

## **CHAPTER IV**

### **RESULT OF RESEARCH**

#### **A. General Description of Research Location**

##### **1. Brief History of State Islamic Junior High School Kuala Kapuas**

The research has been done at State Islamic Junior High School Kuala Kapuas. It is located on Tambun Bungai street No. 49 and it is at Islamic school complex. There are five schools in that location, they are:

- College of Islamic Studies (STAI) Kuala Kapuas
- State Islamic senior High School (MAN) Kuala Kapuas
- State Islamic Junior High School (MTsN) Kuala Kapuas
- State Islamic Elementary School (MIN) Kuala kapuas
- State Islamic Kindergarten (TK)

This school was established on May of 1<sup>st</sup> 1989 until June of 26<sup>th</sup> 1995 with registered status SK No. MTs.P371/1992 (February of 3<sup>rd</sup> 1992). MTs FILIAL from MTsN Palangka Raya on June of 27<sup>th</sup> 1995 until July of 1997 with SK KAKANWIL No. WP/5/PP.03.2/1349/1995. MTsN Kuala Kapuas according to SK MENAG (DR. H. Tarmizi Taher) on March of 17<sup>th</sup> 1997 No. 107 Year 1997 till now.

State Islamic Junior High School Kuala Kapuas has been managed by some headmasters since it established until now. Some headmasters can be seen in the following table:

Table 4.1 Headmasters at State Islamic Junior High School Kuala Kapuas

NO	Name	Leadership Period
1	Drs. Mursyidi,	1995 s.d 1997
2	Drs. nawawi HM Nasir,	1997 s.d 2000
3	Drs. Mursyidi,	2000 s.d 2004
4	Drs. Abrani Sulaiman,	2004 s.d 2008
5	Drs. Halawa Kausari, S.Pd., M.Pd	2008 s.d sekarang

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

## 2. School Facility

Based on the school data, it is known that facilities in State Islamic Junior High School Kuala Kapuas can be seen in the following table:

Table 4.2 Description of Facilities at State Islamic Junior High School Kuala Kapuas

No	Facilities	Total
1	Headmaster's room	1
2	Teachers' room	2
3	Class rooms	14
4	Library	1
5	Prayer room	1
6	Playing and sport yard	1
7	Toilet for student	4
8	Toilet for teacher	2
9	Parking area for students	2
10	Parking area for teacher	1
11	Canteen	1
12	Lab of computer	1
13	Lab of language	1
14	Internet room	1
15	MTsN English Course	1

Source: Administration Staff document and observation directly in State Islamic Junior High School Kuala Kapuas

### 3. Teacher, Administration Staff, and students condition at State Islamic Junior High School Kuala Kapuas

#### a. Teachers

State Islamic Junior High School Kuala Kapuas has 43 teachers, which consist of 41 permanent teachers and 2 part time teachers. To know more closely about the teachers' condition, we can see in the table below:

Table 4.3 Description of teacher at State Islamic Junior High School Kuala Kapuas

NO	Name	Subject	Occupation	Latest Education
1	Drs.Halawa Kausari, S.Pd., M.Pd	English Teacher	Permanent teacher	S2 (technology education)
2	Dra. Norhayati	Qur'an Hadits, Muatan lokal	Permanent teacher	S1(PAI)
3	Bakhtiar, A. Md	BP	Permanent teacher	DII (PAI)
4	Dra. Norhasanah,	Akidah Akhlak, Muatan lokal	Permanent teacher	S1(PAI)
5	Hj. St. Khalimah, S.Pd.I	Fiqih, Muatan lokal	Permanent teacher	S1 (PAI)
6	Dra. Ulpah Hudaya	SKI, Muatan lokal	Permanent teacher	S1 (PAI)
7	Hj. Radiah, S.Ag	SKI, Akidah Akhlak, Muatan lokal	Permanent teacher	S1 (PAI)
8	Norbaiti, S.Ag.,S.Pd	Indonesian, Arabic, Muatan lokal	Permanent teacher	S1 (Language/Art)
9	Andang Jarwadi, S.Pd	Matematic	Permanent teacher	S1 (Matematic)
10	St. Rofingah, S.Ag	Qur'an Hadits, Muatan lokal	Permanent teacher	S1 (PAI)
11	Norhidayah, S.Pd	IPS	Permanent teacher	S1 (IPS/PPKN)
12	Rahmah Yanti, S.Pd	IPA	Permanent teacher	S1 (MIPA/Biologi)
13	Sriyadi, M.Pd	PPKN, Tinkom	Permanent teacher	S1 (IPS/PPKN education)
14	Arbainsyah, S.Ag	Fiqih, Muatan	Permanent	S1 (PAI)

