

# CHAPTER 1

## INTRODUCTION

This study is intended to investigate the use of games in English classroom. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms.

### 1.1 Background of the Study

The use of games in learning is one of the interesting things and has been discussed for several decades. (e.g Bakhsh 2016; Brianita 2015; Shang, 2011; Goscu, 2016; Wulanjani 2016; Sarkol, 2016; Yusoff, 2011; Nage, 2017; Jannah 2011; and Ziragawa, 2019). Using games in learning has a special role in any foreign language teaching program since they facilitate foreign language learning especially for young learners (Chen, 2007). Arikan, (2011) explains that game has become crucially important for English language learners and teachers since they provide enjoyment and relaxation, encourage students to use their language in a creatively and communicatively. Ramadhaniarti, (2016) also states that games provide language teachers with many advantages when they are used in classroom.

In general, using games as learning strategies has been explored in various classrooms such as mathematic (Ekonasi, 2011), science classroom (Magnusesen, 2017), computer classroom, (Christos Malliarakis, Xinoglas,

Satratzemi, (2014), and language classroom, (Goscu & Caganaga, 2011). In language class, using games as learning strategies has been explored in Chinese Students (Ying, Rawendy, & Arifin, 2014), in Arabic classroom (Hamizul and Rahimi 2014), in Japanese language (Olson, Kauffman, Fowler, & Khosmod, 2015), and also using in English class (Klimova, 2014). In English classroom, the use of games in learning has been discussed in Reading classroom (Sarah, 2014), Writing classroom (Idarianti, 2012), speaking classroom (Fajariyah, 2009), Grammar class (Arikan, 2011), and Vocabulary classroom (Bakhsh 2016).

The current study focuses on students' perceptions on using games in learning. By using games as the teaching strategy in learning, it can make students more interested to learn English. Burguillo, (2009) found that games are not only for fun but also for motivating students to master English quickly and easily. Learning using games is a good way to make students easier to understand English, since by doing fun activities they will find it easy to learn about the material taught by the teacher. Goscu & Caganaga, (2016) found that, using games in learning can motivate students to follow the learning activities and make students more active in carrying out learning activities in classroom. Furthermore, Vos, Meijden, & Denessen, (2011) added that the use of games in the classroom is a way to provide attractive enjoyable and useful teaching. Active learning using a game has a positive effect on learning outcomes and gets a good response.

In Indonesian context, many previous studies have discussed the use of games in learning English. Abidin & Morat, (2011) found that with using a game

are the student felt motivated to follow the learning process, and students are more active in carrying out the learning activities in the classroom. Deesri, (2002) also found that learning by using games does not make the students bored and can make them enthusiastic to follow lessons in the classroom. Wulandari, (2019) found that using games in learning is effective and games make learning become more interesting and enjoyable, increase positive feeling and self-confidence. It creates challenging atmosphere in the classroom.

The use of games in learning has been around since 2007 and has been applied by many teachers abroad. However, in Indonesia only a few teachers use games as their teaching strategy (Jannah, 2011). Teachers also experience this condition in MTS Al-Ikhlash but in another subject they only use games on certain materials. Based on an interview with an English teacher at MTS Al-Ikhlash, she said that she uses the game not only on certain material but also when she wants to use it, when she sees her students feel bored and not enthusiastic follow the lesson. The teacher also explained that when studying in English class she used several games, including; flashcard game, Pictionary game, puzzle game, Simon says game, guessing game, and observe and remember game. Therefore, this study aims to determine student's perceptions about the use of games in the classroom.

Related to the implementation of games in learning English, there are some of the issues faced by students when using games. Firstly, there are students' who respond slowly, students do not participate actively in the process of learning English. Secondly, students do not like learn to use games. Then,

almost all of the students have difficulties pronouncing the words, and how to write and spell (Schwartz, 2014).

