

## **CHAPTER IV**

### **REPORT OF THE RESEARCH RESULT**

#### **A. Brief History of MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin**

The research takes place at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin, which is located at Jln.Masjid Rt.02 No.41 Banjarmasin. It was built on 15 October 1946 or 20 Dzulqaidah 1365 H by Persatuan Guru Sekolah Islam (PGSI), they are:

1. Khatib Syarbani Yasir
2. H. Hanafie Gobit
3. H. Ahmad Amin
4. H.A.Gazali
5. H.Busyra Qasim,etc.

SMIP 1946 actually is divided into three schools. They are Madrasah Aliyah (MA), Madrasah Tsanawiyah (MTs) and Sekolah Menengah Pertama (SMP). Each school has one headmaster. Now, the headmaster of MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin is Drs.Hj.Unaizah Hanafie.

#### **B. The Description about teachers, administration staff, students and facilities at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin**

##### **1. Teachers**

At MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin has 16 teachers from different educational backgrounds. Almost of them are university graduated. The

following table will describe about the teachers of MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin.

Table 4.1 The Permanent Teachers at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin Academic Year 2009/2010

<b>NO</b>	<b>Name</b>	<b>Latest Education</b>	<b>Position</b>	<b>Subject</b>
1	Dra.Hj.Unaizah Hanafie	S.1/IAIN	Headmaster	Reading and writing Qur’an
2	Hamdan,S.Ag,S.Pd	S.1/IAIN And FKIP UNLAM	Vice of headmaster	Science
3	Suhrawardi,S.Pd.I	S.1/IAIN	Teacher	English
4	Jamilah,S.Pd	S.1/FKIP UNLAM	Teacher	SKI/Indonesian language
5	Dra.Afifah	S.1/FKIP UNLAM	Teacher	Aqidah/Science

Beside the permanent teachers, there are also non-permanent teachers as seen in the following table:

Table 4.2 The Non-Permanent Teachers at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin Academic Year 2009/2010

<b>No</b>	<b>Name</b>	<b>Latest education</b>	<b>Subject</b>
1	Rusydah, S.Ag	S.1/IAIN	Al-qur’an Hadist
2	Suriar Amazi, BA	S.1/IAIN	Arabic Language
3	Sahmadi	SMA	Sport
4	Isnani, S.Pd	S.1/FKIP UNLAM	Indonesian Language
5	Ihsan R, S.Pd	S.1/FKIP UNLAM	Science
6	Dra. Hj. Rosywati	S.1/FKIP UNLAM	Social Education
7	Farida Hayati, S.Pd	S.1/FKIP UNPAR	Mathematic
8	Rohana, S.Ag	S.1/IAIN	Home – made
9	Sofwani, S.Ag	S.1/IAIN	Local content
10	Hamidah, S.Ag	S.1/IAIN	SKI, Civic education
11	Mursidi, S.Pd	S.1/FKIP UNLAM	Science

From the table of teacher above, there is one English teacher at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin is Suhrawadi, S.Pd.I has education background of S 1 / Tarbiyah Faculty IAIN Antasari Banjarmasin.

## 2. Administration Staff

The number of administration staff of MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin is only one person, as known in the following table :

Table 4.3 The Administration Staff at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin Academic Year 2009/2010

<b>Name</b>	<b>Latest Education</b>	<b>Position</b>
Arifin	MAN	Staff

## 3. The students

The total numbers of student who are administration registered at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin for academic year 2009/2010 are 138 students, they are:

Table 4.4 The Students at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin Academic Year 2009/2010

<b>No</b>	<b>Class</b>	<b>Sex</b>		<b>Amount</b>
		<b>Male</b>	<b>Female</b>	
1	VII A	14	10	24
2	VII B	12	14	26
3	VIII A	11	15	27
4	VIII B	14	15	28
5	IX	15	18	33
<b>Amount</b>		66	72	138

#### 4. School facilities

MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin has some facilities, which are purposed to support the teaching and learning process such as in the following table:

Table 4.5 The School Facilities at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin Academic Year 2009/2010

No	Facilities	Amount
1	Headmaster room	1
2	Staff administration room	1
3	Teacher’s room	1
4	Toilet for teacher	1
5	Toilet for students	4
6	Living room	1
7	Library	1
8	Mosque	1
9	Canteen	1
10	Parking area	2
11	Place for taking ablution	2
12	Laboratory	1
13	Scholl health unit	1
14	Badminton field	1
15	Futsal field	1
16	Volleyball field	1

#### C. Data Presentation

On this data presentation, the researcher describes and discusses about the data found from the research. As it was noted earlier, to get the data the researcher used several techniques, which were observation, interview, and questionnaire.

