

INVESTIGATING THE USE OF GAMES IN WRITING CLASS

THESIS

Submitted to Fulfill Requirement for Thesis Writing of
the Master of Education Degree in English

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ABSTRACT

Jiehad Akbar Pria Utama, Investigating the Use of Games in Writing Class. A qualitative study at Tenth Grade Students of SMAN 1 Ciasem Subang in 2016-2017 academic year. Thesis. Master of English Education, Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. January 2018.

This thesis aims to find out whether games improve students' writing ability, to find out whether students perceive the use of games in writing and to find out the challenges faced by teacher when implementing games in writing class.

The researcher was conducting this research in eight meetings. This study is a qualitative study with selected sampling. The instruments for collecting the data were questionnaire, interview, teachers' diary, and students' documents. While, data were in the form of questionnaire form, interview transcript, filed note, and students writing.

The result of this research show that teaching and learning process by using games is successful. There are three basic findings as follows (1) games can improve students' writing ability, it concluded that game as media in teaching and learning could improve students writing skill. The process of implementing also gave variations in learning so that the learning would not make the students bore in the class. (2) Students perceive the use of games in writing, students' perceptions told that applying game is one of good technique to improve students writing ability since it could help on generating idea, organizing, recalling vocabulary and grammar usage. (3) The challenges of implementing games indicate that teachers who have used games for teaching viewed challenges of implementing games effectively and current educational system as less inhibiting factors than those who have not used games for teaching.

ABSTRAK

Jiehad Pria Utama, Investigasi penggunaan game dalam pembelajaran menulis. Penelitian kualitatif Kelas X SMA N 1 Ciasem Subang Tahun Ajaran 2016-2017. Tesis. Program Studi Magister Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA. Januari 2018.

Tesis ini bertujuan untuk menemukan apakah penggunaan *games* meningkatkan kemampuan menulis, untuk menemukan apakah penerimaan siswa akan *games* dalam pembelajaran menulis dan untuk menemukan masalah yang di hadapi guru dalam pembelajaran menulis.

Penelitian ini dilakukan dalam delapan kali pertemuan. Penelitian ini merupakan penelitian kualitatif dengan sampel terpilih. Instrumen untuk mengumpulkan data adalah kuisisioner, wawancara, catatan guru dan tugastugas siswa. Sedangkan data yang di dapatkan adalah hasil kuisisioner, rekaman wawancara, catatan guru, dan tugas-tugas siswa.

Hasilnya menyatakan bahwa penelitian ini berhasil. Terdapat tiga temuan (1) *games* dapat meningkatkan kemampuan menulis anak, dan dalam prosesnya menghasilkan beberapa macam gaya belajar yang membuat siswa tidak jenuh dalam mengikuti pembelajaran di kelas. (2) Siswa menerima *games* dalam pembelaran dan mengatakan bahwa *games* merupakan salah satu media yang bisa membantu mereka dalam mengungkapkan gagasan-gagasan, mengorganisasikan, menghafalkan kosakata, dan penggunaan struktur kalimat yang baik. (3) terdapat beberapa tantangan yang dihadapi guru dalam penerapan *game* inisehingga guru harus benar-benar memahami fungsi dan tujuan dari *games* yang di siapkan untuk pembelajaran.

THESIS COMMITTEE APPROVAL

INVESTIGATING THE USE OF GAMES IN WRITING CLASS

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The Thesis Committee and Oral Defense Committee have approved this Thesis as partial fulfillment of the requirements of Master of Education Degree in English

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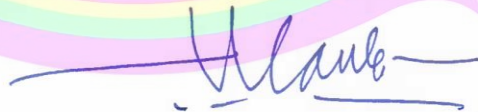
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CHAPTER I

INTRODUCTION

In this chapter, the researcher describes an introduction of this study. It presents background of study, identification of the problems, limitation of the problems, research questions, the objectives of the research, and the significances of the research.

