

**THE USE OF GAMES IN TEACHING ENGLISH TO CIVIC EDUCATION
DEPARTMENT STUDENTS IN ENGLISH TUTORIAL PROGRAM AT
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of English Education**

by
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2019**

APPROVAL

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PRONOUNCEMENT

Herewith, I testify that there is no plagiarism in this article publication. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this papper and mentioned in the bibliography.

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Surakarta, May 11st 2019

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Abstrak

Penelitian ini bertujuan untuk mengetahui tipe game dan prosedur menggunakan game oleh tutor dalam mengajar English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta. Subyek dari penelitian ini adalah 1 tutor ETP (English Tutorial Program) dan 9 mahasiswa pendidikan kewarganegaraan. Penelitian ini menggunakan metode kualitatif. Data kualitatif diperoleh dengan cara observasi dan wawancara. Data dianalisis melalui reduksi data, penyajian data dan kesimpulan. Hasil dari penelitian menunjukkan keberagaman tipe permainan dalam pembelajaran bahasa Inggris yang digunakan tutor dalam proses mengajar, yaitu: don't forget please game and guess and get challenge game. Prosedur permainan yaitu: 1)memberi petunjuk, 2)menjelaskan peraturan, 3)memainkan permainan, 4)memberi pengarahan.

Kata kunci: English Tutorial Program (ETP), pembelajaran bahasa Inggris, tipe pada game.

Abstract

The objectives of this study to know type of game and the procedure of teaching English using the game by tutor in teaching English Tutorial Program (ETP) at Muhammadiyah University of Surakarta. The subject of this research was 9 students of Civic Education and a tutor. This research used qualitative method. The qualitative data were obtained through observation and interview. The data were analyzed through data reduction, data display and conclusion. The result of the research showed that various types of game in teaching English used by tutor in learning process were: don't forget please game and guess and get challenge game. The procedures are: 1) giving instruction, 2) explaining the rules, 3) playing games, 4) giving feedback.

Keywords: English Tutorial Program (ETP), teaching English, type of game.

1. INTRODUCTION

English is opening for another field in our life. It opens doors in the academic world. Of course, if the best program in your field is in an English-speaking country, English will give the opportunity to study with the top scholars. Western universities are attracting more visiting scholars, students and professors from all around the world, and their common working language is English. In order to speak at these conferences or publish in these journals, excellent English is essential.

Nowadays, learners need to learn English, in order that they can communicate well. To meet the purpose, universities in Indonesia apply many strategies to prepare the students to communicate in English. Muhammadiyah University of Surakarta also applies many strategies one of the strategies is through English Tutorial Program (ETP).

ETP is a program designed, with a curriculum based on the needs of new students so as to learn English knowledge, such as simple tenses, conversation, grammar, etc. It is given as one of the supplies of the students to understand the literature during the lecture at UMS. It is expected to help students to be a superior individual in the job market with better English skills than other university graduates.

Students will get kind English materials each week. ETP is a obligatory program for students of all faculties in UMS and accompanied by lecturers majoring in English with senior students pass the training. The activities of ETP are:

1.1 Basic English Language Learning for all students of the early semester. Communication habits with English in writing or verbal to improve student's knowledge and confidence. The mentor assistance from students' semester three until six UMS, selected and trained by English lecturer.

1.2 Social Gathering One-day performances of ETP Tutors for the academic community and the general public, such as art performances featuring tutors' works, such as drama, poetry, dance, acoustic, and other musical poetry in English;

In one of the departments in FKIP, Civic Education Department, many students don't understand how to learn English easily because the first semester students are confused or sometimes they forgot the English materials that was taken from their Senior High School. Tutors must be smart to choose English learning techniques so the students do not think that learning English is difficult. In teaching and learning process, tutors can make the students fun for learning materials are easily understood very well. Therefore, the tutor can use exact techniques.

Richards and Rodgers (2001: 20), describes technique as activities that take place in the classroom. Techniques are based on a method which in turn is related to an approach. A game is one of activities which can help to create motivating in class. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that need them to use what they have been drilled on. Games are not only match for children but also for adults since there is always a child hidden in every one of us.

Based on the preliminary observation and interview, tutors use games. They use games techniques for learning English language to first semester students of Civic Department Education on English Tutorial Program. By using games technique, they can learn listening skill, speaking skill for identifying a key word, reading skill and writing skill in product approach to arrange some matching tasks. Using this technique, the students can enjoy learning English. In addition, they won't get bored if they want to learn more English

materials. They will always want to know about the English material and they can learn it every day. With this method, they can also practice speaking for public speaking, adding more vocabulary, and learning a pronunciation correctly.

