

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher describes the result of the data obtained from the interview to the English teacher. The researcher collects the data when visit and meet the English teacher at school.

1. What kinds of games in gamification method used by the teacher?

To get the data for answering this question, the researcher did the interview to the teacher with several questions that related to the research question. The researcher interviewed the English teacher who teaches at fifth grade in Nurul Fikri Banjarmasin. There are several questions that the researcher asked to the teacher about the first research question.

Before the researcher asked the first research question, the researcher asked some question that relate to the teacher about gamification technique.

For the first question, the teacher only using several kinds of games to teach English to the students. Because the teacher thinks not all the game are suitable for teaching young learners. The teacher said:

“Kadang saya hanya menggunakan beberapa permainan untuk mengajar Bahasa Inggris untuk anak-anak, seperti flash card, matching game atau menempel kosa kata. Sebelum saya mencoba untuk menggunakan metode game, saya cek terlebih dahulu apakah materi dengan game yang akan saya gunakan cocok.”

The statement above is confirmed when the teacher interviewed by the researcher about what kinds of games that the teacher uses to teach English for young learners. In this interview, the teacher using several games in teaching English. Like flash card, the teacher shows to the students an image or vocabulary to introduce a profession, names of animals, names of color. Etc. Then the teacher, asked the students to memorized it and when they play the game, the students must say what the vocab in the card is.

In the second question, the researcher asked about from all games in gamification technique, which one that can make the students more enthusiastic in the class when learning English. The teacher said:

“Saat mengajar Bahasa Inggris menggunakan metode game, saya memperhatikan kalau kebanyakan anak-anak menyukai permainan matching game atau menempel kosa kata. Contohnya seperti kosa kata benda yang disekitar, nama-nama hewan, nama-nama profesi.”

This answer confirmed when the teacher interviewed by the researcher and asked several students that thought by the teacher which games that make the students more enthusiastic when learning English. In this interview, the teacher said that the most make the students enthusiastic in learning are matching games. The students asked to match the correct vocabulary with the image beside the vocabularies. Then the students must write a line to connect between the vocab and the image.

In the third question, the researcher asked about does the teacher use gamification method for all English skill or for certain skill only. The teacher said:

“Tidak juga, tidak ke semua skill saya menggunakan metode itu dan saya hanya kadang-kadang menggunakan metode bermain untuk mengajar. Karna saya rasa tidak semua skill bisa diajarkan melalui metode ini. Metode ini lebih cocok untuk writing skill. Dan saya rasa juga jika menggunakan metode itu terus menerus, mungkin para siswa juga akan merasa bosan dan mungkin tidak akan serius dalam belajar, mereka hanya akan ingin bermain-main. Jadi saya menggunakan metode itu mungkin lebih ke writing skill.”

The statement above is confirmed when the teacher asked by the researcher about did the teacher using gamification method for all English skill. As the result, the teacher only using for certain English skill only. In this interview, the teacher was not using the method for all skills in English. Because the teacher said this method more suitable for writing skill in teaching young learners.

2. What are the challenges faced by the teacher in teaching young learners using gamification method?

To get the data for answering this question, the researcher did the interview to the teacher with several questions that related to the research question. The researcher interviewed the English teacher who teaches at fifth grade in Nurul Fikri Banjarmasin. There are several questions that the researcher asked to the teacher about the second research question.

Before the researcher asked the second research question, the researcher asked some question that relate to the teacher about gamification technique.

For the first question, what is the challenge of using gamification method in teaching English. The researcher asked about what the challenge that the teacher faced when using gamification method to teach English for young learners. The teacher said:

“Banyak, karena sebagaimana kita ketahui anak-anak sangat menyukai bermain dan terkadang saat melakukan pembelajaran yang menggunakan metode permainan, anak-anak menjadi agak sulit untuk diatur atau ditertibkan. Mungkin karena mereka menganggap sedang bermain, mereka menjadi merasa bebas untuk melakukan apa saja. Dan juga kadang mereka jadi tidak terlalu memperhatikan arahan dari gurunya, ada yang saling berbicara pada temannya sendiri, ada tidak mau aktif atau ikut serta dalam proses pembelajaran.”