A. Background to the Study

Language is a very important aspect in life. People all over the world cannot avoid using language. Through language, people can communicate and interact with each other. Language is a means of communication among individuals. Wardaugh (1972) says that language is a system of arbitrary vocal symbol used for human communication. It means that the most important part from the definition of language is communication. Communication is always related with language.

Language has a central role in the development of intellectual, social, and emotional learners and is supporting the success of all fields of study. Language also helps learners use the ideas and feelings, participate in society, find and use analytical as well as imaginative abilities that exist within him.

As we know, in Indonesia, English is learnt and taught as a foreign language, but it is seldom used in daily communication. In this country, English is one of the compulsory subjects starting from elementary school to university levels. Many private institutions also provide English language lessons for all ages.

In learning languages, including English, there are four skills which should be learned. They are listening, speaking, reading, and writing. Without neglecting speaking and listening, reading and writing skills are the important skills which are mentioned in Quran. The Almighty God states in the Quran surah Al-Alaq verses 1-5: 1. Read! In the Name of your Lord Who has created (All that exists). 2. He has created man from a clot (A piece of thick coagulated blood) 3. Read! And your Lord is the most Generous. 4. Who has taught (the writing) by a pen. 5. He has taught man that which he knows not.

The surah clearly mentions three words: qalam (pen), mi'dad (ink) and kataba (writing), and in Quran, the word pen is explicitly mentioned three times. This can be concluded that writing is an important activity in humans' life. This may be because writing is a form of transferring knowledge.

In fact, writing is not easy, let alone writing in a foreign language. Because it is not easy, for students, writing is something less desirable. This situation happens because they may not be able to properly express

what is on their mind into a sentence. Another factor that influences this is may be because the students are poorly trained.

Learning to write is not the same as learning to speak. Based on my conversation with few students at school where the researcher is teaching, they mentioned that writing was difficult. What makes this difficult is because in writing students should transfer their ideas and thought in English. Besides this, the teaching of writing might be too monotonous. However, in the process of writing, students need to feel safe from worries. It means that students should involve their feeling to show their ideas when they are writing. On the others words, every student has his own creativity in making his paper full of inks. This creativity can rise up if the writing class situation is supporting, and the way teachers teach the skill is interesting.

One of the most difficult aspects of teaching a writing class is getting students motivated and excited about writing. One reason that makes students hesitant to write maybe they do not have ideas to write. Students who really care about their grades will complete the writing assignment. For those students who are not motivated by assignments, there has to be another motivating and entertaining activity which encourages them to write.

B. Identification of the Problems

Based on the researcher interview with some students and observation when teaching English, he could identify some problems:

1. The students find difficulties to write a sentence structurally and right.
2. The students lack of knowledge about vocabulary, and grammar to write the sentence.
3. The students find difficulties to get an idea to compose the text, so the students get difficult what they write.
4. The students are not really motivated to write in English.

C. Limitation of the problems

From those reasons, the researcher interested in investigating the different way of teaching writing. What it means by the different way is presenting interesting technique since the students are not really motivated in writing class. The technique that become the focus of this study is using games.

D. Research Questions

Based on the limitation of the study, the researcher poses the following three research question:

1. How games can improve students' writing ability?
2. How do students perceive the use of games in writing?

3. What are the challenges faced by teacher when implementing games in writing class?

E. The Objectives of the Study

Based on the research questions posed above, three objectives would be achieved as follow:

1. To find out whether games improve students' writing ability.
2. To find out whether students perceive the use of games in writing.
3. To find out the challenges faced by teacher when implementing games in writing class.

F. The Significances of the Study

The results of the study are expected to give the contribution to students, English teachers, and the researcher. For students, this study is expected to help them improve their ability in writing. For English teachers, this study is expected to get benefits of using game as instructional media and give an insight for the use of different strategy in writing class. Finally, for the researcher, this study is expected to get some theoretical and practical information in teaching and learning processes.

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