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THE INFLUENCE OF GAME STRATEGY ON THE STUDENTS' ACHIVEMENT IN LEARNING ENGLISH AT THE FIRST GRADE STUDENTS OF *SMK BINTANG SEMBILAN KEDOKANBUNDER* INDRAMAYU

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education



By

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CIREBON**

2012



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ABSTRACT

MUNAWIR: *The Influence of Game Strategy on the Students' Achievement in Learning English at the First Grade Students of SMK Bintang Sembilan Kedokanbunder Indramayu*

Students' achievement still becomes a king. We want to see our kids succeeding. We want to see test scores rising. Such as at the first grade students of *SMK Bintang Sembilan*, learnt English still become burden for them so that it influenced to their achievement. The teacher should choose the suitable ways such as using game. How the students' achievement before being applied the game strategy will increase their achievement? How the students' achievement after being applied the game strategy will increase their achievement? Is there any significant influence game strategy on the students' achievement in learning English at the first grade students of *SMK Bintang Sembilan Kedokan Bunder Indramayu*?

Game strategy gives learners an opportunity to compete their achievement in the school. Game, especially the Race and Win Game, can improve learners understanding and knowledge in any situation, and helps learners to interact in learning English. The Race and Win Game is kind of board games adapted from Toth' theory. The aims of this research is to find out the data about the students' achievement in learning English before being applied the game strategy in learning English, and to find out the data about the students' achievement in learning English after being applied the game strategy in learning English and to find out the data about any significance influence of game strategy on students' achievement in learning English.

The techniques of collecting data used by the researcher in the *SMK Bintang Sembilan* are test, questionnaire, observation, and interview. All of these kinds of techniques of collecting data are used to collect the data are categorized as the quantitative data.

There are three important things found in this research especially in the first grade students of *SMK Bintang Sembilan*. First, the students' achievement in learning English before being applied the game strategy in learning English is 63.7. The second is the students' achievement in learning English after being applied the game strategy in learning English is 72.1. The third, there is significant influence of game strategy on students' achievement in learning English, it is supported by the absolute value of the obtained $t_{\text{test}} (3.93) > t_{\text{table}} (2.02)$ or $H_a > H_o$.

After finding, analyzing, and discussing the research statistically, finally the researcher has been able to show a conclusion that the students' achievement after being applied the game strategy especially the race and win game in learning English is improvement in the first grade students of *SMK Bintang Sembilan Kedokanbunder Indramayu*.



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CHAPTER I

INTRODUCTION

A. Research Background

Today is education reform era. Students' achievement still becomes a king. We want to see our kids succeeding. We want to see test scores rise. We want to know that they can better compete against foreign nations on things. We want assurances that our students are getting a top-notch education measure by results, and not by processes.

Achievement is probably the most important factor that educators can target in order to improve learning. A good achievement can be had by students in learning English towards leaning process which make gratified, fun, and enjoy for them. Learning English means that something important for the student to be taught at school based on situation and condition of the object area. But there are some problems that faced by the students. It is realized that most students get bad mark.

The writer took a data from one of the vocational school in *Kedokanbunder Indramayu*, I take an interview from some students in there that some students in the first grade get bad mark. It is why, because they are not gratified when they learned English, the learning process made them bored because the teacher provided the lesson with write on the white board then explain what the lesson is. So they did not feel interest in learning English and got bad mark.

The writer interested in the reason from some students of their school that learning process is a problem on the students in learning English. Bad mark is occurred on the students having influenced from the situation and condition while they are in the learning process or school where they learnt.

According to Linnenbrick and Printric (2006: 37-38) state:

Motivation is not a stable train of an individual, but is more situated, contextual, and domain specific. In other word, not only are students motivated in multiple ways, but their motivation can vary depending on the situation or context in the classroom or school.

Additionally during this time many activities about the exercises given by teachers to students aiming to hone their skills in understanding a concept of matter, but what happens is a matter of exercises given by the teacher is sometimes considered by students as a heavy burden, boring and very scary. According to Hamachek cited in Nurhajati (2011: 41) argued that game and play activities are an importance factor in a child's overall socialization.

