

Chapter I

Introduction

This part discusses about research introduction which is distributed into several points including basic consideration, research question, objective of research, significant of study, and research delimitation.

Basic Consideration

Nowadays English considers as international language, even electronic devices and working world use English. It is believed that mastering English is very important to survive in this development period. Language learning is realized into four language skills; they are listening, reading, speaking and writing. Beside four of those skills, one of subject that should be learned by the students is expression. According to Martes (2009), the expressions are needed in order to make a specific behavior or action. As their names say, those structures express something different and using them we can adopt the language as an instrument for communication and developing students' abilities. Beside it is important in daily communication, the expression also has recommended in English curriculum for Junior High School. It means that the expression of command and prohibition are considered as important material that should be mastered by the Junior High School students.

In fact, the students still get difficulties in mastering kinds of command and prohibition because English in Indonesia has a position as foreign language. Most of the students at school are not familiar with it. This condition is also shown by the students at SMPN 1 Randangan. In the observation, it was found

that the difficulties of the students were caused by some reason; first, the teacher got difficulties in attract the students' interesting in study. In the other side, the students were difficult to understand the English material even the teacher had explained repeatedly. Second, grammar in English deals with reference with time. Like a tenses, each type of command and prohibition also has their own rule. Third, the students need different way of learning. It can make them learn in fun, but they still get the advantages of the study. Those problems need teachers' efforts to provide students with opportunities to develop their communicative skills. The teacher should be creative in choosing the technique that is used in teaching English. This condition was also supported by current research from Khoii (2011) which stated that one reason for lack of student learning outcomes is traditional way of teaching. It means that students need something new to help them in study. The problem of the students in learning command and prohibition by some research can be handled by the implementation of game.

According to Wade and Beck (2013), game is attention getter that has been proven. Game is a good training environment for the real world in an organization that demands collaborative and individual problem solving. If the meaning of game is understood and played with control, that ability would have a positive impact in the way to help children's learning process.

There is serious implication that can be drawn from the statement above that game is one of the learning techniques that appropriate with students' behavior to help them in study. This research is focused on one of learning games only, while the focus of expressions is command and prohibition. Presently, there

is new game that proposed by Yulianto (2012) named “talking futsal game”. Talking futsal game is kind of game that consider the students to be talkative when study. The rule of this game is every student who kicks the ball should express one expression of command or prohibition. The main point of this game is not physical but how the students can hold in competition to get the score by creating a right expression. This game can make the students feel challenged to study English. This game interested the writer to conduct a research about “improving students’ ability in mastering expression of command and prohibition by using talking futsal game”. This game should be implied because the developing of learning process is one of efforts to support the increase of education quality in school. When the students understand the material, it will increase the learning outcomes directly.

In sum up, the implementation of this game in teaching expression of command and prohibition is expected give several advantages for some elements. First, the use of talking futsal can be a technique that supports the teachers to organize the process of learning and the use of time wisely. Second, the students learn in fun because game is very suitable with the children characteristic. By playing a game, students will remember the material in long time because every student should create one or more expression. Because the use of game is very useful to assist the students in increasing their learning, this research purposes to find out whether or not the effect of “talking futsal game” can improve students’ ability in mastering expression of command and prohibition.

Research Question

Based on the basic consideration above, the research question of this research is “can the ‘Talking Futsal Game’ improve students’ ability in mastering expression of command and prohibition?”

Research Objective

The objective of this research is to find out whether or not the “Talking Futsal Game” can improve students’ ability in mastering the expression of command and prohibition.

Significance of Research

This research aims to give many advantages to some elements. Firstly, “talking futsal game” can help the students to improve their ability in mastering the expression of command and prohibition. Secondly, by using this game the teacher could create fun way of learning in order to attract the students’ attention in learning process. Thirdly, it provide next researchers to find references of learning technique that help students in mastering the expression of command and prohibition.

Delimitation

In this research, the researcher has limited the study only in the implementation of talking futsal game to improve students’ ability in mastering command and prohibition expression. Since this research only focused on command and prohibition expression, the material was limited about command and prohibition only. There were two types of command consisted of verbal and nominal. While

prohibition expression focused on prohibition that beginning with the formula of “don’t + V1, don’t + be + adjective and no + V-ing”. The type of question was multiple choice tests that were divided into five kinds of command and prohibition.