

# CHAPTER I

## INTRODUCTION

This chapter the researcher presents some points related to this research. They are include background of the research, formulation of the research problem, purpose of the research, significance of the research, scope and limitation of the research, definition of key term and organization of the research.

### **A. Background of the Research**

In the event of world pandemic of COVID-19, emergency remote learning setting have become normalized in Indonesia and it has affected students' motivation in learning. Educators around the world have found a way to enhance student' motivation through game. Therefor this study aims to improve student' motivation in learning English through game in learning. This study was conducted at Elementary School. The method use in this study is Classroom Action Research (CAR).

Creativity in teaching is a common problem faced by teachers. During the teaching and learning process, teachers sometimes have a challenge removing students' boredom which often happens because of unsuitable strategies chosen by the teachers. In addition, placing the students as passive learners is also a factor that arouses students' saturation. Additionally, another problem can also occur due to the lack of their target language use, English. As passive learners, student will not have the chance to develop their language in use and there is a limitation time during their communication practice.

This present study found that the teachers had a problem of situation in teaching learning process in the class. They wanted to get a good atmosphere in learning process but the real situation in the class is not comfortable for the real situation in the class which affect the situation in learning process.

The first factor is about time of learning. In any activity, time plays a vital role. In the learning process morning time is the best time to learn for the students. In the morning, our brains and minds are fresh, hence learning becomes easy and effective. However, in the afternoon the student already got tired because they have studied for a long time in the morning until afternoon with different materials. They also feel sleepy, bored and wanted to go home sooner. The second factor is about intellectual ability. Intellectual ability also effects of learning. Some people have easier time remembering information than others. Some students can easier understand abstract concepts, while other need concrete example. Everyone has different intellectua strength and weaknesses. Thus, the teachers have to know their students because they have to choose the appropriate strategy to help them understand the materials at the same time.

Based on these problems, it can be seen that teachers have the opportunity to engage the students' roles as active learners and teachers should be able to choose an appropriate teaching strategy with this in mind. Using game is one of the strategies that can be implemented.

Games are activities which are designed to alleviate stress. The main purpose of game is to make people feel joyful and relaxed. They are not only for eliminating fatigue but they can be means to support education, games are important for English language learners and teachers because they encourage students to use their language creatively and communicatively besides just providing enjoyment and relaxation. This statement indicates that games are able to build a productive educational atmosphere and that they can be a solution to solve teachers' problems in creating a fun and interactive activities in the classroom. This idea also supported by the expert who has pointed out that games are an agreeable way of getting a class to utilize their initiatives in English.

In recognizing previous research, this study focused on the use of naming games as a teaching strategy. This game gives the students chance to speak and communicate with others. Beyond that, the game has been identified as one that supports an interactive process of language learning.

The role of English as a foreign language is really crucial in Indonesia. Instead of English as an international language, there are many reasons showing how important English is culturally and practically. The 21st century requires students mastering the language because if they are able to use the language as a receptive and productive skill, it will support them to achieve their goals and will lessen many of their obstacles. English is also a scientific language which is used academically. Many learning sources on the internet use English as the language; in addition, in

technology system, it is also used widely. One example can be found in computer program instructions which are most often written in English. By mastering English, students will be more confident to compete with others in this era because they can learn from many sources without the limitation of language.

On the other hand, teaching English as foreign languages faces has many challenges in Indonesia. A wide exposition of the mother tongue is one of the problems which can inhibit English education. Sometimes, the environment cannot support the students' needs in leaning the target language because there is limited access to communication. Who will be talked with and when they can communicate in English are still the common problem faced by students in a developing country.

