

CHAPTER 1

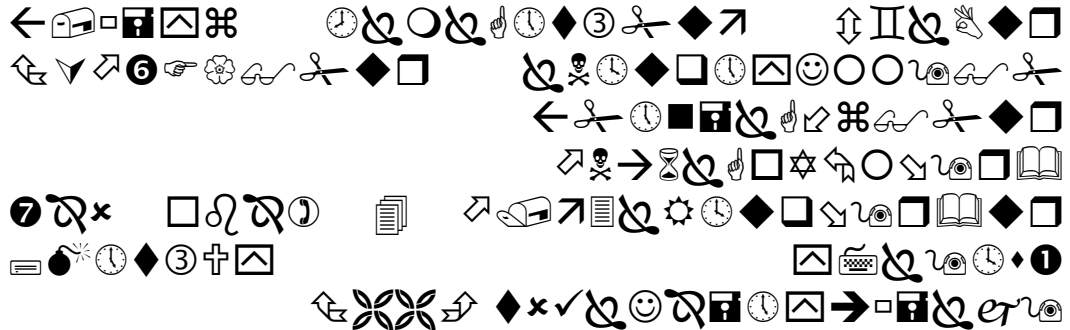
INTRODUCTION

A. Rationale

Education is one of crucial thing in our life. Education is an activity to guide someone to develop himself or herself to be human. Human needs education because education lead human for survive in our life. Facing a competition life is not easy. People need something valuable to survive such as education. Education will lead us to improve their skills more. The big problem is not easy to get a good education without some guidance from many people such as from parents, teachers, and others who can improve our skills. In education happens a teaching learning process where there is an activity to transfer or give knowledge, skill, and experiences to students. In educational world, people learn many things, one of them is language.

Language is as a part of communication among nation or society in transferring the idea, opinion, feeling, through spoken or written language. Allah created different languages for human.

Allah said in the Qur'an in verse Ar-rum 22:



Based on verse above, the importance of language cannot be denied in human social interaction and communication, but people sometimes have difficulties in reaching the goal of their communication or interaction with others if they do not use the language. So, language is really important in daily interaction.

There are many languages in this world, and English is one of the international languages, which is used by most of the people around the world. Due to this, learning English can be said as an important point in today's education, but the process in teaching and learning of this language is not easy as turning up and down the hands, especially where English becomes the foreign language. Spelling, pronunciations, producing the words or sentences properly are several problems that students face.

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 student use the language communicatively”.¹ The students have to use the language orally by correct spelling and pronouncing for meaningful purposes.

In learning English, before students start to read some words or sentences they have to know about how to spell letter by letter that the students will be able to read word by word or sentence by sentence. By knowing how to spell a word or a sentence the student can understand what the meaning of word or sentences that they are learning. In addition, the students are easier to say various words. But in some cases the student still hard to speak English correctly because they don't know how to spell those words.

Spelling is a basic problem to communicate in English. Spelling will fostered students when applied in meaningful activities. 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 variety of ways later on in life. One of the most preferable communicative activities that task-based and effective strategy for improving communicative competence is the use of games in the classroom.

The teacher has responsibility to try choosing proper way to teach the students to make their learning English activity more colorful and enjoy to learn English. It is good for teacher that learning activity will be more attractive for the students and teachers may used different techniques such as games.

Games create a fun and interesting learning condition. It can make students more active and happy to learn. According to Agnieszka Uberman that “after

¹David Nunan. *Communicative Ideas: An Approach With Classroom Activities*(London:Commercial Colour,2001) p. 16

learning and practicing new vocabulary, students will have opportunity to use language in a non-stressful way. While the learners are concerned with playing games, their attention is on a message, not on the language”². Learning vocabulary by games is one of the effective and interesting ways that can be applied in classroom. Games are used not only for more fun, but more important for useful practice toward the goal of improving learner communicative competence. There are many games in learning English. For example, there is jumbled letter, meat and meet as teacher use in classroom.

“Jumble is a mixture of things that are in no particular arder, giving a feeling confusion”.³ Jumble letters is a kind of game which arrange letter into words. Using this games the students are be invited to think the correct word that teacher have provided.

