CHAPTER I

INTRODUCTON

This chapter presents the background of the study, identification of problem, formulation of the problem, objective of the research, and significant of the research.

A. Background of the Study

In the current era most teachers use advance technology, including the use of technology at that time of teaching in the classroom. During which technology in the classroom the teacher uses various teaching method. One of the teaching methods is through the use of games. According to Tang (2005) there are two Game-Based Learning; those are digital Game-Based Learning and Traditional Game-Based Learning. When we talk about game we think about fun and enjoy. If the game is combined with the right teaching technique,the learning process will be success. Students will enjoy and feel fun doing the activity in the class,therefore they can understand the material.

According to Mihaela (2014) teaching process using game-based learning is very effective. There are kind of game and how it's built, the educational game (game as play, generally) and didactic game (game as specific function of school learning). Educational games are to design with an educational purpose, including human interaction to with a user to generate visual feedback on a video device (Connoly, 2012). It is interesting to have a research on didactic game. Game-based learning is designed to make balance

in subject matter with game play and the players ability's to understand and apply in the real world. There are two ways in gbl, the traditional game based learning and digital game-based learning. Traditionalgame-based learning has developed more than 30 years. It concerns in using them for variety task and lesson objective; facilitating the understanding of knowledge, illustrating concept, involvement of student, motivated and engaged in the task. Digital game-based learning is combination of connecting the teaching process and the new learning technologies (the classic computer and other relative device). Digital learning brings the cognitive change in its player. Game-based learning are promoting positive attitude and developing memory skill with the potential to concept learners and help them build self-constructed learning and involving the learners in the active learning process. However there are some problems in gbl, especially in traditional game-based learning. Teachers are difficult to identify whether the students understand the materials or not. Sometimes, the student felt fun and enjoy the game, but they tend to difficult to understand the material.

Based on the initial observation conducted in English Proficiency class in English Education Department, Islamic University of Indonesia, the writer found problems. Students felt enjoy, fun, involve the class of gbl but they didn't understand the materialsthat was talking about. Students do the instruction that teacher gave, and the teacher believes that students have understood. The researcher assume that the instructor was really well-structured. However, the class was engaging the student felt fun and enjoythe

classroom activity. Therefore, it is interesting to discuss the structure of didactic games to teach English.

The writer also observed about the process in the classroom especially in English proficiency class. While observing, the writer identify the activities that have been done by the teacher. The treatment used by teacher is difference in the beginning. Because of that problem, teacher used the same treatment sustainable.one of the example of the use Traditional Game-based Learning is Intermediate greeting. 1)Teacher open the class with praying and greeting. 2) Teacher asks to student who haven't participated and who have participated in previous meeting. 3) Teacher asks student who haven't participated to go out in another room and giving some clues to every student. 4) Because the game will be divided in two groups as a questioner and the clue givers, after teacher have done with the clue givers teacher back to the class. 5) Teachers gave a little explanation about the material and tell the student what have theydone. 6) Teacher ask student as a questioners to count one and soon. 7) After the questioners have understood with their job teacher tell student let the game began. After that teacher stay in the classroom and the student do the game in outside. The student has collect the word because in this game is about proverb. They have to go in one clue givers to another, to collect the word until the proverb complete. Finally if

the questioners have all the word they have to arrange in the complete proverb, back to class and then tell the teacher to correct the proverb. After that teacher ask student the meaning of that proverb. Student tries to answer but no one was correct. The teacher gives a little bit explanation and close the meeting with prayer. The class has successfully brought the student to be interactive although there were some misunderstanding on the instruction.

The English proficiency class previously was not GBL. It was more on teacher centre learning. Therefore in the new academic year the lecture tries to use GBL. The significant difference can be seen in this class. In the previous academic year the teacher used teacher center and it made students kept silent in the classroom activity, because they kept silent, they did not have a higher motivation to do their task. By considering the observation as describe above, it is interesting to describe the use of Didactic games in first-year students in English Education department at Islamic University of Indonesia.

B. Identification of the Problem

Relating to the background of the study, the writer identifies the problem found at second student of English Education Department at Islamic University of Indonesia. The problems are related with the English Proficiency class regarding all of aspect, the problem can be seen from teacher, student, and method of sequencing the game.

The teacher has provided a sequence of game in which the purpose is for intermediate greeting. The observed game has not into the material yet. However teacher did not provide sufficient attention aboutthe understanding of student. Therefore the teacher should be careful in dealing with,the instruction was not really clear because it was only once. Teacher and student should support each other.Teacher prepared the instruction and the methodology that used in the classroom and compare with student need.

From the student point of view, student did not pay attention as well from the teacher explanation. They just listen the instruction for play game. They have big energy and strong motivation to play game. But they did not understand the main point of the material. they engaged with the game they enjoy and felt fun. They play game like they want and didn't attention the time. Sometime they realize about they didn't get anything but they still enjoy. They always blame the time is up fordo not want to ask the teacher about the material and the relation game with materials. When the writer observe, the writer thought play game is good methodology because student engaged learning process. But student needs is the priority. The relation of game and the material is very important. The methodology that used must be appropriate. The curiosity of the student is needed.

The method of sequencing game used by the teacher tends to facilitate the student. However the problem happens when same student felt bored. Teacher should have more warming up activities before starting the material. To some extend teacher overlaps the used of game either as the ice breaking or as the

material. Teacher should check student understanding like ask about the previous lesson.

C. Limitation of the Problem

Based on the background of the problem and the identification of the problem, the research is going to limit the problem to the study on the structure of didactic games to teach English in English language education department, Islamic university of Indonesia.

D. Formulation of the Problem

Based on the background and the identification of the problem, the research is going to formulate the problem as bellow:

1. what are the structural elements of didactic games applied in the English class ?

E. Objective of the Study

Based on the background and the identification of the problem, the research is going to describe the use of structure of didactic games, and the teaching stages of using didactic games to teach English in English Language Education Department, Islamic University of Indonesia.

F. Significane of the Study

This result of this research are to give contribution toEnglish Teacher, Student of English Language Education, English language Education Department of Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia.

First of all, the researcher expected that the finding of this research will be useful for the English Teacher especially teacher in English Education Department. They can get information about the elements of didactic games to teach English in English language education department, Islamic university of Indonesia.

Furthermore, for the students, this study expected will give inspiration to student of English Education Department to develop further research in the elements of didactic game in teaching English Proficiency class. The researcher hopes that this study can be useful for the English Education Department especially in developing knowledge on describing the structure didactic game through teaching and learning process.The finding of this study can be explored in further studies that this study can inspire the other researcher to contribute create a new kind of the elements of didactic game through teaching and learning English.