

CHAPTER 1

INTRODUCTION

A. Rationale

Language is as a part of communication among nation or society tribes the idea, opinion, feeling oral or written. Allah the Almighty created different language for human, as Allah said the Holy Koran, Ar-rum 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافِ السِّنِّتِكُمْ وَاللُّوَانِكُمْ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Many languages grow and develop, but not all languages are able to be a medium of instruction in the world. Except if the language is used by many population and the existence needed, to smoothen the communication and having a benefit for development of science and world technology that is English.

English as a foreign language has competencies which often derived as four major skills that should be developed by English of foreign language learner, namely: listening, speaking, reading and writing. All of these skills have their own way to master them. Alexander.L.G stated that the students had to train adequately in all four basic language skills; listening, speaking, reading, and writing. If the teacher wants to train his students in all four skills, he had to make efficient use of the time at his disposal. Nevertheless, it really needs effective ways to develop the language competence of students.¹

¹ L.G.Alexander.*Practice and Progress: Integrated Course for Intermediate Students* (New York: Axalin Copang,1990)p.viii

According to David Nunan, the success in language learning is in direct proportion to the length of time spent in practicing the language and the quality of the practice. The most important thing about teaching foreign language is to make the students use the language communicatively.² It seems the purpose of Communicative method. He said that the goal of Communicative method is students become communicatively competent in target language. The students have to use the language productively and receptively for meaningful purposes, where language forms are not the central focus but rather aspects of language that enable the students to accomplish those purpose.

Communicative competence of the students will be fostered when applied into communicatively and meaningful activities. Activities in language learning involve the use of skills of listening, speaking, reading, and writing. Those activities must feel meaningful and realists to the students. The activities should give them a chance to rehearse the language in different contexts that they will use to communicate and interact with one another in a variety of ways later on in life. One of the most preferable communicative activities that are task-based and an effective strategy for developing communicative competence is the use of games in the classroom.

Games can be used to give practice in all language skills and be used to practice many types of communication. According to Saricoban, games which are

² David Nunan. *Communicativ Ideas : An Approach With Classroom Activities* (.London:Commercial Colour,2001) p.16

task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities. On the surface, the aim of all games is for students to ‘use the language’, during game play learners use the target language to persuade and negotiate their way to desired result. The process involves the productive and receptive skills.³

Games create a fun-filled and relaxing learning atmosphere. This lowers the anxiety level that often keeps students learning. Agnieszka Uberman states that after learning and practicing new vocabulary, students will have the opportunity to use the language in a non-stressful way. While learners are playing games, their attention is on a message, not on the language⁴. The learners are concerned with playing the game, not with the structure or function of language. Rather than paying attention to the correctness of linguistic form, most participant will do all they can to win. Horwitz and Cope in Chen state that it may ease the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of the people. In a game-oriented context, anxiety is reduced and speech fluency is generated-thus communicative competence is achieved.⁵

³ Saricoban and Arief dkk. *Song Verse and Games for Teaching Grammar* (<http://iteslj.org>, 2000)

⁴ Agnieszka Uberman. *The Use of Games for Vocabulary Presentation and Revision* (<http://iteslj.org>, 1999) p.12

⁵ I Jung Chan. *Using Games to Promote Communicative Skills in Language Learning*. (<http://iteslj.org/Techniques/Chen-Games.html>, 2006) p.5

Based on pre-observation in MTs Islamiyah SMIP '1946 Banjarmasin, the teacher uses games in teaching and learning English. Besides using games as facilitating in learning English, he also uses to solve the students stress and add them spirit in learning English. The students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment. Furthermore, the games can provide communicative activities in teaching learning English. The writer feels it's very important to know more how does the use of games provide communicative activities and that they can learn English effectively.

Inspired by the reasons above the researcher has decided to carry out a research on the use of the games in teaching and learning process to provide students' language proficiency. Therefore, the study is entitled, "***The use of games to provide Communicative Activities in English Teaching and Learning for The Eight grade of MTs Islamiyah SMIP '1946' Academic Year 2009/2010***"

To avoid any misinterpretation regarding the title, the writer sees it necessary to explain some terms found in the title as follows:

1. The word "use" according to Webster's New World Dictionary Mean the act or practice of employing something.⁶
2. Games are activities that involve an element of chance and fun governed by rules and carried out by cooperating or competing

⁶. Victoria Neufeldt and David B. Guraknik. *Webster's new World Dictionary*. (new York, P.Preantice hall, 1998) P. 1469

decision makers seeking to achieve their objective, and getting the learners use the language in the course of the game. The games are meant in this research to be suitable for Junior High School students.

3. Communicative activities are fluency-based activities in the language teaching and learning process which are based around a realistic situation.⁷
4. English is a compulsory subject, which is taught at the MTs Al-Islamiyah 'SMIP 1946' Banjarmasin.
5. Teaching is a present participle derived from the verb "to teach" which means to teach or to give instructions.
6. learning is a relatively permanent change in behavioral potential that occurs as a result of reinforced practice⁸

Therefore, the title above means research that intends to describe the use of games to provide communicative activities in the classroom by the teacher in the teaching learning and process of English.

⁷. Steven Tait. *Ingredients for Successful Communicative Task*. (United States: Addison-Wesley Publishing, 2001) p. 1

⁸ Victoria Neufeldt and David B. Guraknik. *Webster's new World Dictionary*. (<http://www.englishclub.com/tefl-article/successful-communicative-tasks.htm>, 1998) p. 1454

B. Problem Limitation

In order to better understand this research, the central problem is focused on the following questions:

1. How does the use of games provide communicative activities in English teaching and learning for The Eighth grade students of MTs Al-Islamiyah 'SMIP 1946' Banjarmasin Academic year 2009/2010?
2. What factors influence the teacher to decide use language games in the classroom?

C. Reason for Choosing the Title

There are some reasons that influenced the writer's decision to choose this topic:

1. English is one of the most popular languages in the world that has become the main communication device in the field of science and technology.
2. It is generally believed that learning English through games can be fun for the students and makes learning English interesting.

D. Purpose of the Research

Based on the central problem above, the purposes of the research are:

1. To describe the use of games in providing communicative activities in English teaching and learning for The Eighth grade students of MTs Al-Islamiyah 'SMIP 1946' Banjarmasin academic year 2009/2010.

2. To find out the factors that influence the teacher to decide use games in the classroom.

E. Significant of the Research

It is expected that this research will be useful for:

1. English teachers, to motivate their class in acquiring English are more likely to use games in the classroom and also as input for the teachers to improve the quality of English teaching techniques implementation at their school.
2. College students who are majoring in teaching English, especially for those who have had experience in teaching English, that is to give further information, so that they can conduct such technique in classroom.
3. Other researchers, it can give further reference if they conduct further research about the use of games in teaching and learning English.

F. Organization of Writing

This research consists of five chapters; they are systematically arranged as follows:

The first chapter contains the introduction, which consists of the rationale, problem limitation, reason for choosing the title, purpose of the research, significance of the research, and organization of writing.

The second chapter contains the theoretical review which consists of language teaching and learning; the definition of teaching process, learning

process, teaching and learning language process, communicative method and communicative activities, games in teaching and learning; definition of games, kinds of games, using language games to provide communicative activities, and the advantages of using games in the classroom.

The third chapter is methods of research, which consists of subject and object of the research, data and source of data, technique of collecting data, design of measurement, techniques of data processing and analysis, and research procedure.

The fourth chapter is the report of the research result, which consists of general description about the place of study, data presentation and data analysis.

The fifth chapter contains closure, which consists of a conclusion and suggestions English teacher so that they will be able to use games more frequently in the classroom.