“Meet or meat is one of games which focus on spelling new vocabulary. It is called “ Homophone Stories”. A homophone is a word that pronounced the same as another word but the spelling and meaning is different from another”.⁴

“Think of ten words is find ten words”⁵. This game promoted the students to searching some word on the table. This game learns about how each word sometimes get the similar syllable but different pronouncing. So, it makes confusing but interesting. Furthermore, jumbled word and meet and meat are the

² Agnieszka Uberman. *The Use of Games for Vocabulary Presentation and Revision*([http : //iteslj.org](http://iteslj.org),1999)p.12. retrieved : on March 9, 2011

³ Edinburgh Gate.*Advanced American Dictionary* (Longman:Pearson Longman,2008), p.868

⁴ Redjeki, Agoestyowati. *Fun English Games and Activities for You* (Jakarta :PT Bhuana Ilmu Populer, 2010)p.259

⁵ Marten, *Oxford Learner's Pocket Dictionary* (Hongkong: Oxford University Press, 1989),p. 211

fun and easy way to practice student's spelling words. Teachers can load student's spelling words, creating customized spelling practices. So, it makes confusing but interesting.

Based on the writer is preliminary research, students at the second year of SMPN 16 Banjarmasin still have difficulty in spelling. They still have poor spelling. They are truly read by their first language in foreign language.

Based on the explanation above, the writer is interested in researching the application of games to improve student's spelling ability at the second year SMPN 16 Banjarmasin to know more about it, so the writer conducted research entitled : THE APPLICATION OF GAMES TO IMPROVE STUDENT'S SPELLING ABILITY AT THE SECOND YEAR AT SMPN 16 BANJARMASIN ON ACADEMIC YEAR 2011 / 2012.

To avoid misunderstanding of the title, the writer needs to explain some terms in the title as follow:

1. Application

According to Oxford dictionary, "application means the act of putting something to practical use".⁶ In this research especially, the application of the games to improve students' spelling ability at second year students. It is a kind of process giving knowledge especially for English lesson a teacher to student at the second year.

⁶ *Ibid*, p.17

2. Games

“Games introduce an element of competition into language-building activities”.⁷ Games that is meant in this research is to the games that are suitable for Junior High School students, especially for the purpose of spelling.

3. Spelling

“Spelling is a tool for communication, not an end itself”.⁸ Studying spelling lists is most useful if every student choose a limited number of words that they want to learn, ideally, words they are interested, and words they use frequently in their writing but have not yet learned to spell correctly all the time. Then they each have practiced during learning English.

B. Statements of Problem

Based on the rational above, the problems of this research are

1. What games can improve student’s spelling at the second year at SMPN 16 Banjarmasin on academic year 2011/2012.
2. How far the games can improve student’s spelling at the second year at SMPN 16 Banjarmasin on academic year 2011/2012

C. Reason for Choosing the Topic

There are some reasons in choosing this topic , they are:

1. Spelling can make student’s academic performance in communication ways improved.

⁷ Chen, I-Jung. *Using Games to Promote Communicative Skills in Language Learning*. (<http://iteslj.org/Techniques/Chen-Games.html>) retrieved: on March 12, 2011

⁸ Peter Westwood. *Spelling: Approaches to Teaching and Assessment*(Australia :Acer press,2005).p.1

2. Games in teaching English in the classroom will make the learner enjoy and fun in learning English.
3. The writer knows the students' spelling ability in using the games at the second year students of SMPN 16 Banjarmasin Academic year 2011/2012 as the object in this research has never been observed before.

D. The purposes of the Research

The purposes of this research are

1. To know the games that are applied in the classroom which can improve the student's spelling ability.
2. To know how far the games can improve student's spelling at the second year at SMPN 16 Banjarmasin on academic year 2011/2012

E. The Significance of the Research

The result of this research is expected to be :

1. An input for English teachers at SMPN 16 Banjarmasin academic year 2011/2012.
2. An information for students to increase their ability in using games to improve student's spelling ability.
3. Add the writer's knowledge about using games to improve student's spelling ability and everyone who read this thesis.

F. Organization of Contents

Chapter I introduction; which consists of Rationale, Clarification of the Title, Statement of the Problem, Reason for Choosing Title, Purpose of Study, Significance of the Research and Organization of Contents.

Chapter II theoretical review; which consist of the application of games in teaching English as a foreign language, games as a fun approach for learning english, kind of games for teaching English as a foreign language, games for spelling.

Chapter III method of Research; which consists of Subject and Object, Data and Source of Data, Technique of Data Processing, Design of Measurement and Research Procedure.

Chapter IV report of Research Results; which consists of General Description of the Object of the Research, Data Presentation and Data Analysis.

Chapter V closure which consists of Conclusion and Suggestion.