

## **CHAPTER I**

### **INTRODUCTION**

Chapter 1 consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

#### **1.1 Background of the study**

Learn foreign languages is a challenge for learners and teachers as well. Because they have to various kinds of teaching method to help students to help students achieve learning goals. Huyen & Nga (2003) stated that learners are boring if during teaching learning process just listen what teacher says and there is no the other activities. Therefore, Thornbury (2002) emphasizes the importance of building a relaxed and playful atmosphere in the classroom can to overcome student fears of inaccuracy that can often interrupt the learning process. Games is one of the potential solution to create meaningful learning.

By implementing the games, the learners will not forget the moments when they played the games. Moreover, in education using games has widely been acknowledged to engage and motivate learners when it used well in classrooms, according to (Hammer & Lee, 2011) as cited in (Lam, 2014). So that, based on the explanation above can be concluded that games have benefits for language learning because game helps learners easier to remember words, encourage learners' interaction, improve their communicative skills and enhance their motivation to

learn English. In line with that, Matthew & Fisher (1988) as cited in Yip & Kwan (2006) stated that game playing is another popular way to engage learners in language learning.

MAN 3 Sleman is an institution on the level of Senior High School. It is a boarding school that makes use English and Arabic as the excellent programs. As it is stated one of mission of MAN 3 Sleman is “offering quality education, prioritizing culture, creativity, innovation, and fun”. Especially in English subject, the teacher applies fun activity like the use of games. It proved on the result of observation when the game was in progress, students seems relaxed and enjoyed it. Hopefully English can be mastered by the students for daily communication tool. It can be summarized that motivation for vocabulary learning is simply to make working with fun activities.

As a teacher who teach foreign languages need to develop teaching methods in order the activities are not monotonous and one of strategies is by implementing games. Besides that, the basic teaching and learning English concept at MAN 3 Sleman is based on the curriculum 2013 revised 2016, it is clearly stated that one of the learning objectives in English subject is to achieve the goal of communication in a variety of contexts, whether oral or written which covers listening, speaking, reading, and writing skills. In the same line, based on lesson plan, the aim of the learning process in every material are students can understand carefully about goals, functions, benefits, text structure, and language elements. Then students are also expected to be able to respond the meaning in oral and write texts and obtain information after read a text properly and corectly. The basic for mastering those

skills is vocabulary. In addition, using games in vocabulary learning can create an enjoyable atmosphere and still has meaningful.

In conclusion, there are some reasons why the researcher decided to investigate using games in vocabulary learning based on some problems as has been mention it. According to Mubaslat (2012) games can be used in any part of the lesson as an effective way of language teaching such as presentation, practice, and production stages. Furthermore, Wright, Betteridge, & Buckby (2006) stated 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. So it is a chance for students to use team-building skills because games can implementation in work in pairs or groups and also can help passive students to show their ability. In addition to Richard & Patricia (1988) games are giving motivation, able to minimize students' anxiety, and give students a chance for real communications in real life. So that, games are not merely fun but also give a chance to face challenges and to solve problems. Finally, the students could also learn to concentrate and to think carefully. Therefore, the aim of this study is to investigate students' perception on using games in language learning and to know the types of games.

## **1.2 Identification of the Problem**

Theoretically, based on the background of the study, the researcher has some reasons why chose the topic about students' perception on the use games in language lerning at MAN 3 Sleman. The problems can be seen from teaching method because teachers have to combine various kinds of teaching method in the classroom. Thornbury (2002) emphasizes the importance of building a relaxed and

playful atmosphere in the classroom can to overcome student fears of inaccuracy that can often interrupt the learning process. Based on the problem, this research would like to investigate types of games in MAN 3 Sleman and analyze students' perception about using games in language learning.

### **1.3 Limitation of the Problem**

Because of several considerations, this study is limited with several variables. In term of focus, this study is bounded with students' perception on using games in language learning at MAN 3 Sleman.

### **1.4 Formulation of the Problem**

In reference to the background of the study above, the identification of the problem, and limitation of the problem, the research problems are formulated as:

- What are types of games used in the class?
- How are students' perception on using games in vocabulary learning at MAN 3 Sleman?

### **1.5 Objective of the Study**

Based on the formulation of the problem above, the aim of the study is to investigate how students' perception in vocabulary learning by using games in language learning and types of games at MAN 3 Sleman.

## **1.6 Significance of the Study**

This research contributes some significance progresses in teaching learning vocabulary, they are English teachers at MAN 3 Sleman, English Language Education Department of the Faculty of Psychology and Social-Cultural Sciences of Islamic University of Indonesia and other researchers.

### **1. For English Teacher at MAN 3 Sleman**

This research is expected to be a valuable for English teachers at MAN 3 Sleman. Teachers can learn and get information from the perception of the students' on using games in language learning. Likewise, from this research teachers can recognize the implementation of games in language learning, its strengths and its weaknesses. So the teacher hoped to create an interesting teaching-learning process especially for foreign learners by using games. Hopefully the data of this study could also useful for the teacher and also hoped to improve students' achievement in English lesson standard which appropriate with mission and vision of MAN 3 Sleman.

### **2. For English Language Education Department of the Faculty of Psychology and Social-Cultural Sciences of Islamic University of Indonesia**

This research is intended to give contribution in English Language Education Department in order to develop English language learning.

### **3. For Other Researchers**

This research is expected to bring benefits such as provide information for further research regarding language learning by games.