islamic Junior High School Kuala Kapuas are very fond of game, and teacher of English sometimes uses games in learning. Although the facility of games in that school is not so sufficient. Based on that problem, so the writer is interested to do a research en title: "THE IMPLEMENTATION OF GAMES IN ENGLISH LEARNING FOR THE FIRST YEAR STUDENTS AT STATE ISLAMIC JUNIOR HIGH SCHOOL KUALA KAPUAS".

To avoid any misinterpretation towards the title, the writer is necessary to explain some terms found out in the title as follows:

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<sup>8</sup><http://iteslj.org/Lessons/Ersoz-Games.html>

### 1. Implementation

The word “implementation” according to oxford learner’s pocket dictionary means: “carry out (a plan, idea, etc)”.<sup>9</sup> Here it means action of teacher that involve the students to participate.

### 2. Game

The word “game” according to oxford learner’s pocket dictionary means: “form of play” or “sport with rules”.<sup>10</sup>

This is summed up very well in Gibbs’ definition of a game as ‘an activity carried out by cooperating or competing decision-makers, seeking to achieve, within a set of rules, their objectives’.<sup>11</sup> It means game is something that is played with rules, bring fun and can do by cooperating or competing. Game can train children to cooperate with their friends. It also can ignore them from being bored.

### 3. Learning

Here it means the activity of learning worked indoor or outdoor of class.

Thus, the title above means action or activity of teacher that involve students to participate in English learning at State Islamic Junior High School Kuala Kapuas by using the form of play that fun.

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<sup>9</sup>Martin, *Op.Cit*, p. 208

<sup>10</sup>*ibid*, p.171

<sup>11</sup>Shelagh Rixon, *How To Use Games in Language Teaching*, London, Illustrations The Macmillan Press, Ltd, 1981, p.3

## **B. Formulation of the Problem**

Concerning the topic, the problem of this research can be formulated as follow:

1. How is the implementation of games in English learning for the first year students at State Islamic Junior High School Kuala Kapuas?
2. What are the factors that influence the implementation of games in English learning for the first year students at State Islamic Junior High School Kuala Kapuas?

## **C. Reason for Choosing the Title**

There are some reasons that make the writer adopted this title. They are:

1. English is the most popular language in the world that has become the main communication device the field of science and technology.
2. A Technique of teach that fun like game brings support or motivation of student during study English.
3. Not enough facility at State Islamic Junior High School Kuala Kapuas to support the writer wants to know effort or the way of teacher implementation of games in English learning.

## **D. Purpose of Research**

To know the implementation of games in English learning for the first year students at State Islamic Junior High School Kuala Kapuas and the factors that influence it are.

### **E. Significance of Research**

These are significances of research as follows:

1. As an input for English teacher at State Islamic Junior High School Kuala Kapuas to improve the motivation and student's achievement in English.
2. To enrich the writer's knowledge and experience on the implementation of games.
3. As an information for the next researcher to observe this aspect more deeply.

### **F. Organization of the Contents**

This study is divided into five chapters, as follows:

Chapter I contains introduction, consists of rationale, formulation of problem, reasons for choosing the title, the purpose of the research, significance of the research and organization of the contents.

Chapter II contains theoretical review on related subject which consists of the definition of games, the function and the purpose of games, types of game, the implementation of games, what are the factors that influence the implementation of games.

Chapter III contains method of research, which is consisting of population and sample of research, data and source of data, techniques of data collecting, techniques of data processing and analysis, and research procedure.

Chapter IV contains result of research result, which is consisting of general description of the research location, data presentation, and data analysis.

Chapter V is the fifth chapter contains closure, which is consisting of conclusion, and suggestions.