As I know that most students of today would rather play game than have to complete the exercises given problem by the teacher. In reality game played by students sometimes requires more logic and thinking skills more than the need to solve the problems given by the teacher. But the fact the one that causes students prefer game that require more brain work hard because in those game more attractive in appearance and very comfortable to play as it also because we have a happy nature will play. If we ask the flow of the game she or he was playing a game that they will quickly explain the play's plot and purpose of the game than when asked in school lessons and exercises given by the teacher.

From the explanation about bad mark or low interest student learning English subjects, it is caused by a lack of students' motivation to learn. Due to the low student achievement, or do not realize the skills and learning process that emphasizes the active role of learners. This issue is experienced by students during the learning process takes place one of them on the subjects of English, at the time



of the process, there are students who have less power to capture the left of his friends who have mastered it led to decreased motivation in itself.

Talking about leaning English, it can be done through dialogues, picture, game, and etc. A teacher should be able to provide learning strategies for students who have less achievement do not feel inferior anymore and the resulting confidence especially learning by game. The teacher should choose a suitable ways such as using game. If the teacher uses it, the students will have a lot of opportunity to practice pronunciation and communication or in other words that the students will get achievement or input from game.

The writer interested in the students of *SMK Bintang Sembilan Kedokanbunder Indramayu*, because based on an observation, there are many students whom learn English in the classroom, especially in *SMK Bintang Sembilan*, talk each other when the teacher is teaching them, some students joke with friends, and using mobile phone when they are in the learning process. It means that sometimes considered by students as a heavy burden and boring when they learnt English. Beside that a teacher should be able to provide learning strategies for students who have less achievement especially provide them game in the learning process to make them fun, active and spirit leant English subject.

From the observation above the writer is interested in the students of *SMK Bintang Sembilan at Kedokan Bunder Indaramayu* by a title “The influence of game strategy on the students’ achievement in learning English”.



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B. The Identification of The Problem

B.1. The Research Area

This thesis, which is entitled: “The Influence of game strategy on the students’ achievement in learning English at the first grade student of *SMK Bintang Sembilan Kedokanbunder Indramayu*”, try to find out the students’ achievement in learning English by being applied game strategy.

B.2. The Kinds of The Problem

The kinds of the problem of this thesis are about:

- a. Student’s achievement still becomes a problem for them.
- b. The students have no spirit to learn with the monotonous situation or traditional in the learning process.
- c. The students got bad mark in their school before applying game strategy.

Those are some kinds of problem, then as an English teacher, we have to find out the way to solve those problems.

B.3. The Main Problem

The main problem in this research is the lack of students’ achievement in learning English. Therefore the writer tries to apply game strategy as the problem solving to solve it.

C. The Limitation of The Problem

To avoid misunderstanding what the writer has explained, the writer will give object; ones will arrange the thesis organize each problem more easily. The focuses are more intensively on the problems that have been in this research. The



researcher will limit the problems in this research such as how is students' achievement before being applied the game strategy in learning English, how is students' achievement after being applied the game strategy in learning English, is there any significant influence using game strategy for their achievement.

Talking about the game strategy, the researcher will use in this research is Race and Win game and learning English is very difficult to be explained more detail, it means the researcher will limit learning English in this research, it is to let the students experience the use of the subject and verb agreement in the simple present tense.

D. The Questions of The Problem

The researcher formulates the problem into three questions, namely:

1. How is the students' achievement before being applied the game strategy in learning English?
2. How is the students' achievement after being applied the game strategy in learning English?
3. Is there any significance influence of game strategy on students' achievement in learning English?

E. The Aims of The Research

1. To find out students' achievement before being applied the game strategy in learning English.
2. To find out students' achievement after being applied the game strategy in learning English.



3. To find out the data about any significance influence of game strategy on students' achievement in learning English.

F. The Use of The Research

This research hoped to be able to increase developing of learning English, especially in improving the students' achievement after being applied game strategy, make relax for the teacher when he teaches his/her students and for the instance will be proud into their students whom have improved in their achievement.



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