

## **CHAPTER II**

### **CONSTRUCT**

According to Yukselturk (2018) research results revealed that there was a significant positive increase in some sub-factors of attitude and self-efficacy scores of the students in the experimental group compared to the average scores of the students in the control group. The study explains why game-based learning activities with Kinect technology should be integrated into the foreign language course. As stated by Rocha (2018) using Logistic Regression and Decision Tree models, he identified factors that influence or inhibit the adoption of video games by teachers. The results suggest that the adoption of video games is influenced by students' primary language (English or non-English speaking), motivational features of the video games, how the game relates to the curriculum and the pedagogical underpinning of the game. Furthermore, he states that a significant group of teachers thinks games that are targeted for use in the classroom are pedagogically poorly designed and do not fit for purpose. Sohmani (2014) stated results showed that both learners' and teachers' attitudes were positive toward language games and they considered games as learning stimuli. Also, games and fun activities can help learners to be interested in learning as well. Lin (2018) explain that Context-game based learning seems to be a good approach to situating students in a meaningful and interesting practicing environment, which could improve their learning motivation and interest.

One study found that game is an activity with rules, a goal and an element of fun. (Hadfield, 1999; Tuan, 2012). Also Hadfield (1999) state that games classification into competitive games and cooperative games. In competitive games the players compete to be the first is the goal of the game. In cooperative games, the players work together to reach the goal.

Hadfield (1984) added that games can provide an opportunity for real communication and bridge the game between the classroom and the real world.

This theory provides that, learning not just transfer of knowledge to students through lectures that eventually occur verbalism and monotonous learning. However, it can be combined with learning that gives students experience to do something in finding answers to the problems of learning themes, and gaining maximum knowledge by using games. Before deciding to use a game in the learning, the researchers make observation. The observation includes many things, such as: teaching media, the students' characteristic, the class organization, the teaching practice, the method, the materials, students-teacher interaction and other activities that support English subject. As the following result of the observation:

Table 2.1 Sample of Classroom Interaction Observation X MIPA 2

Grade Level Observed : X MIPA 2 (English-Peminatan)		
Number of Students Present : 32		
Date : Tuesday, 8 Augustus 2017		
Time : 07.15 – 09.30		
Teacher : Erna Yuniastuti, S.pd		
Peer Observed : Nisa Raisa Shaleha		
No.	Topic	Comment
31	How are the students engaged in classroom activities?	Some of students very interest, but most of the less motivation Maybe it is because they lack of vocabularies / knowledge
32	How is time used according to classroom activities?	Most activities while do task/exercise are not done on time because the students do their task not on time

(Appendix Number 1: Classroom Observation 1)

Table 2.2 Sample of Classroom Observation X MIPA 2

Grade Level Observed : X MIPA 2 (English-Wajib)		
Number of Students Present : 31		
Date : Saturday, 12 Augustus 2017		
Time : 08.45-10.30		
Teacher : Erna Yuniastuti, S.pd		
Peer Observed : Nisa Raisa Shaleha		
No.	Topic	Comment
31	How are the students engaged in classroom activities?	Some of students very interest, but most of the less motivation
32	How is time used according to classroom activities?	Most activities while do task/exercise are not done on time because the students do their task not on time

(Appendix Number 1: Classroom Observation 2)

The observation was carried out 2 times, 2 of them conducted on the teacher of SMAN 1 Turi, from teacher of SMAN 1 Turi. This observation is used as reference of learning process and an overview of how learning process in Turi for the next teaching. The result of the all observation indicated that the students form class X MIPA 2 are lack motivation to learn English because their background is science class and considers English as secondary learning beside of reaching the KKM. Beside that behavior of students during classroom activates makes time allocate inefficient in carrying out tasks. In fact this can be used as much as possible for enrichment process. In term of teaching approach, the teacher uses paper based learning. The effect is on the behavior of students who often talk to their peers. So, that time is running out because of the frequency of chatting. On the other hand, the tendency of students to do other activities when working on task is because students feel bored with monotonous activities and unattractive media. In conclusion of this observation, teaching learning process in SMAN 1 Turi was not successful. The student's motivations of learning English in X MIPA 2 are low besides of reaching the KKM (Kriteria Ketuntasan Minimal). As a result learning is not conveyed

properly. After observation the researcher takes some suggestion to use in next teaching practice, as following table:

Table 2.3 Notes of observation in class X MIPA 2

No.	Question	Notes
1	What did the faculty do really well?	<ol style="list-style-type: none"> <li>1) The teacher welcome students to asking more question related to the lesson and the teacher praise students with some words of praise, teacher drilling students very well.</li> <li>2) The teacher has good personality to teach and very calm, the media engaged the students well.</li> </ol>
2	Was there anything that did not go well during this particular class?	<ol style="list-style-type: none"> <li>1) Time allocation to do the task is short, maybe the tasks are too difficult or understanding the students are low.</li> <li>2) The class for today going too very active and made some chaos direct to the time allocation to do task.</li> </ol>
3	Based on your observations, what specific suggestions would you offer your peer that can be addressed in the near future?	<ol style="list-style-type: none"> <li>1) The materials should be more engaging students so the students become motivated and interested to study.</li> <li>2) This is a day for English-wajib but the teacher makes into English peminatan. So, the material in English wajib not delivered on schedule.</li> <li>3) Teacher had to made the voice more louder, and needed to upgrade the classroom management dealing with students behavior also do not forget to checking attendance list and explain goals of lesson today.</li> </ol>

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 is a rare discussion. In case of teaching-interaction, the students has low understand the instruction well, students felt bored when explanation held, students were difficult to do tasks on time, some of them said that the tasks to more difficult and they are did not understand the tasks, students are rare ask because they feel shy. In conclusion of this observation, teaching learning process in SMAN 1 Turi was not successful.

Decisions taken in subsequent teaching planning after observations in X MIPA 2 to improve teaching in future:

1. As often as possible involving students to interact in the classroom, it is good for building students-teacher interaction for example give a praise word to trust. (keep)
2. Important to have good personalities to build their attention to us as teacher so students are interested in knowing what happened next in class. (keep)
3. Always have a backup plan while dealing with some unconditional situation. (keep)
4. Deliver learning by the other way, as different as the teachers do. (improve)
5. The use of time allocation is very inefficient, prove by the task was not completed on time so it was made homework. (improve)

Point 1, 2, 3 are adopted (keep) for the next teaching. While for point 4 and 5 are modification for the next teaching (needed to improve).

Based on the background of this study, the statement of research problem of this research can be formulated as follow:

1. What are the lacking / missing that found by pre-service teachers during teaching English in SMAN 1 Turi?
2. How does games are used in classroom during learning English in SMAN 1 Turi to faces the difficulties of teaching?