CHAPTER 1
INTRODUCTION

A. The Background of the study

Learning English is one of the activities in a class-room. However, learning English for many students make them feel bored. Some of them assume that English is a difficult language, so they do not have any interest in learning this language. Language learning becomes hard when it is dull and uninteresting. According to Fisher (1993) it is essential that all students with all abilities find learning a new language a motivating and rewarding exercise and that they can progress at their own pace, because each student has different ability and interest in learning English.

Boredom may happen to everyone including students and it occurs when individual is uninterested in the activities surrounding them, as define by Fisher (1993) in term of its central psychological processes: "Boredom is an unpleasant transient affective state in which the individual feels a pervasive lack of interest in and difficulty concentrating on the current activities."

To avoid the boredom that stops so many students in learning, games can be one of the best solutions for the students to achieve their goals in learning English effectively. Puzzles, one form of language games, are designed to teach English and can help them find the solution. Puzzles should be used as supplementary material of students' regular exercises such as speaking, listening, writing and other reading material. Puzzles focus on vocabulary and grammar because vocabulary and grammar are interdependent. This means that vocabulary

and grammar should be thought and learned in a new way, learners have to learn some grammatical information about them (Wahyuni, 2004).

Based on the above description, the writer will try to figure out the effectiveness of puzzles in reducing the boredom of learning English which usually happens among students at English class-rooms. Besides, he also wants to look at the students' responses toward the use of puzzles in learning English. Based on the researcher's finding before he does his research, students of Islamic Elementary School (MI) Cokroaminoto in Garut showed that in teaching-learning process the teacher always makes an explanation when gives materials of the subject in the class-room. To reduce the student's boredom the teacher give them an interesting game because he/she should increase student's ability and motivation in learning English. Since the students seem to be interested in what the teacher does, therefore the researcher want to do research on the importance of using game entitled "THE EFFECTIVNESS OF USING A LANGUAGE GAME IN REDUCING THE BOREDOM OF LEARNING ENGLISH".

B. **Statement of Research Problems**

The writer states his statement on the problems through these following questions:

1. What are the students' perceptions that use puzzles to reduce boredom in learning English?

2. What are students' perceptions that do not use puzzles to reduce boredom in learning English?

3. What the different perception of students' on puzzles to reduce boredom in learning English?

C. Aims of Research

The goal of this study is to figure out the effectiveness of puzzles in reducing the boredom of learning English which usually happens in English class-rooms and the student's responses toward the use of puzzles in learning English.

1.   To identify students' perception that use puzzles.

2.   To identify students' perception that does not use puzzles.

3.   To reveal the difference of students' perception that does and does not use puzzles in learning English.

D. Significance of Research

It is important to students to reduce their boredom in learning English and puzzles that can be one of the best solutions to avoid it. The study is expected to give contribution of using puzzles necessarily to both teachers and students. For the teachers, puzzles hopefully make them easier in teaching English especially vocabulary and make them more creative in applying the technique in an interesting way. Meanwhile for the students, the technique used makes them easier and fun in learning English.

E. Limitation of the Research

The boredom of learning English can be reduced by puzzles. There are many kinds of puzzles such as crosswords, word search, crypto quotes, trivia, tongue twister, pair the words, sentence puzzle, and others. In this case, the writer will apply several puzzles such as crossword puzzle and word search puzzle, and

in correlation with the students' motivation in learning English, so their boredom is aimed to be reduced.

F. Operational Definition

The terminologies used in this study are:

1. Effectiveness is defined as anything brought about by a cause and produced as a result (Turner, 1994).

2. Puzzle is defined as a kind of game reward (Larcom, 1994).

3. Boredom is defined as an emotional state experience during periods lacking activity or when individuals are uninterested in the activities surrounding them (Fisher, 1993).