		lokal	teacher	
15	Miftahul Hayati, S.Ag	Arabic, Muatan lokal	Permanent teacher	S1 (Arabic)
16	Seri Rahmawati, S.Pd	Matematic	Permanent teacher	S1 (Matematic)
17	Sarwani, S.Ag., M.Pd	Arabic	Permanent teacher	S2 (Arabic)
18	Ida Novrida, S.Pd	PPKN, Culture	Permanent teacher	S1 (IPS/PPKN education)
19	Naseri, S.Ag	Akidah Akhlak, Arabic, Muatan lokal	Permanent teacher	S1 (PAI)
20	H. Khairul Fahmi, S.Ag	Akidah Akhlak	Permanent teacher	S1 (PAI)
21	Baseri, S.Pd	Indonesian, education of body and health	Permanent teacher	S1 (Indonesian)
22	Megawati Nasution, S.Ag	Qur'an Hadits, Muatan lokal	Permanent teacher	S1 (PAI)
23	Sarwo Edy, S.Pd	English, education of body and health	Permanent teacher	S1 (English)
24	Kiswariah, S.Pd	English, Kertaseni	Permanent teacher	S1 (English)
25	Kamsinah, S.Pd	Matematic	Permanent teacher	S1 (Matematic)
26	Isnawati, S.Pd	IPA	Permanent teacher	S1 (MIPA/Biologi education)
27	Sri Herlinawati	IPA	Permanent teacher	S1 (MIPA/Biologi education)
28	Dewi Yana, S.Pd	IPS	Permanent teacher	S1 (IPS/Economic education)
29	St. Muslimah, S.Pd	Indonesian	Permanent teacher	S1 (Language/Art)
30	Sayanti, S.Pd	Indonesian	Permanent teacher	S1 (Indonesian)
31	Juitaningsih, S.Pd	English, Tikom	Permanent teacher	S1 (English)
32	Ahmadi Purwoko, S.Pd	English, education of body and health	Permanent teacher	S1 (English)
33	Nurhasanah, S.Pd.I	Arabic, Muatan lokal	Permanent teacher	S1 (Arabic)
34	Sri Ekawati, S.Pd	BP	Permanent	S1 (BP/BK)

			teacher	
35	Yustina, S.Pd	PPKN, IPS, Kertaseni	Permanent teacher	S1 (IPS/PPKN education)
36	Endang Suratinah, S.Pd	IPS	Permanent teacher	S1 (IPS/History education)
37	Awan Winanto, S.Pd	Matematik	Permanent teacher	S1 (Matematik)
38	Marwan, S.Pd	English, education of body and health	Permanent teacher	S1 (English)
39	Nurmaryam,S.Pd	BP	Permanent teacher	S1 (BP/BK)
40	Mursidah, S.Pd	SKI, Muatan lokal	Permanent teacher	S1 (PAI)
41	Rafelia, S.Pd	PPKN	Permanent teacher	S1 (IPS/PPKN education)
42	Musila Rahmah, S.Pd.I	Tikom	Part time teacher	S1 (PAI)
43	Ramnah, S.Pd.I	Muatan lokal	Part time teacher	S1 (PAI)

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

From 43 teachers, 6 people are English teachers and can be seen in the following table:

Table 4.4 Description of English Teachers at State Islamic Junior High School Kuala Kapuas