To know about the teaching and learning process in the classroom, direct observations were conducted on March 8<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, and 15<sup>th</sup> 2010. The classroom observations were held four times four two classes: VIII A and VIII B. The

observations were done twice for each class. In doing the classroom observation, the researcher used an observation sheet (see appendix 1).

To find specific kinds of information, the interview was given to an English teacher that teach class VIII A and class VIII B. The interview was conducted on March 14<sup>th</sup>, 2010. It was done in order to clarify the teaching and learning activities. In the interview, the researcher used interview guideline as the reference (see in appendix 2).

Beside observation and interview, this research also used other instrument which is questionnaires. 55 questionnaires were distributed to the students on February 23<sup>th</sup>, 2010 and were collected at the same day. The questionnaires consist 15 items; all of them are in Bahasa Indonesia (see appendix 3). The questionnaires were given to the students in order to obtain information about their responses toward the language teaching and learning process in classroom.

The data analysis of data gathered from the research instruments will be described bellow. Therefore, the researcher presents the data analysis based on the statement of problems as follow:

1. The use of games in English teaching and learning at MTs Al-Islamiyah 'SMIP 1946' Banjarmasin, which further specified into:
  - The frequently of using the games in a month
  - The connecting the game with the purposes of the lesson
  - Kinds of task assigned

- The communication and the performance of the students throughout the use of the games.
2. The factors that influence the use of language games at MTs Al-Islamiyah 'SMIP 1946' Banjarmasin, which consists of:
- a) Teacher's factors
    - Educational background of English teacher
    - Teacher's experience in teaching
    - Teacher's role
  - b) Student's factors
    - Student's interest
    - Student's response
  - c) Facilities
  - d) Environment

### **1. The use of games in English Teaching and Learning**

- Teaching and Learning Activity

From four observations that were held on March 8<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 15<sup>th</sup> 2010, it was found the data about teaching and learning by using games at MTs Al-Islamiyah 'SMIP 1946' Banjarmasin as follows:

#### **Pre Activity**

*Set Introduction*

This first step is make each student and the class ready to get into planed teaching and learning program meant for scheduled class. The observation result showed in this session the teacher firstly made the class readily and fully engaged in the lesson and its objectives. From the observations it was found that the classes contained almost 30 students which most of them are girls, this condition of the classes made the teacher took a quite long period to get everyone quite and prepare for the lesson.

#### *Preview*

Any teaching and learning program is subdivided into scheduled classes which are neatly designed. This is to say that every class is closely related to each other. The observations indicated that before going to the new lesson, the teacher did preview. It was done to relate what they had been done before to the present class. Based on the observation, it was known that the preview was mostly done by asking some students about what they have learnt on the previous meting.

#### **While Activity**

##### *Introduction to New Lesson*

This step makes both teacher and students are aware of what they are going to do during the class. In the manner both body and mind are oriented in accomplishing the task of the day.

During the observation it is showed that after the Pre Activity was completely done, the next step was introduction to a new lesson. It was found that this step was aimed to inform the class what is expected from the lesson. The

teacher introduced the learning expectation to the students. Observation indicated that this introduction was aimed to get the students to involve in teaching and learning activity.

#### *Teacher Modeling and Model Application*

In many classes, it is the teacher who sets the example of learning through the models in his teaching. Whatever teaching and learning strategy is relied on, a teacher is a model. He or she is a patron to follow. Without him or her, the students will not know where to go and what to do.

The observation indicated that the teacher as a model particularly when the class was assigned to speak and read. From four observations it was also found that the teacher usually applied or to make use of model as preliminary step into the actual practice meant for the lesson. The observation showed that when the teacher wanted to give direction or example she often applied modeling or demonstrating.

#### *Practice*

Teaching and learning is not only telling or informing, but also mainly and largely practicing. The practice must be held intensively and goal oriented. It is the only means to acquire skills and competence.

Based on the observation, it was found that the teacher mostly applied the games in the practicing session. Before the games were played, the teacher informed the students about the purposes of the activity and explained about the rules of the games clearly. From observation it was found that the teacher always got the students understood well about the activity before they played the game. It



was also found from observation that the teacher roles was as the manager who took care about the class management in the using of the language games in the classroom and also as the facilitator who must be able to facilitate everything for the students to reach the purposes of the activity.

In this practicing session the teacher asked the students to apply the games in group or individually. Observation indicated that while playing games, students used the target language to communicate to their peers.