4. Learning is defined as a relatively permanent change in response potentially which occur as result of reinforced practice; learning is also defined as change in human disposition or capability, which can be retained and which is not simply ascribable to the process of growth (Johnson, 2002).
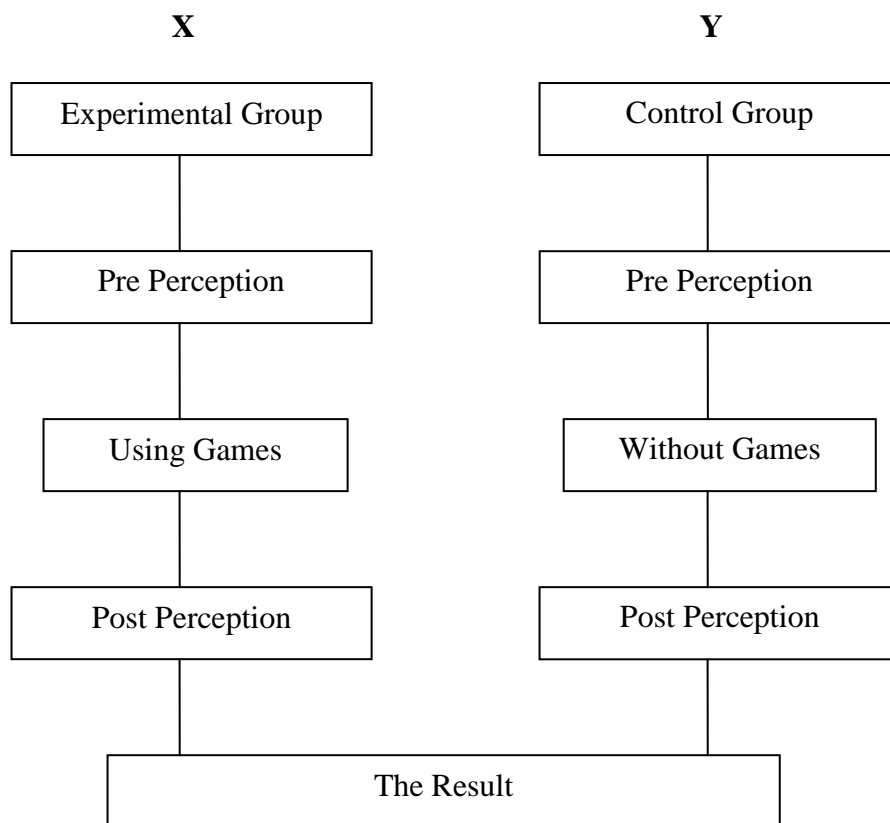
G. Rationale

The improvement of implementation of education is important. Implementation of education does not take a part from factors of education. The goal factor is a nature of education. There is no educated student if there is not a clear goal (Brown, 1994). The goal of education is improving the act of the students correctly and to be done consciously.

Procedures of using language game are very important in teaching learning; it can make the students enjoy the lesson. Besides, materials are

important too. To get the result of teaching and learning process, there are many ways to do. One of them is using game as a technique. Technique is specific approach to teaching. This research involves two classes as sample to be investigated. The first class is an experimental group that is given treatment the students are taught by using games. The second class is conventional group that is not given treatment the students are not taught by using game. The experimental group is as "X" variable and the control group is as "Y" variable.

From explanation above it can be shown in the following chart:

X	**Y**
Experimental Group	Control Group
Pre Perception	Pre Perception
Using Games	Without Games
Post Perception	Post Perception
The Result	

Picture 1.1
The Model of Research of Teaching by Using Games

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H. Hypothesis

Having known the background, the statement of the research and the frame of thinking subsequently, the purpose of hypothesis are the students' ability in learning taught by using games is better than the students' ability in learning taught without using game.

1. H_o = Ho is rejected if t $_{count}$ > t $_{table}$: it means that there is no significant influence of using games on reducing the boredom of learning English.

2. H_a is accepted if t $_{count}$ > t $_{table}$: it means that there is a significant influence of using games on reducing the boredom of learning English.

I. Step of Research

The steps of research consist of determining source of data, dividing of the group of research, preparing, to do the experiment, and analyzing the result of the investigation that is how far the effectiveness of teaching process using game as a technique.

a. Determining source of data

1. Location of research

The location of research is at MI Cokroaminoto Kabupaten Garut. The reason takes this school because there are found some phenomena which relate to the problem.

2. Population of sample

A game is something that always interesting but the player has to know the role of the game. Puzzle is one kind of the games that can be used in teaching-learning process at sixth grade. The researcher chooses the sixth grade because the

student can follow the game and understand easily so that the boredom can be reduce by the game. The research is conducted at the sixth grade of Elementary School MI Cokroaminoto Kabupaten Garut class VI A and VI B, number of all students about 61 students. The first class is experimental group, which are the students taught by using games. The other one is control group, which are the students taught without using games.

