

CHAPTER II

THEORETICAL REVIEW

A. Learning and Teaching

Learning is important for the students because in learning, the students can get knowledge and information about the lesson that is learning. Besides, the students can interact and practice in the class.

Brown (1980: 7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or interaction. Moreover he adds that learning is acquisition and retention of information or skill, retention implies storage system, memory and cognitive organization. Learning also involves active, conscious focus on and acting upon events outside or inside the organism. It is relatively permanent, but subject for forgetting. Besides, learning involves some form of practice, perhaps reinforced practice and change in behavior (2000: 7). The definition of learning is also proposed by Kimble and Gramezi in Brown (2000: 7). They said that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice, perhaps reinforced practice and change in behavior.

Related to the characteristic of learning, Lardisabal (1991: 16) defines three characters of it. First, leaning is developmental. As the individual grows and develops, he acquires various types of knowledge, habits, and skills. Second, learning is interactive. The learner reaches to the environmental stimuli that he is going to learn. Third, learning is basic. Learning is

fundamentally a kind of relationship that exist between stimulus and responses.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000: 8). It means that learning and teaching can not be separated; they run together when the process of teaching learning occur.

Brown (1980: 7) states teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

B. Participation in Learning Process

In learning process, the students will be able to comprehend the material through participation, where participation can define the act of sharing in the activities of a group; “ the teacher tried to increase his students’ engagement in class activities and learning also the condition of sharing in common with others (as fellows or partners) (Sowel, 1991: 1).

Students’ participation is crucial for the students in the class to show the teaching learning process can run well, where students can improve their initiative and contribution in the class by answering question, asking question, giving opinion, giving rejection and doing tasks. Besides the teacher also knows whether the students understand or not the material they are learning, it helps the teacher to evaluate what is the problem that should be solved. Based on this statement, the writer can conclude that students’ activities will improve

in the class when they can express their mind, thinking, and ideas which are indicated they can change their mind from unknowing to understanding about the material in learning.

There are six indicators whether students are active in learning process can be seen from some indicators, they are: first, students are brave to ask question or give opinion. Second, high motivation to join with the lesson (finishing the individual or groups task). Third, students' interaction in the discussion activity. Fourth, the relation between students and the teacher during the lesson. Fifth, the relation among the students during the lesson (in discussion activity). Sixth, students' participation in learning process (giving attention), active in the group task, and always do the teacher's instructions (Dalton, 2006: 2)

Based on the statement above, the writer can conclude that students will be active in learning process if the students are brave to ask and give the question and the students have high motivation to interact each other for discussing during the lesson. Then the writer and the collaborator teacher determined the indicators of participation.

Table 1
Types of Students' Participation

Contributive Participation	Initiative Participation
Answering question	Doing the tasks
Asking question	
Giving opinion / suggestion	
Taking notes to the teacher's explanation	

The indicators of participation above that have to be observed by the writer while teaching learning process.

Participation in the classroom has some importances because it can indicate students can follow the lesson well by asking or giving question, discussing, and making relationship. Participation also increases students' motivation, because each student can compete in the class to be good student.

1. The Importance of Participation in the Classroom

Sadirman (2004: 99) states learning activities have important participations. It means that in good learning needs the activities, without the activities, teaching learning process can not run well. because the activities is a set teaching that covers by students where the students can ask the question related the material, write, listen, think, and read. Which is can improve students' ability.

In teaching learning process, the teacher should pay attention whether students are passive or active in the class in doing many activities. Sadirman (2004: 101) defines the students activities as follows: first, visual activities; the students read, draw, demonstrate, and pay attention. Second, oral activities; the students will ask the question, suggestion, and opinion, and then do discussion, interview, and instruction. Third, listening activities; students hear the conversation, discussion, speech. Fourth, writing activities, the students write a story, arrangement. Fifth, drawing activities; the students draw, make graph, map. Sixth, attitude activities; students respond, remind, solve the task, analyze, and take decision. Seventh, motor activities;

students play, farm, breed. Eighth, emotional activities, students feel interest, bored, happy, spirit, brave, hurried, calm, and sad.

The writer can conclude that students who active in the class they can do activities, for example read, draw, discuss, speak, respond and they are also feel happy, interest, spirit, and brave.

2. Causal Factors of Students' Low Participation

Karp and Yoels (1976) found several negative factors influencing students' participation in classroom activities and discussion, they are: first, students realize that a small proportion of the class will do the majority of the talking. Second, instructions do not call on specific students to respond to questions. Third, students take test infrequently and the test occurs with advance notification.

The problems above are not proved by the students' mistake but also the teacher's responsible in teaching, where the teacher should manage class well and use the appropriate media and task evaluation.

3. How to Increase Students' Participation

There are 10 ways in increasing students' participation, they are: First, assess their prior knowledge. Second, try skills grouping. Third, let them teach each other. Fourth, allow anonymous question. Fifth, allow them to work together. Sixth, try a jigsaw approach. Seventh, keep it "bite-sized". Eighth, keep them busy. Ninth, look into the future. Finally, give them a voice and a choice.