From the analysis of the practice session, it is obvious that it is the core of the process and the activities of learning. The practicing activity is not similar with doing a few exercises to fill in certain period. It was well planned teaching and learning activities which constitute the essential part of learning.

### **Post Activity**

#### *Evaluation*

The success and failure in teaching and learning program must be recognized as means to achieve the lesson objectives. This is done through evaluation, which takes mainly the forms of testing.

From the observation it was found that the teacher did the evaluation by giving some exercises to the students with the limit of time. If the evaluation showed that something was not right, the teacher immediately took appropriate means to correct it.

#### *Review*

This step is to sum up the teaching and learning process and activities. In the manner, both the teacher and the students may set further step beyond the class. The observation showed that the teacher summarized the lesson to make the students get the idea about what they have learnt.

*Closure*

This is not simply the end of the class. In fact, it is meant to set the coming session. This is to say that each class looks backwards. In the manner, a teaching and learning program achieves certain knowledge, set of skills, and set of competence.

From four observations in the classrooms and the interview and the interview with teacher, the researcher concludes that the teaching and learning activity by using games at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin was running well.

- **Kind of Games**

Based on the questionnaire those were distributed to the students, the writer found the frequency of games in a month as follow:

Table. 4.1. The Frequency of games in a month at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin

No	The frequency of games in a month	Percentage
1	More than 4 times	71 %
2	3-4 times	5 %
3	1-2 times	13 %
4	Never	0 %

From the interview with the teacher the researcher found that there were many kinds of games have been frequently applied in the classroom such as discussion games, whispering games, crossword puzzle, vocabulary puzzle, and so on. The teacher also informed that the games that have been applied were games suggested from syllabus and also other games which not originally from the syllabus but still connect with the lesson. During four observations the researcher found the games that were used in teaching and learning process were guessing games, role play and simulation, matching games, information gap, and thinking strategies.

Based on the data found, it can be concluded that games are mostly applied about 3-4 in a month. The kinds of games that usually used are the games suggested from syllabus added with the other games out of the syllabus that still connect with the lesson.

- **The Length of Time of The games and The Timing of the Application**

Games as communicative activities should be at the main of the teaching foreign language program and should not relegate to the last part or as short warm – up activities.

From four observations in the classroom the researcher found that the games were applied in while activity as practice session and were conducted in varied time. From the questionnaires were the students it was found that:

Table 4.2. When the Games applied at MTs Islamiyah ‘SMIP 1946’ Banjarmasin

No	Games applied	Percentage
1	Pre-activity	25 %
2	While activity	69 %
3	Post activity	5 %

From the interview it as found that games usually conducted in varied time. In fact, the teacher that he mostly applied games in 20 – 30 minutes.

From the data fund it is concludes that the games was applied in while activity as the practice session. The length of the time of the games was mostly in 20 – 30 minutes.

- **Kind of Tasks Assigned in the Games**

The task that assigned in games can be task that required oral ability, written ability, or both of them.

From four observations in the classroom the researcher found that the task that mostly assigned in games to the students was task that required oral ability. For instance: information gap (‘visiting friends’). In the games, the students were divided into small group. They were told bout the rules of games. Then they were asked to ply the games, practice the language by asking the way and giving direction.

It was also found the interview with the teacher that the tasks that assigned in games could be oral task or written task, but he answered that oral task is mostly assigned in him class.

Based on the data found from observations and interview, the researcher concluded that the task that assigned by the teacher in games was mostly the task that required oral ability.

- **The purposes of the Use of games**

As one of communicative techniques of teaching, the use of games in the classroom is aimed for some purposes. In the first place, the purpose of using games is to provide communicative activities. It is to give the students the opportunity to communicate in English based around realistic situation. The second purpose is to create non stressful atmosphere in teaching and learning: to lower students' anxiety in learning English. The third purpose I to build more cooperation among students.

Based on the interview, the teacher answered that the main purposes of using games in English teaching and learning were to give the students more opportunity to communicate in English based on the real situation and also to create non – stressful atmosphere: to tower students' anxiety in learning English.

From the questionnaires answered by the students, it was found that:

Table 4.3. The Percentage of making mistake while games to communicate at MTs islamiyah 'SMIP 1946' Banjarmasin

No	Making mistakes while games	Percentage
1	No fear of making mistake	71 %
2	Less of making mistake	15 %
3	Afraid of making mistake	14 %

From the data above, it can be concluded that the main purposes of the using games at MTs al-Islamiyah 'SMIP 1946' Banjarmasin, which are to give more opportunity to the students to communicate in English and also to lower students' anxiety in learning English, can be reached.