To overcome those problems, it is important to know student's perception (Nursanti, 2016). Demuth, (2013) said that by knowing student's perception, we can know what student's need, what deficiencies students have, and their views on the use of games. Besides, students can feel comfortable because the strategies used in leaning are in accordance with what they want. Similarly, the teacher attempts to apply games as leaning strategies in the classroom. Yutanlinar and Caganaga, (2015) said that games are applicable in any part of the lesson as an effective mean of classroom instruction such a long with presentation, practice, production stages.

Furthermore, Wright, Betteridge, and Bucky (2006) state that games is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with each other. It is a change for students to use team-building skills because games can implement in work in pairs or groups and help passive students show their ability. In addition to Marzano (2010), games are giving motivation, minimizing students' anxiety, and giving students a chance for real communications in real life. Games are not merely fun but also give a chance to face challenges and solve problems. Therefore, it is important to analyse the strategy of using games whether it is suitable to be applied in English courses or not in the future.

## **1.2 Scope of the Study**

In this research, the teacher uses games as strategies while teaching in the English classes. This research only focuses on students' perception of the use games in EFL classroom. The teacher uses “Flashcard game and Simon says game” when teaching in classroom.

## **1.3 Research Question**

Based on the background above, the research formulates research question as follows: How do the students' perceptions of using games in EFL classroom at one of Junior High School in Lambuya?

## **1.4 Purpose of the Study**

Based on the research background, this present study is aiming to identify students' perception of using games in learning English in the classroom.

## **1.5 Significant of the Study**

This study offers some important insight into a number of aspects of theoretical and pedagogical benefit. The finding of this study can be uses as a reference for those who want to conduct a research in analyzing students' perception on using games as strategies in learning English. Moreover, it can give positive impact for all level of academy society.

Firstly, this research will be helpful for students. This study provides a useful and referential contribute in developing students' knowledge of English by

using games as a learning strategy in the classroom and expressing their experiences of using games as learning strategies in reflection.

Secondly, for teacher or lecturer, with this research, they can know the students' learning strategy needed by students and student's perception include benefit, challenges of using games in the classroom. After knowing everything, lecture can add to the shortcomings of what has happened during applying games in the classroom.

Thirdly, this study as a reference for a school that games is one of learning strategy to use in teaching and learning as preparation of a better education program in the future. Then, as a teacher we must know what learning strategies are suitable for us to use in English classes.

The last, this research will be helpful for one of Junior High School in Lambuya to improve the quality of teaching to students in learning. Moreover, with this research, hopefully, not only from the English Education Department that used games as strategies but also the other course can be applying this strategies in learning.

## **1.6 Definition of Key Terms**

There are some operational definitions of key terms to support the reader understands or this thesis easily. They are follows:

*Students' Perception:* Perceptions that are often described as possessing a perceptual quality approaching real-life sensory experience, while at the same

time lacking a sensory correlate in the real world. Perception is the process of giving meaning to a stimulus in the form of information about the environment received by the five senses is also determined by personal and situational factors. Personal factors can be seen from the functioning of the five senses, whereas situational factor can be seen from the situation where the individual receives a stimulus. Sarkol, (2016) said that students' perception is can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. It could be concluded that students' perception as psychological process to respond, understand or want to understand about certain object after receiving stimulates from outside. Perception of this study refers to how to the students of grade VII at one of Junior High School in Lambuya perceive the implementation of games in their learning English in the classroom.

*Games:* Games are mean an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others. Besides, games can play an important part in the language learning process generally. Wulandari, (2020) state that the use of games is a way to make the lesson more interesting, enjoyable and effective but the teachers have to consider the best game for students. Further, Webster, (2001) said that “Guessing Game” is structured activity, usually undertaken for enjoyment and sometimes used as educational tool. Knippel, (2012) also said that “Guessing Game” is a game in which a person or participant knows something and competes individually or in team to identify or find out answer. Besides, this game help the students a good

relationship with their friends and increasing their achievement in learning English.