C. The Element of the Teaching Learning Process

Surya (2006: 36-40) said that in micro scope, education is built through teacher-students interaction in educated teaching process. Which have some elements, those are:

1. Students-Centered Activity

In a whole education activity, students are the main subject. That's way, in teaching learning process the students should be the main attention from the teacher, and every activity should be directed to help students' development.

2. Teacher-Students Educated Interaction

In teaching learning process is should be involved educated relationship. The teacher is not only giving the lesson, but also as a figure who can stimulate the students' personality development. It is hoped; the teacher can set an example figure in every activity. It should be based on psychological touch, understanding each other. Students confident can be increase in this situation.

3. Democratic Condition

Democratic condition will give a lot of opportunities for the students practice to make and develop their right and duty; this situation can be developed through teacher-students relationship in teaching learning process. In democratic condition, every side will get an award for the achievement and potentially, so it can increase their confident and finally they can innovate and create a new thing according to their own ability.

4. Variation of Teaching Method

The teacher should use vary teaching method according to the goal and the material will be given. By giving vary teaching method; the teacher is not only teaching with one method but also change the method according to the necessity. This situation will make the students happy and enthusiasm in following teaching learning process, so that the students can give a better learning result.

5. Professional Teacher

An effective teaching learning process is only can be attained if a professional teacher does it who has a high professionalism. A professional teacher is a teacher who has good skill, high responsibility and has a good relationship with their partners.

6. Appropriate and Useful Material

The source of the material that will be taught is come from the present curriculum. The teacher tasks are how to create a good teaching material, the students will do learning activities more enthusiasm.

7. Conductively Environment

Formal and informal education can not be rided from the environment. That's why; the success of an education will be more determined by the environment. Conductive environment is a situation that can support teaching learning process effectively. Hopefully, the students can grab all of the information from the teacher explanation and increase their understanding.

8. Encourage Learning Facilities

Teaching learning process will go on effectively if there are encouraging learning facilities. These facilities can be teaching media, laboratory, sports centre, and library.

D. Games

Game is an interesting activity that has rules, participants, and punishments. Usually, a punishment is given to participants who do not obey the rules or fulfil the target of the game.

According to Hadfield (1991: 94), Harmer (1991: 94), Nelson (1980: 6), game is an interesting activity with roles, a goal, and element of fun. The game also a vital part of the teachers' equipment not only for the language that is practiced by the students but also for the students' therapeutic effect.

1. The Characteristic of Game

Teachers love game because it makes the students active in the class, it has six characteristics. Those are: first, Participant has been given an opportunities and it can be done continuously. Second, the purpose of game should be clearly stated, consistence and possible to be reached. Third, evaluation can be done formally and informally with the understanding that there is trial and error and making mistakes. Fourth, there is possibility in making mistakes and it should be forgiven. Fifth, all the components of games improve the social interaction ability of participant effectively. Sixth,

there is should be an amusing activity in order to gain the enjoyment in doing games.

2. The Roles of Game

The roles of games are provide an opportunity for language practice, offer a context in which language is used meaningfully and as a mean of an end, act as a diagnostics tool for the teacher and highlighting areas of difficulty, and enjoy for both the teacher and the students.

3. The Advantages of Games

Game is an alternative technique that can be used in language teaching and learning process in order to make the class become enjoyable. By applying game in the teaching learning process, students will feel fun, relax and enjoy the lesson so they will be motivated to learn. Hadfield (1990: 5) says, “The games can play an important part in the language learning process generally. Games of any kind are usually fun. Students who are having fun are usually motivated.” In other words, using the games during the lesson can motivate students to learn and they will not be bored so it will be easier for them to understand what they are learning.

Based on the statements above, it is clear that game has many advantages. Using games in teaching learning process can motivate the students to learn, lower their stress since it usually makes them relaxed fun, and give them opportunity for real communication. In addition, Brewster, et al (2003: 174) stated some advantages of teaching English by using games. First, they add variety to the range of learning situation. Second, they

change the pace of a lesson and help to keep pupils' motivation. Third, they lighten more formal teaching and can help to renew pupils' energy. Fourth, they provide hidden practice of specific language patterns, vocabulary, and pronunciation. Fifth, they can help to improve attention span, concentration, memory, listening skill, and reading skill. Sixth, pupils are encouraged to participate; shy learners can be motivated to speak. Seventh, they increase pupil's communication, which provides fluency practice and reduce the domination of the class by the teacher. Eighth, they help create a fun atmosphere and reduce the distance between teacher and pupils. Ninth, they can help reveal areas of weakness and the need for further language. Tenth, they can help to motivate and improve writing skill by providing a real audience context and purpose.