- **The Communication and the Performance of the students throughout the Use of the Games**

The observations indicated that the communication among the students while they were plying the games went on with some errors but still comprehensible. From interview with the teacher it was found that mot of the students were aware of the grammatical and lexical accuracy, but with less fear of making errors.

According to the data found it can be said that the communication and the performances of the students I the use of games are quite satisfying. The students communicate actively to each other. Although there are some errors and difficulties, but they can communicate all to each other.

## **2. The factor that influence the use of games at MTs Al-Islamiyah ‘SMIP**

### **1946’ Banjarmasin**

#### **a) Teacher’s factors**

- **Teacher’s educational background**

Teacher’s educational background will influence the way of teaching. Based on interview, the writer knows that the teacher who teaches English at the Eighth grade is graduated from English Department of IAIN Antasari Banjarmasin. He certainly has learned how to teach English professionally and apply the varieties of teaching method in gaining of teaching and learning process and also the learner can enjoy and interest learning English.

- **Teacher’s experience in teaching and learning**

Teacher’s experience in teaching is one of the important parts to support the teacher mastery o the material in English subject. Based on interview, the writer found out that the teacher who teaches English at the Eighth grade is an experienced teacher. It is known from the length he teaches English. He said that he has taught English for eight years. He started teaching since 2002. Before teaching at MTs Al-Islamiyah ‘SMIP 1946’ Banjarmasin, he taught at SMP 1 Kelayan Banjarmasin.

- **Teacher' roles**

From the interview with the teacher, it was found that the teacher's roles in English teaching and learning by using in the classroom were s demonstrator, class manager, and also facilitator.

The observations indicated that the teacher took her as demonstrator in practicing session. She mostly demonstrated in reading, speaking, and also when he explained about how to use of games s communicative activities. The teacher was acted as class manager that demanded to manage the class as good as possible when applied the games in teaching and learning process. As the facilitator, the teacher was able to facilitate everything for his students to reach the purposes of teaching and learning by using language games.

Based on the data found by the researcher from both interview with the teacher and observations in the classroom, it can be concluded that the teacher's roles demonstrator, as class manager, and also as facilitator in the class are done very well.

**b) Student's factors**

- **Student's Interest**

Student's factor is one of important factors, because by interest the students are easier to understand the lesson and practice it in the games to provide communicative activities in learning English. Questionnaires' result showed that 89% of the students said that they were excited when played the games, and only 9% said that they were not really interested in playing games. Based on the



interview with the teacher, she stated that most of the students were interested to follow the teaching and learning activity, especially when they playing the games, most of them were actively participating cooperating in the games.

From the data found, the researcher concluded that the eighth grade students of MTs al-Islamiyah 'SMIP 1946' Banjarmasin has good interest in the use of games in teaching and learning activity.

- **Students' Response**

Student's response is the most factors that influence the use of games in teaching and learning to provide communicative activities, because if they do not response the games it will be not running well. The observation indicated that almost all of the students were actively participating in the games. Most of them were excited in playing the games. They tended to be more cooperative and at ease to participate in the games. From the questionnaires, it was found that 75% students answered that their motivating in learning English were increased, 25% students were answered that their motivation were less increased.

Based on the observation and the questionnaires, the researcher concludes that the students give good response to the use of games in the classroom.

- **Facilities**

The facilities are really important to support the use of games in teaching and learning English. The facilities that support the teaching and learning activities can be divided into two categories included the facilities inside the classrooms and the facilities outside the classrooms.

From the interview with the teacher, it was found that the supported facilities in the use of games inside the classroom involved teacher' guide book, the collection of games, and the students handbook. Based on the interview with the teacher, the teacher stated that to choose the games from his games collections he firstly connects the games that will be used to the lesson based on his guide book or the student's handbook. Based on the teacher's statements it's was found that the supported facilities in the classroom are in good category.

Based on the data found from interview, it is concluded that the supported facilities at MTs Al-Islamiyah 'SMIP 1946' Banjrmasin are in good category.

- **Environment**

School environment is a place where the students have interaction to each other. This environment influences the teaching and learning activity.

Based on the observation, the researcher found that the students at Mts Al-Islamiyah 'SMIP 1946' Banjarmasin stayed at school almost a whole day. They began to study at 07.30 a.m. until 01.20 p.m. The observation also indicted that the situation at Mts Al-Islamiyah 'SMIP 1946' Banjarmasin was quiet. This situation could make both the students and the teacher feel comfortable in teaching and learning activities and use the games in teaching and learning English. From the observations, the researcher concludes that Mts Al-Islamiyah 'SMIP 1946' Banjarmasin has good environment.