

CHAPTER II

THEORETICAL REVIEW

A. Students' Participation in Learning English

1. Definition of Participation

According to Mulyasa (2009) participation is students' active involvement in each activity, rather physically, mentality or social in teaching learning process.

Tannuenbaun and Hahn (2002: 159) participation is a level of how far the members of group involves themselves in activity and contribute their power and ideas in the implementation of the activity.

The definitions above means that one is said taking a part in an activity if he/ she did some actions in order to convey their ideas as a form of involvement.

It can be said that one's participation in a classroom activity is one of learning process. One's actions and reactions in a classroom activity is one of participation forms; and participation is one of things that should be emerged to get successful and interesting learning process.

According to Sukidin (2002: 152) there are two kinds of participation; contributive and initiative participations. See the table below for more detail:

Table 1
Kinds of Participation

Participation	
Contributive	Initiative
1. Giving reflection	Doing unstructured assignment autonomously or spontaneously
2. Giving suggestion / opinion	Asking for formative and summative test orally
3. Asking Questions	Learning material before it given in the classroom
4. Answering Questions	Making summary

Thus, both contributive and initiative participation will shape students to be active and creative and make them conscious that knowledge can only be achieved through hard work. Hopefully, they will realize how important the meaning of learning is. Participation learning strategy will create and lead students into a good and conducive learning atmosphere because the students will make themselves more involved, extroverted and sensitive in following the teaching and learning process.

2. The Importance of Participation

In the teaching and learning process, students are expected to be active and participate. The learning process can be said successful or good quality if the whole or at least the almost students participate actively, rather physically, mentally and socially. Therefore, it is important for the teacher to create a various teaching method.

According to Sukidin (2007: 159), participatory teaching method done by the teacher will be able to bring the students in a more conducive situation because the students will be more participated, more opened and

sensitive in teaching learning process. The students are easier to get new ideas and more creative in developing interpersonal relationship.

From the description above, the observer thought that students' participation is very important in learning process. It influences in learning process. If the students have a high participation, it can create meaningful process, and the teacher will be easier to reach the goal of study. In the other hand, students' low participation cause the teacher are difficult in getting the success of learning.

3. Factors of Students' Low Participation

Students' low participation must be ignored because it disturbs the success of learning process. It does not change students' behaviour in cognitive, affective and psychomotor.

According to Abimayu in Asrini (2007:17), there are four causal factors of students' low participation in teaching learning process, as follows:

- a. Students have less ability to form their selves' idea. It means that they did not know what they want to express. They did not think to find the problem faced.
- b. Students have less encouragement to give their opinion or suggestion (response) to another. It means that they were shy to express their interest and they were afraid to make mistake in expressing their idea.

- c. Students have not accustomed competitively to give their opinion or suggestion to other friends. They did not want to be a winner. They just a follower to their friends. The students did not interest to the teacher's teaching method. In this case, the teacher's teaching method is monotone, there is no variety of teaching.

Based on the explanation above, the teacher should have sufficient comprehension about learners that become aims of study. This comprehension includes readiness, ability, disability and background of students. That is all will help teacher to do their job well.

4. Some Ways to increase Students' Participation in a Classroom

Davis (1993: 153) says that there are tactics to increase students' participation:

- a. To make certain each student have an opportunity to talk in class during the first or two or three weeks.
- b. To plan an icebreaker activity in every material.
- c. To ask students to identify characteristic of the effective materials.
- d. To periodically divide students into small groups.
- e. To assign roles to the students.
- f. To use poker chips or "comment cards" to encourage and to give their comment.

Based on the explanation above, it can be seen that teacher has an important role to increase student's participation in the classroom. The teacher must have a various teaching method, rather technique or media

to teach students. By mastering a good teaching method, it is expected that the teacher could enhance students' participation in the classroom.

B. COOPERATIVE GAMES

1. Definition of Cooperative Games

Cooperative learning itself means doing something together by helping each other as one team. In the cooperative learning students are given opportunity to communicate and social interaction with their friends to reach the goal of study.

According to Padmono (2011:141) game method is the way of teacher to teach students and deliver the material or lesson through a kind or form of game.

According to Michelle, 2000; cooperative game is a game where groups of players (coalition) may enforce cooperative behaviour, hence the game is competition between coalitions of players, rather than between individual players. It is like a coordination game when players choose the strategies by a consensus decision-making process.