4. Kinds of Games

Some experts divide games into some types. Wright (1984: 14 -186) proposes at least twelve types of game.

a. Picture Games

We have placed here those games in which the use of pictures plays a major part. For example : happy twins, predicting picture, describe, and draw a picture, arrange the picture, picture matching.

b. Psychology Games

We have included a variety of games, which might all lead to a greater awareness of the workings of the human mind and senses. For

example: visual perception of length, the old and the young women, how quick can you see, a memory system.

c. Magic Tricks Games

Where language can sometimes be exemplified in a concise and memorable way through a magic trick, it always attracts attention and invites comment. For example: the matchbox, black mind- reading trick, nine- square mind- reading trick, kaboom.

d. Caring and Sharing Games

The game will demand and encourage trust and interest in others. The students can share their feelings and experiences with other class members. For example: getting to know each other, guess who is it, Questionnaires, personal opinions; truth, dare, and promise.

e. Card and Board Games

We have included in this section adaptations of several well known and well-bred card games. For example: snakes and ladders, happy families, search.

f. Sound Games

Sound effects can create in the listener's mind an impression of people, place, and actions. There is a demand for the listener to contribute through the imagination. For example: voice and objects, actions by one person, listening to sounds, action by two people or more.

g. Story Games

The games in the section, by their nature, provide a framework for learners to speak and write at length instead of engaging in short exchanges. For example: silly stories, fantasy stories, build a story, domino story, change the story.

h. Word Games

The focus of attention is initially on the word rather than the sentences: Spelling, meanings, words for sentence-making, word as inferred from contexts, or words as categorised according to grammatical usage. For example: bingo, dash it and hange it, make a sentence, connections, missing word, definition, deletion.

i. True / False Games

Someone makes a statement, which is either true or false. For example: repeat it if it's true, correct me if i'm wrong, one of them isn't telling the truth.

j. Memory Games

These games challenge the players' ability to remember. For example: pass the message, pass the picture, would you make a good witness?, kim's game.

k. Question and Answer Games

The games are designed to create contexts in which the learners want to ask questions in order to find something out, for example, general knowledge quiz. For example: don't say "yes or no", test your

knowledge, twenty questions, general knowledge quiz, who are you?, avoidance, distractions, questions for answer.

1. Guessing and Speculating Games

Where a student knows something and the others must find out what it is. For example: hiding and finding, feel and think, one idea at the time, picture out of focus, box, what on earth is he talking about?

5. Advantages and Disadvantages of Dominoes

The writer use Dominoes in teaching English because it has many advantages in teaching which is it useful for the students in the class. But it also has little disadvantages.

Dominoes have many advantages, those are: First, it makes students can participate freely because they are in formal atmosphere. Second, it automatically stimulates student's interest. Fourth, it makes students to focus on a specific structure. Third, it is as reinforcement for the students to contribute to an atmosphere of healthy competition and ensure a great amount of student participation. Fourth, it makes the teachers usually get immediate feedback by using these kinds of activities. However, Dominoes waste the time. It is also too expensive. So, eventhough it is useful for cheering up the students but it is difficult to be provided in the classroom.

(Vuano and Ciolino, 2000: 2)

Based on the statement above, the writer can conclude that Dominoes may able to the students to be active in the class and they can improve their participations in the group or pairs, because the game can help and

encourage learners to sustain their interest and work games also help the teacher to create contexts in which the language is useful and meaningful. It means that Dominoes can support them to do cooperation each other in playing the games and they will make relationship to win the game from the other group.

The game can be found to give practice in all the skill, they are reading, speaking, writing, and listening in all the stages of the teaching and learning (Andrew, 1937: 1). The learners want to take part and order to do in playing Dominoes, so they will understand what their friends are saying or writing, and they must speak or write in order to express their own information and ideas.

E. Dominoes

Dominoes are a series of popular board games of skill played with tile Dominoes. Dominoes are a 2-player game of skill using 28 dominoes where each player gets 7 dominoes at start. The goal in dominoes are to be the first to get the agreed-upon number of points (Rummy, 2007: 1).

There are 6 steps in playing Dominoes. Those are:

1. The teacher gives the instruction how to play the game and asks the role how to play the game
2. The teacher divides the students into groups, one group consist of five students.

3. The teacher gives one set Dominoes to each group and the students should not show their cards to another group.
4. The teacher asks to each group to shuffle/ mix up the Dominoes and place them all facing down on the table.
5. For two player's game, each player should draw 4 Dominoes at random, for a game with more players; each player should draw 3 Dominoes. Don't let the other players see your Dominoes. To make it simple, the teacher can simplify it by giving the students fifteen minutes to arrange the Dominoes in competition.
6. The winner is who the person gets rid of all the Dominoes in your hand or if no one can go, then the person with the least Dominoes in their hand is the winner. To make it simple, the teacher re-constructs the winner is the group who can finish in arranging Dominoes fast than the other group.
7. The teacher gives the task to each group and asks them to do the task in-group and the teacher also gives the task to each student to be done individually too.

Those steps above should be implemented orderly. This game which belongs to competitive one can encourage the students to be active in joining the lesson. Moreover this game can stimulate the students' attention to be active in joining the teaching learning process.

F. Basic Assumption

English is main subject that has to be achieved by Elementary school. Because of English's goal is communicative ability and based on implementation of curriculum competency-based, that effective learning is involvement students' not only physically, mentally, but also socially. Although the students know it, but they still have difficulty to achieve English because they are not interested and they do not participate in teaching and learning process. For improving the students' participation, the teacher should choose the appropriate method and media that support the English teaching and learning process, so that the students will be interested and participate. The game is one of the appropriate media to improve students' participation in English teaching and learning process.