No	Name	Latest Education	Explanation
1	Drs. Halawa Kausari,S.Pd.,M.Pd	S2 (technology education)	Class VII-1
2	Sarwo Eddy, S.Pd	S1 (English)	Class VIII-1,2
3	Kiswariah, S.Pd	S1 (English)	Class VII-3,4,5 Class IX- 2,3,4,5
4	Ahmadi Purwoko, S.Pd	S1 (English)	Class VII-2
5	Marwan, S.Pd	S1 (English)	Class IX-1
6	Juitaningsih, S.Pd	S1 (English)	Class VIII-3,4

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

From 6 English teachers, there are 3 English teachers that teach in the class VII. We can see in the table below:

Table 4.5 Description of 3 English Teachers that teach in class VII at State Islamic Junior High School Kuala Kapuas

No	Name	Latest Education	Explanation
1	Drs. Halawa Kausari, S.Pd., M.Pd	S2 (technology education)	Class VII-1
2	Ahmadi Purwoko, S.Pd	S1 (English)	Class VII-2
3	Kiswariah, S.Pd	S1 (English)	Class VII-3,4,5

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

#### b. Administration Staff

Administration Staff of State Islamic Junior High School Kuala Kapuas has 6 people which consist of 4 permanent and 2 part time teachers. To know more closely about the Administration Staff's condition, we can see in the table below:

Table 4.6 Description of Administration Staff at State Islamic Junior High School Kuala Kapuas

No	Name	Latest Education	Occupation
1	M. Juhri, S.Ag	S1 IAIN	Head of Administration Affairs
2	Hj. Masriah, S.Pd.I	S1 STAI	Treasurer
3	Ardiansyah	SLTA	Executor Of Administration Affairs
4	Kursani	SLTA	Product of Payroll
5	Mursila	1 STAI	Executor of Administration Affair
6	Ramnah	S1 STAI	Officer of Library

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

#### c. Students Condition at State Islamic Junior High School Kuala Kapuas

All of students in State Islamic Junior High School Kuala Kapuas are 559. There are 232 male and 327 female students. Detailed information can be observed in the table below:

Table 4.7 Description of students at State Islamic Junior High School Kuala Kapuas

No	Class	Sex		Amount
		Male	Female	
1	VII-1	16	24	40
2	VII-2	14	26	40
3	VII-3	14	26	40
4	VII-4	15	25	40
5	VII-5	19	21	40
6	VIII-1	21	20	41
7	VIII-2	14	29	43
8	VIII-3	22	18	40
9	VIII-4	13	28	41
10	IX-1	20	20	40
11	IX-2	20	18	38
12	IX-3	14	24	38
13	IX-4	17	23	40
14	IX-5	13	25	38
Total		232	327	559

Source: Administration Staff Document of State Islamic Junior High School Kuala Kapuas

## B. Data Presentation

### 1. The Implementation of Games

After the writer researched through observation, technique that was seen directly in English learning in the class and through interview technique with 3 English teachers and questionnaire of students at State Islamic Junior High School Kuala Kapuas, the writer can collect the data about implementation of games in English learning at State Islamic Junior High School Kuala Kapuas, they are:

a. Teacher 1 teaches in class VII-1, has ever used games in teaching English. Form of games which is implemented in English learning at semester I at school year 2009/2010 are alphabet game, jumbled word, five minutes activities, wrapped objects, giving messages.

Teacher 1 used frequently games in English learning. From various games merely used simple instrument, such as: book and pen. Those games only implemented when the material supported toward the games, as for: there are many words that is important to memorize by students. Therefore teacher 1 stressed the matter through the games. Teacher 1 usually used games in the end of learning. While the writer research only alphabet game, jumbled word, five minutes activities, giving messages that is implemented.

