

CHAPTER I

INTRODUCTION

1.1 Background

In Christian education, teaching a student is supposed to be seen as a chance to teach the most precious creatures of God for he/ she is created in the image of God (Gen 1:27). Having opportunity to teach the students is surely a good time to help the students to be more Christ-like (Yust & Anderson, 2006, p.56). In teaching the students to be more Christ-like, it is necessary for teachers to deliver the knowledge well. Knowledge, it is not just simply a word, it involves much more than intellectual comprehension and analysis; it must result in response and committed action; it helps pupil to use their unique gifts to complete products that are personally meaningful; it gives them space to become responsible and learn from failures (Van Brummelen, 2009, p.17).

Helping the students to use their gifts, to become responsible, and to learn from the failures in learning is not an easy work because of the sinful nature within both the teachers and students. One of the effects of the sin among the students nowadays is that the students lack motivation in learning. It was clearly showed when the researcher did observation in the classroom. During the observation period of the researcher in the English class, the researcher found that most of the students did not show much excitement during the learning. They often did not finish the tasks and they could not work in their groups well. Some of them stated that they felt bored during the learning because in the Language class mostly they do the same things. They usually just did reading, and filling in

a worksheet. Those two activities are one way teaching. One way teaching is a traditional way of teaching. Van Brummelen (2009) stated that “The traditionalists frequently teach as if the students receive learning passively” (p. 128). This way of teaching sometimes will not be good for students in learning because the teacher will dominate the learning process and the students do not experience exploring their gifts in the learning actively and maximally.

It was undeniable that sometimes they did discussion, played games or other activities, but the students often still did not show any enthusiasm and excitement during those activities. It usually happens because of the activities were not interesting, not suitable or because the way of the teacher conducted the games or the other activities were sometimes not attractive so the atmosphere is not exciting.

Looking at these kinds of problem occurring during the learning process, it was important for the teacher to choose suitable yet interesting activities for the students. In teaching the students with those suitable yet interesting activities, a teacher also must be able to create a good and exciting atmosphere in the classroom. A good atmosphere is attained when the teacher has a stimulating personality; when there is good teacher-pupil relationship; when there are democratic ways of planning and doing; and when the children feel secure (Dalton, 1951 as cited in Brophy, J, 2004, p.14). Emotional factor of the students is also one of the important things. Each child should find many opportunities for creative and aesthetic experiences (Dalton, 1951 as cited in Brophy, J, 2004, p.15). “The mood of classrooms is set by how we are present and interact with our pupils, and how they in turn are present and interact with us and each other”

(Manen 1986 as cited in Van Brummelen 2009, p. 38). When those good atmosphere and mood of the classroom have been set, it will be easier for the teacher to see and identify the students' gifts, learning styles, participation in the learning, interaction between one another and the creativity during the learning process. It was important for the students to explore these things in a fun yet meaningful learning. A fun yet meaningful learning can be created through many activities in the classrooms; one of them is through playing games. However, the game must be suitable, interesting and well related to the topic of the lesson.

Neal et al. (2004) as cited in O'Neil & Perez (2013) stated that:

A fun learning can motivate, but learning will occur only when the fun is purposeful; a game can be highly motivating but may not promote a deeper understanding of the topic. A balance between fun and meaningful learning is important (p. 337).

After looking for other kinds of games, relay race game is one of the games that are suitable to the students' condition in learning English about irregular verbs. The relay race is interesting; the procedures are simple and can be modified and adjusted with the topic that the students were learning in the lesson (Filippin & van Ours, 2012, pp. 4-5). In this lesson, the relay race could encourage the students to think and classify irregular verbs needed for the lesson they were learning.

In the relay race game, the students must play along in group to win the game. However, even though this game was played in a team, every student must be responsible in doing her or his part individually which is filling the blank column on the board without rely on other teammates' help (Richards, Barbisan,

& Sandy, 2009, p. 189). The longer the first student answers the question, the longer the next students get their turn to do their part, meaning that the team will spend longer time to finish the game. Therefore, every student in the team must have a strategy whether about the speed in running to the board or the strategy in learning the word lists before playing the game. More than just planning for some strategies in playing the game, every student must be ready for his or her turn to go even since the first student starts to get his or her turn. They must be alert to the sign of the game start and to their friends' movement.

In the relay race game that is played in this topic, students in grade V are challenged to think in a more complex way which is being able to write V2, and V3 forms of each base word simultaneously on the board. However, the students would not just play the game for fun but it would also help the students to get the deeper understanding about the lesson. The students would understand the meaning and the difference between V1, V2, V3 forms.

Therefore, the researcher decided to use relay race game. By using the relay race game, the researcher hopes that it can increase the students' learning motivation in learning English.

1.2 Research Questions

Based on the classroom problems that were stated above, the researcher tried to find out more about these following research questions:

1. Can a Relay Race game increase students' motivation in learning English?
2. How does the teacher use a Relay Race game to help students be more motivated in learning English?

1.3 Purpose of the Study

Based on the problems that the researcher observed, there are purposes of the study:

1. To see whether a Relay Race game can increase students' motivation in learning English.
2. To see how the teacher uses a Relay Race game to help students be more motivated in learning English.

1.4 Benefits of the Study

1. For the teacher

This research will benefit the school in choosing games that help increasing the students' motivation, especially in learning English.

2. For the researcher

This research benefits the researcher while doing the real teaching in the classroom in the future. The game that are used in this research can be applied to help the students to be more motivated in learning English in the future classroom.

1.5 Definition of Terms

1.5.1 Games

Games are a vehicle to engage students in the learning process. They are used to drill facts, connect ideas, or help students synthesize discrete knowledge (Miller, 2008, p.66).

1.5.2 Relay Race Game

Relay Race Game is a game where equal teams race to achieve a task. The relay race incorporates a combination of both individual tasks and teamwork

based tasks. This game is conducted with some procedures that are done by the teacher, they are:

1. Write two (or more, if you want more than two teams) columns of base verbs from the list on the board before class starts. The columns should be identical.
2. Divide the class into two (or more) teams.
3. Move desks and chairs out of the way.
4. Line students up facing the board.
5. When you yell “Go!”, the first student from each team must run to the board and write the past form of any one verb next to the base form.
6. That student then races back and hands the marker or chalk to the next student in line. Continue until one team has all the verbs filled in.
7. Give each team one point for each correctly formed (and spelled) past verb.

(Richards, Barbisan, & Sandy, 2009, p. 189)

1.5.3 Motivation

Motivation is a crucial part of a student’s experience from preschool onward. Being motivated is indicated by showing ability to complete the tasks herself/himself, showing interest or enthusiasm, and being able to work in group

(Deci & Ryan, 2000 as cited in Gagne, 2014).