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

Based on the explanation above, it can be concluded that cooperative game emphasizes challenge and fun rather than defeating someone. A cooperative game is fun and interaction rather than competition and alienation.

2. Kinds of Cooperative Games

The aim of cooperative learning itself is make students learning in group by respecting and giving opportunity to other people to give and deliver their opinion in group. In cooperative game, the students are insisted to learn and participate actively in group, so it will bring positive quality in interaction and communication between teacher and students or students and students. A good interaction and communication will stimulate students to participate actively in teaching and learning process.

Teacher can use various games that suit to language function that they are going to teach and to their class condition. Every game can be a cooperative game as long as players do it in groups. Here, the observer chooses some type of games.

a. Secret Code Game

Secret code game is a game where the players have to answer the questions by solving the secret code. This game was previously published by ETA Magazine (The English Teacher Assistant – US).

According to Anna Maria Mari (2002) the secret code was an ice-breaker / warmer for the first time a class meets. It is suitable for all ages and levels. This game helps students learn each other's names and builds a sense of community at the beginning of the school year.

In this game, the teacher will give every group a secret code. The code has function to answer the questions that will be given by the teacher. The teacher will put the secret code and the questions

into an envelope. Here, every group will choose one envelope with the same secret code but in different answer.

b. Barcode game

As we know that there are some games that use card or balloon as a medium to teach students, such as flash card, index card balloon race and etc. In this research, the use of balloon and card will be done in one game. "Barcode game" is an abbreviation of balloon, card and code. The teacher provides some a card in which there is code in the form of instructions or questions. Students have to answer the question based on the instructions. After that, students must put the answers into the balloon. The teacher will rattle the balloon. Each group choose one balloon to know how the questions that should be answered. Because of that, this game is called "Barcode Game" which means Balloon, Card and Code.

c. Interview Game

Interview game is a game where the players has role as the interviewer and the interviewing. The interviewer has a task to interview the interviewing. The interviewing has to answer the questions from the interviewer orally.

d. Whisper Game

Whisper game is a game that someone whispers to other in a form of sentences or words. In this game, student have to whisper to member of their group in a form of sentences or word that will be given by their teacher.

Those games above are some cooperative fun games that is possible to increase students' participation in learning English. In implementing the games, the observer and the teacher will work collaboratively to appropriate between the games and the material.

3. How to guide Cooperative Games

Teacher should know some guides to create a cooperative game. These guides can assist the students in facilitating the activities a group needs and share them with other people.

According to Isjoni (2011), teacher has some role in implementing the cooperative game.

a. Facilitator

As a facilitator, teachers should have the characteristics as follow

- 1) Be able to create a good, comfort and pleasure class condition.
- 2) Help and encourage students to deliver and explain what they want and need rather individually or in group.
- 3) Assist students' activity and provides source or media as well as help them in learning process.
- 4) Lead students that everyone was a benefit source to others.
- 5) Explain the purpose of the activities to students.

b. Mediator

As a mediator teacher has a role as bridge in relating learning material that is explaining through cooperative game with the fact

problem that found in learning process. The role is important in creating meaningful learning.

Beside that, teacher also has a role in providing learning media, so that there is no bored in learning atmosphere. By their creativity, teacher can solve the lack of learning media so that learning process is not disturbed in the class.

c. Director – motivator

As director – motivator teacher has a role in leading and directing the discussion, helping the process of discussion but the teacher does not give them the answer. Beside that, as the motivator teacher has a role as the spirit giver to students to participate actively. The role is so important in giving spirit and encourages students in increasing students' braveness, rather in discussing or communicating when asking questions, giving opinion or delivering its problem.

d. Evaluator

As an evaluator teacher has a role in assessing the activity in teaching learning process. The assessment is not only in the result, but it will be pressured in learning process. The assessment is done rather individually or in group.

C. BASIC ASSUMPTION

Cooperative game is one of interesting techniques that can stimulate and enhance students' participation in learning English because the students can work cooperatively by sharing their ideas and information.

By applying cooperative games, the students can discuss, share and work together with their group. So it is possible that cooperative games can help students easier to understand and comprehend the lesson. Beside that, a cooperative game is one of fun learning technique. In this technique, the students are learning while playing. It can stimulate their motivation and interest in teaching learning process. Hopefully, by implementing cooperative games the students' participation in the classroom will be better.

