CHAPTER II

THEORETICAL REVIEW

A. Participation in Learning English

1. Definition of Participation

According to Tannuenbaun & Hahn in Sukidin (2002: 159) states that 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.

Those definition above mean that one, is said taking part in an activity if she/he does some actions in order to convey their ideas as a form of involvement. Willia Burton in Oemar Hama,ik (2006: 31) says that learning process involves experience, action, reaction and undergoing.

We can say tat one's participation in a classroom 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 tat should be emerged to get successful and interesting learning process.

According to Sukidin (2002: 152) there are two kinds of participation; contributive and initiative participation.. Thus, both contributive and initiative participation will shape students be active and creative, and make them conscious that knowledge can only be achieved through work hard. According to Sukidin (2002: 152) there ae two kinds

of participation; contributive and initiative participations., See the table below for more detail:

Participation	
Contribute	**Initiative**
1. Giving reflection Giving opinion 2. Giving suggestion 3. Giving contradiction 4. Joining the lesson attentively Doing structured assignment	1. Doing unstructured assignment autoomusly or spontaneously autoomusly 2. Asking for formatting and sub summative test orally 3. Learning material before it given in the classroom Materi Making summary

Thus, both contribute and initiative participation will shape students be active and creative and make them conscious that knowledge can only be achieved through work hard. At done they will realize how important the meaning of learning is. Participation learning strategy will lead students' ito 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**

According to Sukidin et.al (2007:159), participatory teaching method done by the teacher will be able to bring the students in more conductive situation, because the students more participated, more opened and sensitive in teaching learning process. The students easier to get new ideas and more creative in developing interpersonal relationship, the innovation emerge from the students easier to be received. The students

who want to work together and work hard once they want to stand alone before doing the group work just can follow this system. So, they have had motivation to learn.

From the description above, the writer thinks that students' participation is very important in learning process. It influences the learning process. Ini mempengaruhi proses belajar. If the student have high participation so the learning process becomes a meaningful process, and the teacher will be easier to reach the goal of study. In the other hand, students' low participation causes the teacher are difficult in getting the success of learning.

3. **Factors of Student' Low Participation**

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

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

a. Students have less ability to form their selves' idea. It means that they don't know what they want to express. They do not think to find the problem faced.

b. Students have less encouragement to give their opinion or suggestion to another. It means that they are shy to express their interest, and they are afraid to make mistake in expressing their idea.

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

Based on the explanation above, the teacher should have sufficient comprehension about learners that become aims of duty this comprehension includes readiness, ability, disability and background of student, all that will help teacher to do their duty-well.

4. **Factors of Students' High Participation**

It is very important to support the learning process. If the students have high participation, of course the learning process becomes a meaningful activity, because all of the subject in the class have contribution in learning.

According to Virk in http://www.Infed.org , there are some ways to help students become more comfortable participating, as follows:

a. Providing students many opportunity

b. Providing a safe and encouraging environment

c. Explaining the value of the lesson material and its connection to learning

d. Providing a discussion rubric which includes good students participation examples

Based on the explanation above, the writer conclude that there are some factors that can improve students participation, ie

a. The environment in the classroom

b. The background of students

c. The motivation from the students itself

d. The opportunities provided by the teacher

    1. Asking and giving question

    2. Giving suggestion or opinion

    3. Leading discussion

    4. Giving rebuttal and doing task

B. Cooperative Games

1. Definition of Cooperative Games

According to Michelle, 2000; explained that cooperative game is a game where groups of players (coalition) may enforce cooperative behavior, hence the game is competition between coalitions of players, rather than between individual players. It is like a coordination games 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 in the explanation above, it can conclude that cooperative game emphasize challenge and fun rather then defeating someone. A

cooperative game focuses on fun an interaction rather than competition and alienation.

2. **Kinds of Cooperative Game**s

Teacher can use many kinds of game suit to language function they are going to teach and to their class condition. Every game can be a cooperative game as far they do it in groups. Here, the writers choose some type of games:

1) Matching game

Matching game are based on a different principle, but also involve matching identical pairs of cards or pictures and may be played as a whole class activity, where every player must choose pictures or cards from a selection to match tose chosen by their partner from the same selection.

2) Guessing Game

In this game everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to full in a questionnaire or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

3) Word Game

A words game is any game using playing cards, either traditional or specialized.

4) Whisper Game.

It is a game that someone whispers to the other in a form sentences or word.

3. **How to guide Cooperative Games**

Teacher as facilitator should know some guides to create a cooperative game. These quides can assist you in facilitating the activities a group needs and to share them with other people. This is no an expert's guide that is set in stone: each activity should be altered to meet your group's need and situation. According to Whitaker, 2005 there are some tips to be a good facilitator as follows:

1) Be a Facilitator

Presenting the games as important and meaningful is challenging for the most experienced facilitators. A facilitator's job has tree parts: lead the activities, guide the reflection, and be enthusiastic.

2) Create Guidelines and Goals

Involvement should create ground rules or guidelines before begin the games. Brainstorm potential rules and write them down, but avoid too many rules. There are three essential guidelines:

a. Safety first. Never compromise the safety of yourself or others.

b. Challenge by choice. If someone wants to sit out, that's cool.

c. Have fun!

3) Think about Framing and Sequencing

The activity maybe introduced a story, creating a magical place where dangerous things can happened without teamwork. For a more mature grow, games can be introduce as a metaphors, alerting the participant to look for deeper meaning. Another important consideration is the order in which you play games or sequencing.

4) Reflect, Reflect, Reflect

One way to highlight the role of the games is in the reflection after the activity. The following types of questions can be useful in reflecting:

a. Open ended questions

b. Feeling questions

c. Judgment questions

d. Guiding questions

e. Closing Questions

5) Make meaning with Players: the following activities can serve as bridge between social change work, learning, and community building, reinforcing the need for communication, and collective decision making.

C. Basic Assumption

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

By applying cooperative games method, the students can be easier to understand the lesson. It can stimulate their motivation and interest in teaching learning process. Hopefully, by applying cooperative games the students' participation will be better.