This research focuses on ETP (English Tutorial Program) in Muhammadiyah University of Surakarta because the tutor has been applying Games techniques for studying English language very well. The process of teaching and learning is in Campus 1 on Ahmad Yani Street, Pabelan, Kartasura, Kota Surakarta, and Central Java. It is hope that by using games techniques, the first semester civic education can learn English easily. Therefore, the games techniques are one of the most important techniques for supporting the success to learn a foreign language.

2. METHOD

In this research, the writer applied qualitative research. Qualitative research is concerned with the qualitative phenomenon. Because Phenomenon research is related to understand how one or more individuals experience a phenomenon. Qualitative researchers are interested in life as it is lived in real situations. Method triangulation is combining triple methods to reduction, data display and conclusion. The gather data such as document, interview, observation, when conduct primary research in Muhammadiyah University of Surakarta. Therefore, the type of this research can be classified as qualitative which gives for first semester students of civic education. The object of this research is the implementation of Games Technique in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta. The researcher chooses First Semester Students of Civic Education Department in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta academic year 2018/2019 they are 9 students and the tutor as the source of collecting the data. ETP students get problems how to learn English language easily.

The researcher conducted the research in Muhammadiyah University of Surakarta. The process of teaching and learning is in Campus 1 on Ahmad Yani Street, Pabelan, Kartasura, Kota Surakarta, and Central Java. ETP is usually held at the park, hall, etc. And the tutor usually takes some places in the hall, park etc. because ETP has no room for learning process.

In this research the data are field note taken from the learning activities, learning observation, teaching-learning process, and interview tutor of civic education students in ETP and ETP members. The data are information about the use of games in teaching English.

There are three sources of the data: event, informant, and document. The Method of data collection that will be used in the research are: observation, documentation and interview.

The validity of this research is by matching the finding and the real information or data of the participant. It will more explicit by the using triangulation in data collection. It is agreeable by Denzin (1978) which phrase by Moleong (2007) that there are four types in validity are source, method, investigator and theory. The stages of interactive analysis applied in this research are data reduction, data display, and conclusion.

3. FINDING AND DISCUSSION

In this research finding, the researcher describes finding which consists of the name of games and procedure of teaching English using the games.

3.1 Name of game

Based on the interview, the writer found the names of games in the implementation technique in teaching English to the students of Civic Education Department in English Tutorial Program at Muhammadiyah University of Surakarta. The interview was held three times. The observation was held in November 17, 2018. November 24, 2018, December 12, 2018. To describe the first meeting in this study, ETP was conducted in Hall C in Campus 1 at Muhammadiyah University of Surakarta. Following is the result of interview:

Writer : *Assalamu'alaikum*

Tutor : *Walaikumsalam*

Writer : *Dek, untuk hari ini kamu mau kasih permainan apa? (What the game will you give today?)*

Tutor : *Untuk hari ini saya akan member materi "**Describing Process.**" Dan untuk nama game tersebut adalah "**CHAIN AND CHAIN**". Jadi game ini berfokus di kosa kata baru yang tidak diketahui sebelumnya. Mereka bisa menambah kosa kata baru. Game ini tujuannya ya supaya mereka lebih santai dalam pembelajaran, lebih efektif dan fleksibel aja dalam menangkap materi dan game ini membantu mereka untuk mengembangkan pengetahuan kosa kata dalam bahasa Inggris. (Today, I will give the material "Describing Process." And for the names of the game is "CHAIN AND CHAIN". So this game focuses on new vocabulary unknown before. They can add new vocabulary. This game aims to make them more relaxed in learning, more effective and flexible in capturing material and this game helps them to develop vocabulary knowledge in English)*

Writer : *Semoga lancar. Silakan dimulai, terima kasih informasinya. (Hopefully it will run smoothly. Please start, thank you for the information)*

Tutor : *Sama-sama (you are welcome)*

(November 17, 2018. (09.10 am))

Based on the first interview, the tutor said that the game used in the time is "**CHAIN AND CHAIN GAME.**" Tutor said that the game was used to entertain and learn. As the tutor stated

“This game aims to make them more relaxed in learning, more effective and flexible in capturing material and this game helps them to develop vocabulary knowledge in English”.