Regulations of alphabet game are: the meeting, the teacher can orally test students by making an English word, for example BOOK, and then ask another student to make a word beginning with K (the last letter of the previous word), for example KING, then the next student must make a word beginning with G, for example GORILLA, and so on until one of students cannot think a word or mention a word that is already said. The teacher divides student into four groups. After it is done orally, the teacher asks students to prepare a piece of paper to do this game in written. Time allocation is 5 minutes. The teacher write the first word then the students have to finish it in 5 minutes, for example, the teacher write the word LOVE, the result might be like the following example:

<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>	<u>Student 4</u>
Love <u>e</u>	Love <u>e</u>	Love <u>e</u>	Love <u>e</u>
Ea <u>t</u>	Eagle <u>e</u>	Egg <u>g</u>	Eleven <u>n</u>
Tea <u>a</u>	Examination <u>n</u>	God <u>d</u>	Nose <u>e</u>
Apple <u>e</u>	National <u>l</u>	Dog <u>g</u>	Eraser <u>r</u>
Ear <u>r</u>	Loud <u>d</u>	Game <u>e</u>	Red <u>d</u>
etc	Etc	Etc	etc



When it has been done in 5 minutes, the teacher have to say “stop, put your pens on your desk”, swap sheets with each other and then they have to count how many their friends made in five minutes. Or other way the teacher divides student into four groups. Members of group have to write on the whiteboard alternately. Teacher 1 calls this game an alphabet game but teacher 3 calls this game a chain word.

Regulations of jumbled word are: the teacher introduces a game to students, then fined English words that are difficult to spell, and writes some of them in jumbled order on the whiteboard. The teacher Chooses words according to the students’ level. It will be better if all of the words you write are associated with one given them. For example, it might give a fruit category. Then, the teacher commands student to answer the jumbled word. He asks who can answer?. After it is done, the teacher divides student into four groups. The groups make jumbled word respectively which that word is arranged by other group (that is: 3 other groups). Here the teacher determines its classification. There are part of human body, name of family member, name of animal, and name of fruit. Like this following example:

<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>
<b>Wbreyeo</b>	<b>Terhgdau</b>	<b>Oraokagn</b>	<b>Pplea</b>
(part of human body)	( name of family member)	(name of animal)	(name of fruit)
The answer:	The answer:	The answer:	The answer:
<b>Eyebrow</b>	<b>Daughter</b>	<b>Kangaroo</b>	<b>Apple</b>

Regulations of five minutes activities are: the teacher writes a word “JAKARTA” on the whiteboard. For five minutes, the teacher asks students one

by one to make some words from the JAKARTA letters, it can be like this: J=jungle, A=ant, K=key, A=art, R=room, T=tea, A=armpit. Hopefully fifty words can be made collectively by all the students in one classroom. Nobody open dictionary. Then, the teacher divides the student into four groups. Every group consists of ten people. From KUALA KAPUAS letters, the groups have to make some words every letter in English of course. But most of students can not make it. Group I about names of animal, group II about fruits, group III about name of birds, Group IV about names of flowers. It can be seen on this following.

<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>
K=kangaroo	K= kiwi fruit	K=	K=
U=unicorn	U=umdoni	U=	U=
A=alpaca	A=apple	A=	A=
L=lion	L=lychee	L=lark	L=lotus
A=aardvark	A=apricot	A=	A=
K=katydid	K=Kumquat	K=	K=
A=albatross	A=Avocado	A=	A=
P=pug	P= Papaya	P=Purple Finch	P=
U=ural owl	U=	U=	U=
A=addax	A=	A=	A=
S=snake	S=sweet lime	S=	S=

Regulations of wrapped objects are: the teacher does not divide students into groups. Teacher asks students to guess an object in teacher's pocket, "what is it? It is made from iron, it is small thing, and it can be used if we go to everywhere we want. All of students just listen carefully. And then every student could answer about it. The answer is motorbike key.

Regulations of giving messages are: teacher asks five students go to outside the classroom, (for example they are: Fadil, Sarah, Rahma, Afgan, and Laila). Teacher will give a message to all students in the classroom. An example of message is like this: "Ahmadi is watching television in the morning. He

requires all the students in the classroom to memorize the message. Then he commands the first student (Fadil) to enter the classroom and then he asks one of students in the classroom to deliver the message and he/she just memorize to Fadil as the first player (without using text). The next student (Sarah) enters the classroom. Fadil gives Sarah the message she just got clearly and loudly. The message can be repeated twice or three times, depending on the first agreement. Next, Sarah gives the message to Rahma, Rahma to Afgan and Afgan to Laila. Finally Laila as the last player is asked to write down or retell the message she had heard from friend to friend. If Laila can write the message correctly, the teacher does not need to repeat the game. If Laila fails to write the sentence correctly, it will be good if the game is repeated. When the players are giving message, other students are not allowed to interrupt just listen and pay attention.