This answer confirmed when the researcher interviewed the teacher about what are the challenge when teaching English using gamification method to young learners. In this interview, the teacher faced some challenges when using this method. For example

In the second question, the researcher asked about how the teacher controls the students during using gamification method. The teacher said:

“Kadang agak sulit mengkontrol anak-anak, apalagi saat mereka berbicara disaat yang bersamaan, suara saya menjadi tidak kedengeran. Kalau disaat rebut seperti itu, saya biasanya mengambil perhatian mereka dengan mengajak mereka bertepuk tangan atau sekedar bilang “hai” atau “halo” kepada mereka. Jadi setelah mereka menjawab dan terdiam sesaat, saya mengarahkan mereka untuk duduk diam dan melipat kedua tangan diatas meja. Setelah itu, baru saya melanjutkan pembelajaran atau memberi

arahan mengenai game yang akan dilakukan. Dan untuk siswa yang hanya duduk diam, biasanya saat belajar saya kasih pertanyaan”

From the statement above, the teacher using a technique to get the students attention. From that, the teacher uses it for controlling the situation when the students become too noisy.

In the third question, the researcher interviewed and want to know how the teacher assess students’ progress after using gamification method to teach English. The teacher said:

“Untuk penilaian, saya biasanya menilai mereka setelah mengajar atau sehabis menyampaikan materi. Biasanya sehabis mengajar saya selalu melakukan sedikit test. Seperti memberikan 3 atau 4 pertanyaan yang berkaitan dengan materi yang baru saja diajarkan. Dan kadang saya juga memberikan mereka beberapa soal untuk mengetahui sejauh mana mereka memahami materi yang baru saja mereka pelajari. Pada saat kelas yang selanjutnya juga, kadang saya mencoba untuk mengingatkan mereka kembali dengan materi yang kemarin mereka pelajari. Dari situ saya bisa menilai sejauh mana pemahaman para siswa tentang materi yang sudah mereka pelajari.”

From the teacher statement above, its confirmed how does the teacher assess the students’ progress after using gamification method when the researcher interviewed the teacher.

B. Discussion

After all the data has been obtained and displayed in the findings above, the researcher has to know how does the teacher using gamification method for teaching English to the students. And also, the researcher after collecting the data or interviewing the teacher, the researcher know that the gamification method can make some improvements to the student’s English.

From the interview above, the teacher uses several games to teach the material to the students, such as matching game, flash card and sticking vocabulary to the board. The teacher thinks not all the game are suitable for the material. From using this method, the

teacher has a purpose that can get the students interest in learning English. The teacher want with this method could make the learning more fun and not boring for the students.

In this research, the researcher found that the teacher also has a challenge when teaching English for young learners using this method. As we know that young learners, they still love playing at their age. From the interview above, the teacher said that when doing the learning using gamification method, sometimes the students getting too noisy. The teacher also said that when learning. Because of that, the teacher's instruction or explanation cannot be hear by another students. But the teacher has a technique to anticipate those condition. The teacher also said that when learning using gamification, sometimes there are several students that active in learning and several don't.

Furthermore, the teacher doesn't always use gamification method to teach English for young learners or using it for every skill. The teacher thinks that this method is not suitable for all skill in English, only certain skill like writing skill. And, the teacher thinks if always using that method, it will give a bad impact. The teacher said if using that method continuously, the students will not be taking seriously with the lesson. They only want to play and doesn't pay attention with the learning process or to the teacher. The students also could be getting bored with the method. But the teacher also seeing the advantages from using gamification method. The students become more relax, not under the pressure, more active, easier to express them self and easier to catching the material.