

CHAPTER I

BACKGROUND

The School PPL Program is a compulsory subject in the PBI Study Program curriculum at UII as one of the prerequisites for graduating English Education students. To its implementation, the students who have been joint in each PPL School observes in an English language class, then students are given the opportunity to practice teaching for a month. The Observation has to be done by PPL Students, including two things: the observation of the school's environment and the observation of learning-teaching process. In the observation of learning and teaching process, the time of observation has took place from August 8th 2017 until August 10th 2017. The observation is included with many things, such as: teaching media, the administration such as attendance list, the students' characteristic, the class organization, the teaching practice, the method, the materials, students-teacher interaction and other activities that support English subject.

The observation is done in first grade of senior high school at SMAN 1 Turi for English lesson for X MIPA 2. The class of X MIPA 2 starts every Tuesday and Thursday a week. On Tuesday, the class starts at 07.15 WIB meanwhile on Thursday is started at 07.00 WIB. During the teaching-learning process, both classes of SMAN 1 Turi had two types of learning based on curriculum 2013 which is revised in 2017. The first is English language lesson for "Supplementary Class" (known as Kelas Bahasa Inggris Peminatan). English for supplementary class is focused on English grammar. Most of the learning process are discussed on the structure of the sentences, and it took up for 3 hours a day in each lesson. The second is English language lesson for

“Compulsory Class” (known as Kelas Bahasa Inggris Wajib). English for compulsory class here is focused on English as daily life, and most of the learning is discussed on some expressions. The curriculum used in SMAN 1 Turi generally followed with the national curriculum. For the academic year 2017/2018, the curriculum used is the 2013 Curriculum in 2017 revision. The method which is applied in designing the learning process through RPP is the scientific method. Also, for the learning model, the method uses discovery learning.

The result of observation in class of X MIPA 2 found out that student-teacher interaction rarely occurs within the classroom, the interaction that bound through learning. In case of learning, the students rarely ask, the class was very silent, the class was so passive, there was a rare discussion. In case of teaching-interaction, there were some situations such as: (1) the students had low understand the instruction well, (2) the students felt bored when explanation held, (3) the students were difficult to do tasks on time, some of them said that the tasks were more difficult and they did not understand with the want of the tasks, and (4) the students did not delivery the question directly because they feel shy. To the conclusion of this observation, students are not interested to the learning.

There are some researches that conducted to game-based learning. It was found that teacher uses game in the class as it is more effective and the students look more active to the learning process. Lin (2018) stated that learning using the games based learning approach is a good approach in the learning process that is meaningful and interesting, also can increase their motivation and interest in learning. Furthermore, the researcher explained that without interaction between teachers and peers, the

effectiveness of game-based learning can be limited. According to Sobhani (2014), a research is tried to investigate the attitudes of learners and teachers about the effectiveness of using games and fun activities regarding learning English. Furthermore the researcher stated that game-based learning showed that both learners' and teachers' attitude were positive toward language games and they considered games as learning stimulus. Also, games and fun activities can help learners to be interested in learning as well. This can affect the learning process, therefore in games based learning the interaction between teachers and peers is the most important key in this approach.

The research is purposed to describe how to handle the difficulties of the learning by using game-based approach in the course of pre-service teaching through teaching English in SMAN 1 Turi. Hopefully, the research becomes an input to improve the quality or method of pre-service teachers' during teaching English.