Five minutes activities and alphabet game or other word is chain word are games that enriches vocabulary because the students always mention vocabulary that had they learn. But, jumbled word is game which practice students to be accurate to choose the right word. And also the purpose of giving messages for practicing is to memorize the sentence and practice good pronunciation. However wrapped objects for practicing in identifying things.

b. Teacher 2 teaches in class VII-2, in teaching English teacher 2 has ever used games. Type of game that ever implemented in English learning at semester I at school year 2009/2010 like “Simon Say” but here teacher 2 calls the game with name “*pisang pinang*”.

Teacher 2 is seldom used games in English learning. This game does not used instrument, like pen and book or whatever. But this is just listening. This game only implemented when they are sleepy, so it is not related with material. Teacher 2 used game in the middle time of learning. The time was 40 (2X20) minutes at the time of English learning. While the writer researches only "*pisang pinang*" that is implemented.

Regulations of "*pisang pinang*" are: the leader of the group is the teacher who gives command to the students. The students follow the commands only. For example: if the leader say "stand up, please!" so all of students must stand up and if the leader said "sit down, please!" so all of students must sit down. If students do not do according command, thus they have to go forward in front of class to get punishment, such as: sing an English song, mention the number from number 1 till students able to mention in English, mention the alphabet from A till Z in English pronunciation, or according to friends' request. The purpose of "*pisang pinang*" game is getting fun for students, so as to they are not sleepy in English learning.

c. Teacher 3 teaches in class VII-3, 4, 5, has ever used games in teaching English. Types of game that ever implemented in English learning at semester I at school year 2009/2010 are hangman, chain word, and riddles.

Teacher 3 often used games in English learning. These games used simple instrument only, like: pen and book. These games are merely implemented when the matter of subject supports toward the games, like there is new word that is important to memorize by students.

Teacher 3 uses games usually in the end of learning or after the teacher introduces the matter of learning which is tough at that time, then the teacher stresses the matter through the games. Also after the teacher finishes the matter of learning, the teacher introduces all of the matter of learning which is tough at the day, so that the students are really remember the word or the matter, then the teacher pressures the matter at next meeting by using game from the beginning till end of English lesson. Or it can be from beginning of learning because of condition of students, maybe students are not enthusiastic. The time was 40 (2X20) minutes at the time in English learning. While the writer researched only Hangman, Chain Word, and Riddles that is implemented, but actually still much games which is used by teacher 3. This matter is caused by time is not very much, and it is implemented at daylight because of condition of buildings that have been renovating. After these matters are solved, it will be normal.

Regulations of Hangman are: the teacher divides the students into some groups. A teacher selects a word to be guessed. The groups must guess which letters go in each of the blank spaces. If a correct guess has been made, the letter is written in the blanks. If the guess is incorrect, one part of man's body is added to a gallows (look at Appendices). If the group can complete all of letter with get five hundred score, the group wins. The time which is given 3 seconds only at each guess of letter. The winner group will get prize and the loser group or lower its score, so the punishment is singing an English song in front of class while dancing. The score of each letter is one hundred and the number of word must be

five letter, so if complete letter it will get five hundred score. Example: “about family” U N C L E, “about color” B R O W N, or “things in the class” T A B L E.

Regulations of chain word are: the teacher divides the student into ten groups. Every group consists of four people. Nobody opens dictionary, note, or whatever that relation with English. Students make a circle so that it is easy to discuss one to another. A teacher gives the first word (as teacher like) to one person of group and it is continued by another, and so on. For example K E Y, then the next student of other group must make a word beginning with Y , for example Y E L L O W, and so forth until one of student of group can say the last word from that chain word, the group wins. Every student may answers/say any word provided it has meaning and connection. If the answer is incorrect, so student may not answer again. If the members among the groups can still answer, so that group as a winner.