The student involved in this research were 61 students, where 32 students at the experimental group and the other 29 at the control group. The subjects involved in this research are both males and females. It can be seen in the table below;

Table 1.2

The Condition of Population and Sample

Population				Sample			
Class	Number of Student			Class	Number of Student		
	Male	Female	Total		Male	Female	Total
Class VI A	12	18	30	Experimental group	12	18	30
Class VI B	14	17	31	Control group	14	17	31
Number of Population			61	Number of Population			61

b. Dividing the group of Research

The sample is divided into two groups. Those are the experimental and control groups. The experimental group consists of the students who learn simple game as a technique, whereas the control group consists of the students who learn without game.

c. Preparation

1. Determining method of research

This research will use the experimental method. A method, which involves of control of basic components: the population, the treatment, and the measurement of treatment.

2. Determining the experimental design

The method of research is true experimental design especially pre-test post test control group design. It is used to study the effect of an influence on carefully controlled sample. The experimental group (variable X), where treatment is done here and the other are the control group (variable Y) which has no treatment. The design of experiment can be seen in the following table:

Table 1.3

The Experimental Design

Class	Pre-Perception	Treatment	Post-Perception
Experiment (using game)	T_1	X_1	T_2
Control class (conventional)	T_1	X_2	T_2

d. Experiment

This is used to know the effectiveness in using language game before they are given the treatment. The implementation of pre perception is conducted in class. The students are asked to answer the question about the sentence.

The implementation of pre perception is conducted in class. The test is given after the students have been already given a treatment. This test is used to know the influence of the experiment being conducted toward experimental group and to know how far the effectiveness is after they are taught by using language game as a technique and taught without using language game and which one is better.

e. Technique of collecting data

1. Observation

Observation is the way of investigating through direct and systematic investigation. This observation is done directly to see the ability of student in learning English. The object of this research is sixth grade of MI Cokroamininoto Garut. It is expected that observing the use of language game in order to get real information dealing with the data needed.

2. Test

Test is a count of question exercises and another tool that is used to measure skill, knowledge, intelligence, ability, or person's talent. In this research, the test used is achievement test. It is intended to find out the ability of students before and after teaching-learning process. It is also as a tool of instrument. It is in written-test form and multiple choices. The test is divided into two parts, pre

perception that is given before learning process and post perception that is given after learning process.

f. Analyzing Data

   Analyzing data is obtained from pre-test and post-test. The objective of this method is to compare two scores in answering the question whether or not there is a significance distinction between two scores; the test is done to get the average of two groups. The t-test is used to compare the mean of two groups. After the data needed from two groups are collected, the next step is analyzing data by using statistic and analysis, as follows:

   a. Normality distribution test of two variables

   b. Homogeneity test of two variants

   c. Accounting the different means by using t-test formula.

   According to Sudjana (1986) Sugiyono (2007) in the data is used in testing the normality for inquiry pre perception in both experimental and control group by conducting the procedure as follows:

   a. Determining the range of data (R)

      $R = H - L + 1$

   b. Determining interval group (K)

      $K = = 1\ 3,3\ .\ \log\ .\ n$

   c. Determining the length of interval (P)

      $P = \dfrac{R}{K}$

   d. Making table of distribution frequency

   e. Counting Mean $(\bar{x})$

$$\bar{x} = \frac{\sum fx}{N}$$

f. Determining the degree of freedom (df)

df = k - 1

g. Determining the standard deviation (SD)

$$SD = \sqrt{\frac{F_1(X_1 - X)^2}{N - 1}}$$

h. Making table of distribution of normality

i. Counting the value of x^2 (chi square)

$$x^2 = \sum \frac{(F_o - F_h)^2}{F_h}$$

j. Determining x^2_{table} and compare to $x^2_{account}$

k. Interpreting the normality

The distribution of data is normal when $x^2_{account} < x^2_{table}$ and distribution is not formal when $x^2_{account} > x^2_{table}$

l. The next step is examining the homogeneity of data with procedures:

a. Making table of distribution frequency

b. Determining for F score

$$F = \frac{S_1^2}{S_2^2}$$

c. Determining F from the table with significance tariff 5 %.

d. Interpreting the homogeneity of data.

The data is assumed homogeneous if $F_{count} < F_{table}$ and

The data is assumed not homogeneous if $F_{count} > F_{table}$

e. Testing the differences between the two interrelated average as can be seen for the t test by using formula:

➢ Searching for collective standard deviation

$$S^2 = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Note :   S   = cumulative standard deviation of both groups

S_1 = variant of data for experimental group $\left(S_1^2\right)^2$

S_2 = variant of data for experimental group $\left(S_2^2\right)^2$

➢ Determining score of t by using the formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Note: t   = t_{test}

$\bar{x}_1$ = mean of experimental group

$\bar{x}_2$ = mean of control group

n_1 = mean of experimental group

n_2 = mean of control group

S   = cumulative standard deviation of both group