A. Background of Study

Teaching is not only delivering the material for the students but also making students understand. To know the students’ understanding, the teacher can see from the students’ participation. Being a good facilitator, the teacher should deliver the material clearly, provide appropriate media, and use a good technique in teaching. It will be a good teaching when the students can understand and enjoy following the teaching learning process.

The fact that we often find is that not all of the teachers can be a good facilitator. Some of them do not use appropriate media in teaching learning process. They only teach by using text book. It causes the students get bored in the class. The media cannot also initiate the students to give their participation such as giving opinion, asking, and answering the question.

The same cases occurred at fifth grade students of SD N 2 Bojongsari. Based on the pre-interview with the English teacher of SD N 2 Bojongsari and pre-class observation, the writer found four problems. First, most of the students are not interested in teaching and learning process because the teacher does not use appropriate media in teaching. Second, most of them feel afraid and shy to ask and answer the question. Third, every student learns individually without sharing to each other. Fourth, the teacher never makes a group in teaching English.
Based on the problems above, the writer and the teacher as a collaborator agreed to use Dominoes to improve the students’ participation in learning English. Dominoes can make the students participate in the class and cooperate with the teacher and their friends in the group to discuss about English and to win the dominoes with the other groups. The writer also hope their motivation in learning English will be improved, because the students’ motivation is the power for the students to be active and spirit to study hard in learning English.

B. Reason for Choosing the Topic

The writer with the teacher as a collaborator tries to improve students’ participation in learning English through Dominoes at the fifth grade of SD N 2 Bojongsari, Kembaran, Purwokerto. The writer is interested in choosing the title because the students’ participation in fifth grade is very low, and should be solved as soon as possible through Classroom Action Research.

C. Research Problem

Based on the explanation above, the writer formulates the problem of study as follows “Can Dominoes improve students’ participation in learning English of fifth grade students of SD N 2 Bojongsari, Kembaran, Purwokerto academic year 2011/2012?”.
D. Aims

The aim of research is to improve students’ participation in learning English through Dominoes.

E. Contribution of Research

1. For the Students

They can improve their participation in teaching learning process.

2. For the English Teacher

Give information to the teacher and do collaborator using Dominoes which can improve students’ participation so that the teacher finds the other way to form the students’ participation.

F. Clarification of Key Term

1. Participation

The act of sharing the activities of a group, “the teacher tried to increase his students’ engagement in class activities (Sowel, 1991: 1).

Hornby (1989: 663) stated that the action of participating in something. Take part or become involved (an activity)

2. Dominoes

Hornby (1995: 955) stated that game is a form of play or sport with rules: popular children’s game; a game chance or skill. And than Game is form of art in which participants, termed players, make decisions in order to manage resources through game taken in present of goal (Costikyan, 1994:
1). While Dominoes are a series of popular board games of skill played with tiles. It is played by 2-player game of skill using 28 Domino where each player gets 7 Domino at start (Rummy, 2007: 1). So, Dominoes are a series of popular board game of skill played with tile Dominoes, that has rules, participants, and punishments.