3.2 Procedure using the game

3.2.1 Don't Forget, Please Game

After the tutor finished delivering “asking about and describing routines & exercise” material, then he presented the procedure of game in the second meeting. First, students asked to sit in a circle. After that the ball rotated and each student gets one turn at a time. In the first round, when the ball taken by the first person he must mention the habits they to do. For example the student said: *“I always watch Television at night”*. After that, the ball gives to the next student and mentions the habit again. Finally, the ball arrived to the last student. In the second round, the ball rotated in the opposite direction. The first person mentions his habits, then the ball given to his side and he must mention his own habits and must mention the habits of his previous friends. For example student said: *“I always sleep after school and him always watching Television at night”*. Likewise, the third person must mention his own habits and the habits of the two previous people. The ball continues rotated for the last student and he is obliged to mention his own habits and the habits of all previous students.

At the second meeting there were 8 students. The game starts from the student to the left of the tutor and continued to the left and left until it runs out, first student said *“I usually watching movie in the morning”*. Second student said *“I always watching television at night”*. Third student said *“after school I always eating”*. Fourth student said *“sometimes play with my friends”*. Fifth student said *“I often shopping”*. Sixth student said *“I always take a bath everyday”*. Seventh student said *“after studying I always sleep”*. Last student said *“I usually play game online after studying”*.

Then the ball played again from the first student but the difference between the students then mention the previous student's habits. The game started, first student said *“I usually singing in the morning”*. Second student said *“she usually singing in the morning and I always watched television at night”*. Third student said *“she usually singing in the morning, she always watched television at night, and after school always eating”*. The fourth student said *“she usually singing in the morning, she always watched television at night, she after school always eat, and sometimes I played with my friends”*. Fifth student said *“he sometimes plays with his friends, she always eats, she always watches television at night, she usually singing in the morning, and I often shop”*. Sixth Student said *“she often shop, she sometimes plays with her friends, she always eat, she always watch television at night, she usually singing in the morning, I always take a bath everyday”*. Seventh student said *“he always take*

a bath every day, she often shop, he sometimes plays with his friends, she always eats, she always watches television at night, she usually singing in the morning, after studying I always sleep). The last student said “*after studying he always sleep, he always take a bath every day, he often shop, he sometimes play with his friends, she after school always eat, he always watch television at night, he usually singing in the morning, I usually playing game online after studying*”.

After the game finished, the tutor presented the vocabulary used in material today. For example: usually, often, always, sometimes, and others. Furthermore there are no questions from the students, and then the tutor closes the meeting with the Hamdallah reading and greetings.

(Field note, November 24, 2018)

The researcher compares the result of this research with the theory used. The researcher used Wright, Betteridge and Buckby (2004) theory in this research. The finding was suitable with the theory, because based on the result of this research, the researcher finds 2 name of game teaching technique that are suitable with Wright, Betteridge and Buckby theory, namely: *don't forget please game and guess and get challenge game*.

Based on the result, 3 meeting procedures of game based on the findings, the procedures at the 3 meetings have similarity, such as: the tutor gives the instructions before delivering the material, deciding according to the rule (s) of the game, the student's play a game, the end there is feedback. It is a tutor's decision if it is given individually or in general to the class.

The percentages of students' opinion of using games particularly showed their positive responses of using games as one teaching techniques. Games made some materials more understandable, because the students really enjoy the learning. The students thought that games like “chain and chain game” they had no difficulties played the game. While “*don't forget please game*” and “*guess and get challenge game*” amusing and challenging, so the students tend to like them. While the students felt relax and enjoy the teaching and learning process in classroom it was easy for tutor to teach the target language. In other hand, some of the students seemed to have their difficulties when playing games. The first meeting all of student agree using the game. Second meeting two of students agree with implementation using game in ETP, but one student disagrees with the implementation of game in ETP. Third meeting, all students most like if English Tutorial Program (ETP) using games technique.

The materials given to the civic education department students in English tutorial program at Muhammadiyah University of Surakarta, used ETP book “*describing process material*” on unit XII (on page 85 until 88) and used “*chain and chain game*”. The second material is “*asking about and describing routines & exercise*” used ETP book on unit VI (on page 44 until 49), used “*don’t forget, please game*”. The last, “*asking for direction and describing a place material*” used ETP book on unit VIII (on page 57 until 63). The tutor used “*guess and get challenge game*” to deliver the material.

4. CONCLUSION

The conclusion was drawn related to the research problem of the study about The Use of Games in Teaching English to Civic Education Department Students in English Tutorial Program at Muhammadiyah University of Surakarta. There were several games used by the tutor, they are: don’t forget please game and guess and get challenge game. These games were used to deliver the material, understand the new vocabulary. There was a procedure of game based on the findings; the procedures at the 3 meetings have similarity, such as: the tutor gives the instructions before delivering the material, deciding according to the rule (s) of the game, the student’s play a game, the last giving feedback. It is a tutor's decision if given individually or in general to the class.

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