

## **CHAPTER K**

### **INTRODUCTION**

#### **A. Background of Research**

Teaching is not only transferring the knowledge to students and learning is not merely the activities done by the students based on the teacher's instruction. Learning process is something done by the students; it is not made for students. Basically, teaching and learning process is an effort of teacher to help students to do learning activities.

To create a good teaching and learning process, it needs students participation. Without students' participation classroom will be passive. Students must take a part in class and give response to the lesson, so the teacher will know whether its material is delivered successfully or not.

In fact, there are some problems that is often found in teaching and learning. One of them that is students' involvement is the lack in the classroom. Teacher has huge domination in the classroom activity. It makes students' role become unseen in the classroom. Students just sit on the chairs, listen to the teacher's explanation and do the teacher's instruction. Sometimes a teacher feels that his/her job is just delivering and explaining the lesson to the students by communicative approach. Therefore, teachers often forget to give attention on students' participation in the classroom. Students' participation requires a good interaction and communication between students and teacher. The interaction should happen in two way communication.

The condition also occurs in the implementation of learning English in MTS Ma'arif NU 1 Jatilawang. Based on the observation previously and interview with English teacher, the 1<sup>st</sup> students had a low participation because of some reasons. *First*, the teacher just explained the material anytime and gave assignment for students without paying attention about students' interest and gave students opportunity to speak up in teaching learning process. It caused students felt bored. The students tended to ignore when the teacher was explaining. They did not focus in teaching and learning process. *Second*, students lacked vocabulary. In this case, the most students at 1<sup>st</sup> of MTS Ma'arif NU 1 Jatilawang lacked vocabulary. They did not ask or answer questions to their teacher. They could not understand teacher's instruction properly because they lacked vocabulary. They did not want to come forward and participate actively in teaching and learning process. *Third*, the most students got difficulties in comprehending the material. In this case, there were some students got difficulties in comprehending the material, mainly in grammatical, asking and giving expression and comprehending a text. Those problems were caused why students' participation at 1<sup>st</sup> was still low and the most students were passive in the class.

Meanwhile students' active participation was the main key in learning English to achieve the goal of study. In this case, the teacher has special role to make meaningful activity in learning English.

Based on the fact above, this research will use cooperative games to solve the problem. Cooperative games can improve students' involvement by

using well- planned games. They can practice and interact actively in teaching learning process. Play and competition provided by games can enhance students' motivation in learning. Motivation will influence on their performance and reduce their tense. Beside that, through cooperative games the teacher is also able to attract students' attention to participate actively in the classroom.

Based on the explanation above, the topic of the research is "IMPROVING STUDENTS' PARTICIPATION IN LEARNING ENGLISH THROUGH COOPERATIVE GAMES AT 1<sup>st</sup> D OF MTS MA'ARIF NU 1 JATILAWANG IN ACADEMIC YEAR 2012/2013"

#### **B. Reason for choosing the topic**

Based on the fact above, reason for choosing the topic are as follows:

1. The students' active participation is the main key to create a good teaching and learning process
2. Cooperative games are applied to improve students' participation at 1<sup>st</sup> students of MTS Ma'arif NU 1 Jatilawang in academic year 2012/2013.

#### **C. Problem of the research**

Based on the explanation above, the problem of this research is formulated as follows : does cooperative game increase the students' participation class VIID of MTS Ma'arif NU 1 Jatilawang in academic year 2012/2013?

#### **D. Aim of the research**

The aim of this research is to know whether or not cooperative games can enhance the students' participation at class VIID of MTS Ma'arif NU 1 Jatilawang in joining the English lesson activities of the school year 2012/2013.

#### **E. Contribution of research**

This study is expected to be useful for the readers in conducting teaching and learning process. This study is contributed especially for:

1. Students

They get new and valuable experience in learning English using cooperative games, so that they will have better participation in learning English.

2. Teachers

They get a new experience in doing Classroom Action Research (CAR) by using cooperative games in the classroom.

3. Readers

It gives a lot of knowledge about games, especially cooperative games for learning English.

#### **F. Classification of Term**

1. Improving

Hornby (1995:598) improving is make something better to achieve a better standard or quality of something use.

## 2. Participation

Mulyasa ( 2009 ) participation is students' active involvement in each activity of teaching learning process.

## 3. Cooperative game

Hadfield (1987: 3) defines that cooperative game is a game that in which players or teams work together toward a common goal.