Also the riddles game has rules that are: all of students listen the riddles only and who can answer so they can answer in their practice book themselves. If it is done, a teacher will point of his/her student to answer orally that is pointed randomly so every students must prepare their answer. They may not open the dictionary when the teacher gives the riddles. For example: name of things in the class. It is small, it is square, and it is used to clean black/white board. Guess what is it? (The answer = eraser). Or another example: name of things in the class again. I am square, I have four legs, I do not walk. Who am I? (The answer = table).

Hangman and chain word are games which stress at vocabulary that students have ever learn/memorize and also practice spelling. On the contrary, the purpose of the riddles game is practicing in defining/describing people and objects. All of games above are suitable with the material which taught at the day. According to teacher 3 exposition, the special purpose of games is so as to students really remember or master the material that was taught also making them enjoyable so they are not sleepy in English learning, even in daylight.

## **2. The Factors that Influence the Implementation of Games**

The factors that influence the implementation of games in English learning at State Islamic Junior High School Kuala Kapuas are:

- a. Teachers factors, that are: education background, teaching experience and following the training

- 1) Education Background

- a) Teacher 1, his education background is: firstly, S1 PAI (*Pendidikan Agama Islam*) in Palangkaraya at year 1993. In the early the name of campus is IAIN (*Institut Agama Islam Negeri*) Palangkaraya because of Banjarmasin subdivision. But today become STAIN (*Sekolah Tinggi Agama Islam Negeri*) Palangkaraya. Secondly S1 English department UNPAR (*Universitas Palangkaraya*) FKIP (*Fakultas Keguruan dan Ilmu Pendidikan*) at year 2002 in Palangkaraya. Thirdly S2 technology education UNIPA in Surabaya at year 2008.

b) Teacher 2, his education background is: D III English Department UNPAR (*Universitas Palangkaraya*) in Palangkaraya at year 1994, and then he continued his education to S1 English department UNPAR in 2002.

c) Teacher 3, her education background is S1 English department UNPAR in Palangkaraya at year 1999.

## 2) Teaching Experience

The English teachers in the first year students at State Islamic Junior High School Kuala Kapuas have good experience. It's known from their experience in teaching English. Their experiences are:

a) Teacher 1 has teaching experience 18 years. 5 years as a part time teacher (1991-1996), then, after he had become a government employee he taught Islamic education for 4 years, since 2000 he has taught English till now.

b) Teacher 2 has teaching experience 11 years. 7 years as a contract teacher (1998-2005), and 4 years as a permanent teacher (2005-now).

c) Teacher 3 has teaching experience 10 years. 2 years as part time teacher (1999-2001), and 8 years as a permanent teacher (2001-now).



### 3) Following The Training

a) Teacher 1 had ever followed the training, they are: scientific paper at year 2005, curriculum socialization at year 2006, scientific paper at year 2006, training of English teacher discipline at year 2006, facilitator of English training at year 2006, and intensive English course training in 2007.

b) Teacher 2 had ever followed the training, they are: PAKEM training in LPMP (*Lembaga Penjamin Mutu Pendidikan*) Palangkaraya at year 2005, English teacher training study at year 2006 in Balai Diklat Banjarbaru, training of studying teacher supplies in LPMP Palangkaraya at year 2006, English MGMP (Musyawarah Guru Mata Pelajaran) in Kuala Kapuas at year 2009.

c) Teacher 3 had ever followed the training, they are: training of discipline teacher, KBK training, and KTSP workshop.

#### b. Students factor, that is students' interest

Interest is a tendency to pay attention and remember something continuously. Syaiful Bahri Djamarah said that: "*minat adalah kecenderungan yang menetap untuk memperhatikan dan mengenang beberapa aktivitas. Seseorang yang berminat terhadap sesuatu aktivitas itu secara konsisten dengan rasa senang*".<sup>1</sup>

It means that the students' interest is one of the important factors that influences the implementation of game in English learning. Interest is needed in

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<sup>1</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p.132

English learning. If students have a great interest in English, so the students will give much more attention and of course the students will be diligent to study. On the other hand, the students have not interest; automatically they will be lazy to study.