In EFL classroom, games provide many advantages for promoting learning the target language. One of the advantages associated with game is that students' anxiety toward language learning decreases as games are employed. In language classes, learners assume that they have to be successful in the target language that they do not know. This success to them is also marked by their need to be "correct". Because of this, learners often feel great anxiety because of being criticized and punished by their teacher when they make a mistake. At this point game can be of great help since they can reduce anxiety, increase positive feeling and improve self-confidence by reducing or alleviating fear of punishment and criticism for learners when they are practicing the target language freely. A research

study entitled “**Improving Students’ English Language Learning Through Interactive Games at UPT SEKOLAH DASAR NEGERI SLEMANAN 02**” that shows that games help students to improve their study of vocabulary, speaking, listening, and texts furthermore they can simulate learning and motivation.

### **B. Formulation of the Research Problem**

Based on the background of the research, the research problem of this research is formulated as, “How can improving students’ English Language at UPT SEKOLAH DASAR NEGERI SLEMANAN 02 by using interactive games?”

### **C. Purpose of the Research**

Based on the research question, this research has the intention of whether or not there is an effect of learning through interactive games for improving students’ English Language at UPT SEKOLAH DASAR NEGERI SLEMANAN 02

### **D. Significance of the Research**

Referring to the highlights of this research, it is necessary to have contributions from all parties to get good benefits from this research.

#### 1. For student

Interactive games help students become more active in using English in real-life contexts, enhancing their speaking, listening, reading, and writing skills. Through games, students can learn to collaborate and communicate with their peers, which is crucial in language learning. The

use of interactive games can make the learning process more enjoyable and engaging, thereby increasing students' motivation to learn.

2. For teachers/tutors

This research provides teachers with new and innovative teaching methods that can make English language learning more effective and enjoyable. Teachers gain new knowledge and skills in using technology and interactive games in teaching, which can enhance their professionalism. The research results can be used to evaluate the effectiveness of current teaching methods and improve them according to students' needs.

3. For other researchers

This research can serve as a reference for future researchers who want to develop studies in the field of English language learning or interactive teaching methods. It can reveal existing limitations and open up opportunities for further research to address these limitations and explore other untapped aspects. The research findings can be used to develop new theories in language teaching and to design more effective teaching practices.

## **E. Definition of Key Term**

1. Improving

According to Adi. S (2016) Improvement is an increase that comes from word level. Which means layers or layers of something later form an arrangement. Improvement is an attempt to make something be better

than before. An effort to achieve it. An improvement usually requires planning and execution Good. This planning and execution must be interconnected or not deviate from predetermined goals.

According to Moeliono (2005) Improvement is a way or effort made to acquire skills or abilities to be better. In general, improvement is an attempt to increase the degree, level, and quality and quantity. Enhancement. It can also mean increasing skills and abilities to be better. In addition, improvement also means deep achievement process, size, nature, relationship and so on.

## 2. Learning English at the elementary school

Learning English at the elementary school level aims to build basic language skills, including the ability to listen, speak, read and write. Children at this age have rapidly developing cognitive abilities, so an interesting and interactive learning approach is very important to maintain their interest in learning (Cameron, 2001).

## 3. Interactive Game

According to Clegg (2006), interactive games is a game that involves many participants in the process of the game so that the game interactive further maximizes sharpening Children's growth and development is due to interaction so you can hone motor skills children, can also train children's skills. Besides the interactive games can be more interesting child's attention,

## **F. Organization of the Study**

So that this research is focused and systematic in relation to the discussion in the thesis, it is necessary to prepare a writing system as follows:

First Chapter, Introduction. It consists of background of the research, formulated of the research problem, purpose of the research, significance of the research, limitation of research, definition of key term and the organization of the research.

Chapter Two, Basic Theory. In this chapter, the author will explain the theory related to the Case Study of Family Harmonization of Former Convicts.

Chapter Three, Research Methodology. This section explains the research methods used, including research design, research location, presence of researchers, data sources, data analysis techniques, validity of results, and research stages.

Chapter Four, Research Findings. This chapter describes the geographical description of the research location as well as the findings related to the dynamics and stability of the families of former prisoners.

Chapter Five, Conclusions and Recommendations. This section contains a summary of the findings and suggestions based on the analysis results.

Chapter Six, Conclusion. In this section, the author presents answers to the problem formulation and provides final suggestions as a conclusion to this thesis.