

Chapter 1

Introduction

This chapter investigated about the basic consideration, research question, objectives of research, the scope and limitation, reason for choosing the topic, and significances of research.

Basic Consideration

English is the language which is most commonly used and understood by the people, it is a very essential and important language for communication. As it is well known, English is a worldwide language. The world of Business, cultural, social events and many international activities around the world are usually carried out by using English. Besides, Most of national and international schools in non-English-speaking countries include English as a basic subject in their programs.

Even though, most of non-native English students assume that English is difficult to learn, but in fact there are still a lot of students willing to learn and use it. Perhaps, for half of them, English is interesting and can be used in every formal situation even can be applied everywhere. Then, this appears to be one big challenge for the teacher to develop various teaching techniques in order to make students interested more in learning such this foreign language. In this case, students are attempted to learn a foreign language which definitely different from their own mother tongue, so that the variety of teaching techniques will help learners to get higher motivation to learn English. Wingkel (as cited in Uno, 2005, p.171) stated that “using variation technique in teaching is the teacher’s way to reduce the students’ boredom in class, so in learning process the students will show their perseverance, enthusiasm and active in the class”.

Richard and Rodgers (**as cited** in Murdibjono, 2012) stated that “one of the technique that can be used is by using games”. Game can give students feeling of freedom to express their selves to the other friends. The students need games to make the learning process attractive. According to Hadfield (**as cited** in Agustina, 2012), “a game is an activity that containing rules, a goal and sense of fun”. Even though it is just a game, but the students should follow the rules to get a good result. The teacher should give clear explanation about the game and demonstrate it to avoid the students’ misunderstanding. It supports by Deesri (2002) “demonstration is helpful because it can help students to understand the game and help them to follow the rules”.

The students are easy to catch the material when the teacher use games in the class, because by using game, the students may express their feeling to the other friend easily. Games are also potentially useful to encourage students to interact with each other orally. The students are happy in the class when the teacher uses games; because by using games, they are develop more enthusiastic in class, it is reducing the students’ shyness and boredom in teaching and learning process. The students are also enjoying their class and feeling that they can answer the question they get in games. It is supported by Zhu (2012, p.802) who stated that “using games in English class can get students relaxed and enjoyed using the language”.

The researcher was interested to investigate a topic about game, because the researcher thinks that game can help students to increase the students’ interest in learning English. Based on the researcher’s experience during participated the teaching practice II (PPL II) at SMKN 1 Limboto, the researcher found that some students felt difficult in learning English, it is caused by the teachers were rarely using varieties of techniques in English teaching. The students also have less motivation in English learning because they feel that English is so hard to learn and understand whereas the teacher did not give more motivations to the students to get involved in

such a fun situation in learn English. However, some of the teachers used games in English teaching. They applied variety games to make the class in order to create an attractive class. The students in the class enjoy the subject and it makes the class remain in a good atmosphere. Automatically it makes the students have motivation in learning English.

One of the games that teacher uses is “Who am I” game. This game is a part of Guessing game. According to Webster (as cited in Dwiyanti, 2009, p.12) “guessing game is a game that the participants compete individually or teams in the identification of something indicate obscurely (as riddles or charades)”. The researcher assumes that “Who am I” game is one of the popular games that involve the students guess something like “who I am” in the game which the player demonstrate in front of class, so that they get an understanding about being demonstrated. Lee (as cited in Dwiyanti, 2009, p.13) stated that “everybody imagines his/ herself to be somebody else”. This game is not only played and implemented in senior high school but also applied by the teacher who teach in vocational high school because they are having almost similar material which can be taught by using this game such as ; introduction, people or profession, and characteristic. The researcher chose vocational high school because the researcher was one of college students who participate the teaching practice II (PPL II) student at SMKN 1 Limboto and the researcher have done pre-observation in this school about games, including “Who am I” game.

In this case, the researcher was interested to conduct a research about guessing game and especially the game which is known well as “Who am I”. The researcher wants to know how the teachers’ perspective about the implementation of “Who am I” game in teaching English. The researcher chose to investigate the teachers’ perspective because the researcher wants to know whether “Who am I” game is one of the ideal games that can be applied in the class. From the

teachers, the researcher wants to know how is the students' achievement in learning English by using "Who am I" game. The researcher believes that this is a good game to improve the students' English language especially in speaking skill and enrich their vocabulary, because in this game they have to speak to find out the answer on their back. So, the researcher conducted a research entitled "The Implementation of "Who am I" Game in English Teaching at SMKN 1 Limboto: Teachers' Perspective".

Research Question

Based on the explanation above, the research question of this research is "how is the teachers' perspective towards the implementation of "Who am I" game in English teaching?"

Objective of Research

The objective of this research is to know how is the implementation of "Who am I" game in English teaching based on teachers' perspective.

The Scope and Limitation

The researcher only focuses on the English teachers' perspective; the researcher chose the English teachers of SMKN 1 Limboto as the participant of the research.

Reason for Choosing Topic

The researcher chose this topic because of some reasons; first, "Who am I" game is one of the games that teachers used to teach and it may give motivation for the students in learning English. Second "Who am I" game is one of the technique that can make the students are able to speak freely through the game that they have learned. Third, this game gives opportunity to the students to share their idea to other friends. Fourth, this game can improve students' ability in

English language especially in English speaking and vocabulary. And fifth, the researcher wants to know whether ‘Who am I’ game is an ideal game for the Students in learning English based on teachers’ perspective.

Significance of Research

In this case, there are three significances of this research; for the researcher, it may provides a method of teaching English especially in school, by using such “Who am I” game and in the future as the candidate of a teacher, it might be applied in teaching and learning process. Then for the other researcher it may gives information about “Who am I” game. “Who am I” game is a part of guessing game that will guess about something. The next, for the teachers, it can give information to use games in teaching, especially “Who am I” game to make the class more active. This game is good to train the skill when someone is teaching English for example, especially in speaking skill, also can enrich the students’ vocabulary.