For describing the data about students' interest in English lesson especially those who interested or uninterested in English lesson, it can be seen in the following table:

Table 4.8 The frequency of students who interested or uninterested in English lesson

No	Class	Interested	Uninterested	Total
1	Class VII-1	7	1	8
2	Class VII-2	8	-	8
3	Class VII-3	7	1	8
4	Class VII-4	2	6	8
5	Class VII-5	8	-	8
Total		32	8	40

From the table above there are 32 students interested toward English lesson, it means very good. While the students who state that they uninterested toward English lesson as many as 8 students. So, it is seen that mostly students interest very much toward English lesson.

#### c. Facility factor

The facilities factor that aimed here is English teaching facilities that is used when English teaching learning. From my observation in this school English teaching facilities consists of classroom, white board, chalk, table, and eraser. But, there is no special tool which is used to implement of games.

## C. Data Analysis

After all the obtained data are presented in data presentation, as result of this research, they also need to be analyzed. It's done to know the implementation of games in English learning for the first year students at State Islamic Junior High School Kuala Kapuas is good.

### 1. The Implementation of Games

According to the result of interview with the three English teachers of the first year students, it is known that the implementation of games in this school is not arranged very good or specially. So, the games in this school can be done in any form if situation and condition (teacher and students), time and place are enabling. Also it can be done if it is in accordance with matter.

#### a. The Types of Game

Based on the result of the writer observation in the class, it is known that three English teachers of the first year students merely implemented the giving messages game, five minutes activities game, alphabet game, jumbled word, wrapped object (teacher 1); *pisang pinang* game (teacher 2); hangman, the riddles, chain word (teacher 3).

According to the result of questionnaire of the first year students, it is known that students of class VII-1 who are said that teacher has ever implemented the giving messages game as many as 4 students; five minutes activities game, giving messages game, alphabet game, jumbled word as many as 4 students; students of class VII-2 who are said that teacher has ever implemented "*pisang*

*pinang*” game as many as 6 students, guessing the secret word as many as 1 student, forgetting the game that ever implemented as many as 1 student; students of class VII-3 who are said that teacher has ever implemented the hangman game as many as 4 students, the riddles game as many as 3 students, chain word game as many as 1 student; students of class VII-4 who are said that teacher has ever implemented the riddles game as many as 6 students, not comment as many as 2 students; students of class VII-5 who are said that teacher has ever implemented the giving messages as many as 4 students, alphabet games as many as 1 student, singing about song of school facility as many as 1 student, the riddles game as many as 2 students. To be clear about that, it can be seen in the following table:

Table 4.9 Types of game has ever implemented

No	Game	Class					Total
		VII-1	VII-2	VII-3	VII-4	VII-5	
1	Giving messages	4	-	-	-	4	8
2	Five minutes activities	-	-	-	-	-	-
3	Alphabet game	-	-	-	-	1	1
4	Jumbled word	-	-	-	-	-	-
5	Wrapped object	-	-	-	-	-	-
6	<i>Pisang pinang</i>	-	6	-	-	-	6
7	Hangman	-	-	4	-	-	4
8	The riddles	-	-	3	6	2	11
9	Chain word	-	-	1	-	-	1
10	The other	-	1	-	-	1	2
11	Game no 1, 2, 3, 4	4	-	-	-	-	4
12	Not comment/forget	-	1	-	2	-	3
Total		8	8	8	8	8	40

In conclusion, the writer concludes that the type of the implementation of games in English learning at State Islamic Junior High School Kuala Kapuas is maximal.

#### b. Frequency of the Implementation of Games

According to the result of interview of three English teachers of the first year students, it is known that the implementation of games in this school are Teacher 1 said that he often implement the games in English learning, but teacher 2 and 3 said that they sometimes implement the games in English learning.

