

CHAPTER I

BACKGROUND OF THE STUDY

Learning is what students do in school. Not only the students to learn, but also the teacher. Teachers have an important role in the world of education and they have an important role in strengthening the education system in each country. They stand in the interface of the transmission of knowledge, skills and values. Teachers quality in teaching is determine the quality of education. To make professional and skilled teachers there should be a teaching practice through field study program (PPL). An educator who has characteristic of charismatic, knowledgeable and professional values in education is the purpose in English language education department of psychology and socio-cultural sciences at Islamic University of Indonesia (PBI UII). There are three stages in field study program, such as; Preparation (Observing) stage, implementation stage and reflection stage. In the first stage, the participants of PPL should have observation related things in target school that they are going to teach during the program. In the second stage, students PPL to do their teaching-learning activities in the real class and students, make lesson plan (RPP), material, media, syllabus, have participation in formal or nonformal activities and also they have picket in lobby. And the last stage, students PPL should make self-reflection about their experiences which is pointed to the PPL final report.

Consider that English become important nowadays and there are some difficulties that related with the interested students in learning English. In this study, the writer will be explaining about the experience in teaching English by using games to engage students in learning English. The writer choose game as one of the ways in order to make teaching and learning process are effective, to stimulate the students to be active and involve to the materials, students not only know the theory of the materials but also can apply it to the practice of the material learned on that day through game that given from teacher. In the other side, the aim of teacher given game to the students is to make students interested and still engage to the material.

In this study, the writer will explain the teaching experience in class X a high school in Yogyakarta using games to teach speaking, the first step before the writer delivered the material is, the writer gave students warming up with the music and picture, students said how to congratulate others based on the picture that the writer were showed on the screen. It was funny. After that, the writer delivered the material, then the writer asked students to write the kind of expressing congratulaing others. After that the writer gave students game Snake and Ladders. The writter gives instructions on how to play snake ladder and game, then give the example about how to play snake and ladder game. The game was previously adjusted to the material to be taught. Afterwards, for the level or level of difficulty the game has been adjusted to the ability of students in the class because before entering the class to practice teaching as a teacher, the writter has made observations. After game snake and ladders was done, the writer gave an assignment for students to make a creative congratulating card, to make sure that

students are understand about the material, to ensure that students understand what has been learned on that day, the purpose of homework is to keep students learning even though they are not in the school area.

Become PPL students, writers are needed to be creative and innovative instructors, therefore students become more enthusiastic and feel happy in their learning process. there are various media that can be used for PPL teacher learning processes, such as; clipping books, comics, songs, videos and so on. Then as a method and approach there are games, cooperative and collaborative learning and can also be task-based learning for PPL teachers.

There are 2 studies that use games to teach speaking. The first study entitled “Using Communicative Games in Improving Students’ Speaking Skills” (Dewi, Kultsum & Arnadi, 2016). The purpose of the study are to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. The data were gained through interview, observation, questionnaire and test. The result of the study showed the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process. Second study entitled “Developing Language Games to Teach Speaking Skill for Indonesian Senior High School Learners” (Amrullah, 2015). The purpose of this research is developing language games to teach speaking for the students joining English Study club as extra-curricular program at one of the State Islamic Senior High Schools in Gresik, Indonesia. The instruments were interview

and questionnaire, and observation checklist. The result of this study is the product of the study is in the form of a handbook entitled “A Library of Games” which comprises 3 units and 50 kinds of games for teaching speaking skill. Furthermore, in my study entitled Using Games to Teach Speaking for High School Students. The purpose of my study is to describe how to use games to teach English a high school in Yogyakarta.

