

CHAPTER I

INTRODUCTION

This chapter is going to discuss about fundamental aspect of this present study such as background of the study, scope of the study, research question of the study, purpose of the study, significance of the study and definition key terms. The aim of this chapter is to provide some cornerstones in composing this research.

1.1 Background of the Study

The relationship between games in language learning in teaching young learner has been explored in various studies (Aribowo, 2008; Diana, 2010; Yolageldili & Arikan, 2011; Dalton, 2013; Aisyatin, 2014; Gaspar, Leon & Barrios, 2016; Wulanjani, 2016; Hang, 2017; Sari, 2018). In the early research regard with games, it is focusing on the effectiveness of using games in language learning context (Yolageldili & Arikan, 2011; Darfilal, 2014). Its effectiveness is crucially important not for teachers only but also the learners especially the young learners. After the effectiveness of games, the focus of the research shifted on the evaluation of using games in teaching specific subject in English languages such as grammar and vocabulary (Wulanjani, 2016; Cam & Tran, 2017). Teaching vocabulary to young learners will be more interesting if teachers involve some enjoyable games in it, for instance hangman. It is very simple and challenging for children.

Drawing on the recent previous studies on the sphere, there are varied focuses of discussion about using games in learning language context such as students' motivation to learn English, students' attitude, students' awareness, convincing the effectiveness, the effects of games and also the advantages of using games in learning English (Gaspar, Leon & Barrios, 2016; Ibrahim, 2017; Hang, 2017; Marius, 2018). A research study done by Yolageldili and Arikan (2011) shows that more than 80% EFL teachers agree games which is used in teaching English have both fun and pedagogical value. According to this statement, games are important and necessary part of English language teaching and learning in the young learner context. Another research by Hang (2017) which is conducted in Australian Center Education (ACE) revealed that teachers mostly agree that including games in class is an effective technique to teach English language to young learners.

In addition, Cam and Tran (2017) research result about students' motivation in learning grammar shows that 83.3% of students say that feel really exciting when studying by using games. Many students (66.7%) eagerly take part in more games and attempt to win these games. Through the mentioned percentages, students enjoy the non-stressful atmosphere, high motivation, as well as positive competition inside the classroom which is created by games. This indicates that most students like their teacher's new way of applying games in teaching grammar. Furthermore, Cam and Tran (2017) said that teaching grammar using playful games is raising students' motivation in learning grammar.

As teaching strategy, Ibrahim's (2017) research result show that using games as teaching strategy is reducing anxiety of students. It is also fun and entertaining, so getting input is more likely and is welcome break out of the usual activity in teaching. Games also help to enhancing skills which is allowing students to practice language in various skills at the same time (speaking, writing, reading and listening). Using games help students to focus not on the language forms, but they apply the language unconsciously to the rules of the vocabulary.

In Indonesian setting, attention to the use of games in language learning is commonly concerned in proving teacher's strategy in teaching specific English subject such as vocabulary and grammar. Those subjects are recognized as challenging and difficult subject to learners because it requires students to memorize word and structure of English (Wulanjani, 2016). In teaching those subjects, teacher should be more active and creative in order to create an interesting and successful learning to engage students into the lesson. Moreover, a case study done by Aribowo (2008), who gave test to his students in order to get results of applying games as teaching technique, revealed that most of the students could remember well about the material when games is used as teaching method. The students always love some funny activities than only accepting material quietly.

Those all previous studies that mentioned above are focusing on games as teaching strategy which can be used by teacher in improving students' motivation to learn English. However, the research about games is less

regarding to the role of games as warming up activities which is used in the beginning of the lesson. Therefore, this study focuses more to examine students' responses toward the use of games as warming up activities when they learn English in the classroom.

1.2 Scope of the Study

This research focuses on how students respond to the use of games as warming up activities when learning English in the classroom. This study is limited to the use of games as warming up activity only. Therefore, it explores the use of games in the beginning of the lesson when teaching English. This research involved students of 1st grade at VII A class at MTS Negeri 1 Konawe Selatan. They were selected as the participants of this study and were asked about their responses toward the use of games as warming up activities that had been played in the classroom while research was conducted.

1.3 Research Question

In an attempt to contribute to the body of knowledge in background of the study, this study were conducted to discover the answer of this following question: “How do students of 1st grade of MTS Negeri 1 Konawe Selatan respond to the games as warming up activities when they learn English in the classroom?”

1.4 Purposes of the Study

Based on the research question, this present study attempt to investigate how students' respond to the games which is used as warming up activities when they learn English in the classroom.

1.5 Significance of the Study

This present study is expected to have both academic and practical contributions. In academic, the researcher hopes this study can give the solution to teachers' problem when teaching English especially to the young learners such as lack of interest to learn English, difficult to understand the lesson, etc. In practical, it help teacher to integrate their teaching strategy by using games in the beginning of lesson in order to create entertaining and enjoyable classroom situation.

1.6 Definition of Key Terms

This part is aimed to define some important terms in this study. There are three terms will be defined. First, game is defined as a tool for teacher to make the learning more enjoyable in order to make young learners feel easy and happy in learning English. Game which is used by teacher should also have pedagogical value, because it is not only to make learning more enjoyable but it also should contains the material of the topic that should be taught be the teacher. Therefore, unconsciously learner will get the lesson inside the game.

Second, warming up is an activity which is done in the beginning of a lesson in order to catch students' interest and help teacher to engage with their students. Warm up in this study means game that will be used in the opening of

the learning to make students feel enjoy when they are learning English. Therefore, they will not feel bored if teacher use a warm up activity when they are starting the class.

Third, young learner in this study defined as young learner at 1st of lower secondary school in the age of 12 years old or in older group (Scott & Ytreberg, 1990). In Indonesia, secondary school students' age range is between 12-13 years old. The students still have difficulties when they are learning English because it is not their mother tongue. Therefore, it will be better if language teachers used some enjoyable teaching strategy such as game in the beginning their lesson to catch students' interest to learn English.