According to the result of questionnaire of the first year students, it is known that frequency of the Implementation of Games can be seen in the following table:

Table 4.10 Data about frequency of the implementation of games in English learning

No	Class	Often	Sometimes	Seldom	Never	Total
1	Class VII-1	7	-	1	-	8
2	Class VII-2	-	5	3	-	8
3	Class VII-3	1	3	4	-	8
4	Class VII-4	-	-	3	5	8
5	Class VII-5	1	-	7	-	8
Total		9	8	18	5	40

Based on the data about frequency of the implementation of games in English learning, it is known that there are 9 students who are said often, 8 students who are said sometimes, 18 students who are said seldom, and 5 students who are said never. In conclusion, the writer concludes that the implementation of games in English learning is less and it is better implement the game frequently.

c. Instrument

The implementation of games that had ever implemented did not use special tool. Based on the writer's analyze the benefit of tool from the teacher is efficient enough, because it is need skill and creativity teacher only in using the available facilities. If school condition is enable to prepare the special tools for doing game, so it's enabled for teacher for the implementation of games in English learning as often as possible. Because of many games in English learning that must use certain tools, like: scrable, carton, flannel cloth, board game, card or piece of paper for giving messages game and so on.

d. Regulation of Games

Regulation of this implementation of games is in accordance with theory, it is not feigned by teacher and it is given when the games will be started. The rules are binding. In conclusion, the writer concludes that regulation of games is good.

e. The Purpose of Games

It's implemented of games in English learning at State Islamic Junior High School Kuala Kapuas, so there are purposes that can be achieved, they are:

1) To grow the students motivation in studying

By the game which is given, students are really have motivation to study. The student who is lazy in learning firstly, when he/she hear will be done a game, so the student become fresh and very enthusiastic.

2) To practice the students' skill in using a language

The game such as giving messages game, special for five minutes activities game, alphabet game, jumbled word, hangman, the riddles, and chain word are can add the students' English vocabulary, both memorization and pronunciation.

3) To get fun in learning

Actually all of game such as giving messages game, five minutes activities game, alphabet game, jumbled word, wrapped object, pisang pinang game, hangman, the riddles, and chain word which are given can bring fun to students. But, based on the data on the table 4.9 the most of students more like the riddles game than others. In conclusion, the writer concludes that one of the game purpose is to get fun in learning.

4) To grow and to maintain the students' interest

The first year students at State Islamic Junior High School Kuala Kapuas are like toward English lesson, because based on data about interest or uninterest on the table 4.8 there are 32 students are interested of 40 students that writer get sample. It means that students' interest toward English lesson in this school is good. In conclusion, the writer concludes that one of the game purpose is to grow and to maintain the students' interest.

5) To create the students' creativity and to plant cooperation attitude

Description about creativity and cooperation can be seen in giving messages game, five minutes activities game, alphabet game or chain word and jumbled word that is the students have to be patient send the messages to their

friend especially giving messages game and look for the easy way for remembering the words in sentence.

## **2. The Factors that Influence the Implementation of Games**

a. Teacher factors, that are:

### 1) Education background

The English teachers who teach at this school have excellent education background. They were graduated from English department.

Since the teachers are from English department, of course they have knowledge about techniques, including teaching English, in this case, a teacher who basically graduated from English department. The education background influences English teacher in learning in classroom. The teacher can teach English if they graduated from English department.

### 2) Teaching experience and following the training

According to the result of interview of English teachers of the first year students, it is known that the English teachers in this school have good experience, it's known from their experience in teaching English and their experience in following the training are very much for English teacher.

b. Students Factor, that is: students' interest

Based on the data about students' interest on English lesson, there are 32 students are interested and 8 students are uninterested toward English lesson. In



conclusion, the writer concludes that students' interest in English learning is very good.

c. Facility Factor

From the observation had been done, the facilities are very complete and significantly support teaching learning process. There is a language laboratory where students can practice their English skill, a library that provides English books for students, and classrooms including whiteboard, chalk, tables, chairs and so on where students study English every day. Thus, based on the facts, the writer concludes that the facility factor is good toward students' achievement and the implementation of games.