CHAPTER II
LITERATURE REVIEW

A. English language Teaching Indonesia

English has been studied all over the world, including Indonesia. English has become a compulsory subject for secondary level. For this reason, English needs to be taught from an early age (Fikriana, 2020). There are several advantages of learning English from an early age, one of which is easier to learn from a young age compared to adults (Permana, 2016). To prepare for it, children need to know the basics of English so that they are not surprised when they start learning English.

In teaching English to children, it must be interactive. a child tends to get bored when studying. In learning English they have to increase new vocabulary, and they also need to practice English pronunciation to get used to it.

For that we need a way to overcome this. one of them can use language games. the application of language gamess in learning English is one part of the teacher's teaching strategy in order to introduce simple vocabulary and simple sentences to early childhood (Perwitasari, 2020).

B. Language Games
1. Definition of Games

Game is a played by one or more people. Games are also many types such as football, table tennis and others. Definition of games according to Ridwan Arif Rahman and Dewi Tresnawati (2016) is "a game that played with certain rules so that there are winners and losers, usually not serious with the aim of refreshing."

According to Arif Wibisono (2017) that :"game is a medium used toconvey messages to the general public in the form of games that can be entertaining. Apart from being a medium of entertainment, games can also improve a person's brain development."

The researcher concludes from several understandings according to the experts above that the game is an entertainment medium that is used to relieve boredom and promote brain development, usually played independently or in groups, and in there are usually winners and losers in the game.

2. **Definition of Language Games**

According to Adeng & Shah (2012: 25) that "grammar teaching that is too dependent on rules andmemorisation makes learners lose their interest and motivation" and add that "games are the mostsuitable to learn the grammar of a second language"

Language game is one type of game that is made with the aim of helping the learning process. This educational game is usually related to educational games with the aim of educating. "Games or games as learning media involve students in the experience process and at the same time live challenges, get inspiration, are encouraged to think creatively, and integrate in activities with fellow students in playing games (Rachman, 2017: 29).

According to Dwiyono (2019: 13) Language games can encourage students to learn actively and creatively through some of the challenges given. That is because language games make students directly involved in certain contexts, this is also a fun way of teaching rather than just delivering the usual material.

Ariesto Hadi Soetopo (2012: 10) explained that the use of games in learning can make learning more relaxed and can stimulate students to learn more actively in solving problems. students can relax in learning because students are in the context of a game.

students can solve problems because they feel the excitement in the game until the problem is solved

3. **Elements of Language Games**

According to Aroyad (2014), In general, language consists of 3 components, namely grammar, vocabulary and pronunciation:

1. Grammar is the pattern and rules that must be followed if we want to learn a language properly.
2. Vocabulary is a collection of words that are owned by a language and give meaning when we use that language
3. Pronunciation is a way of pronouncing the words of a language.

4. Advantages and disadvantages using Language Game

There are many reasons that language teachers could use Language Games as part of theirrepertoire of classroom teaching. Language Games provide vocabulary, grammar, cultural aspects and are fun for students. They can provide valuable practice for speaking, listening and language practice inside and outside of the classroom but what is really interesting is how to motivate the development of skills for the progressive development of the use of English

According to Arief S Sadiman (2011: 78) "based on the rules, games can be divided into two, namely games with strict rules such as chess and those with flexible rules such as role-playing games". According to its nature, games are divided into competitive and non-competitive games. Competitive games have clear objectives and winners can be identified quickly. On the other hand, non-competitive games have no winners at all because in essence players compete with the game system itself. As a medium in education.

a. Advantages Using Language Game

Games have the following advantages.

1) A game is something that is fun to do and something that is entertaining. The game is an interesting learning medium because it has an element of competition to determine who will win and lose.
2) Games allow active participation of students to learn. As it is known that good learning is active learning, the game has the ability to involve students in the active learning process. Learning activities that use games make the role of the teacher or tutor less visible but the

interaction between students becomes more prominent. Through games, each student has a role as a source of learning for each other.

3) Games can provide immediate feedback. Quick feedback on what is being done will allow the learning process to be more effective.

4) The game allows the application of concepts or roles into actual situations and roles in society. Skills acquired through play will be easier to apply to everyday life than skills acquired through expository student delivery.

5) The game has a flexible nature. Games can be used for various educational purposes by changing the tools, rules, or problems a little. 6 Games can be easily created and reproduced. Making a good game doesn't necessarily require someone to be an expert.

b. **Disadventages Using Language Game**

The game also has weaknesses that should be considered, among others:

1) It is too fun to play so it doesn't pay attention to the available time.

2) If it stimulates a social situation the game tends to oversimplify its social context so that it is not impossible for students to get the wrong impression.

    To reduce the short comings above can be done by setting a timer to match the predetermined time and after the game is finished the teacher can reaffirm the purpose of the game so that students do not get the wrong impression. those are ways that can be used to avoid the effects of the disadvantages of using language games.

C. The Nature of Genre Based Approach

1. Definition of Genre Based Approach

    A text containing a message or event that is realized in a sentence. The message has a systematic relationship between the elements of its builder form the whole text. In addition, the created text certainly has a purpose and certain social situations. Every particular situation has a type of verb certain

as the developer of a text. Type in situation and verbal realization collectively known as genre.

Martin (2012) states that genre is communication activity having and orienting goal. Then, Swales (2012) simply defines genre is a communication event in which the members have a set of communication goal. By referring two statements above, it can be said that genre is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context. Genre is a matter of communication event by social context. Consequently, the different social context then, tends to lead to different genre.

Meanwhile Swales (2012 : 58) states that "a genre comprises a class of communication events" it is in line with Bex (2013 : 137), genre is a communicative events aggregation accomplishes general social function. The communicative event is related to "one in which language plays both a significant and an indispensable role." It is also a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it. So, the genre is closely related to a discourse that has particular purpose in communication.

Dealing with both of definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations.

2. Principle of Genre Based Approach

In the genre-based approach there are principles that must be applied in teaching.There are three basic principles of genre based approach(Aunurrahman, Hikmayanti, Yuliana, 2020), as follow :

a. The first principle is learning language is a form of social activity.This means that the genre based approach requires a social context. In this study, the social activityor the social context is daily life texts such as

giving instruction, invitation andasking permission as demanded by the national curriculum. It means that genre based approach requires a social context. In this research, the social activity or the social context is daily life texts such as introduction.

b. The second principle is explicit teaching.teaching a language mustbe explicit where a teacher provides explanations and resources for the studentsto learn the social functions, schematic structures, and linguistic features of thegenres learning occurs more effectively if teachers are explicit about what is expected of students.

c. The third principle is guidance. Teaching is more than just transferringthe knowledge above to the students. It is also about providing properguidance or also known as scaffolding that would help the students to beindependent in learning especially in constructing their own texts individually. learning occurs more effectively if teachers are explicit about what is expected of students.

3. Procedures of Genre Based Approach

There are several procedures that must be applied.The following is description of Genre Based Approach learning activities(Roses and Martin, 2012)

a. Building Context

This stage is the initial steps taken by the teacher and students to direct their thoughts into the main issues that will be discussed in each lesson. Example: learning at the stage of building context for English subjects, where the teacher prepares examples of report texts related to technology to be discussed, for example Electric Torch, Fan Ceiling, USB Flash Drive or others. Examples of texts can be authentic texts, modified texts, adapted texts, teacher-made texts, or texts provided by relevant genre-based approach experts.

b. Examine the model/Deconstruction of the text

This stage contains the discussion of the text given as a learning model. The discussion is directed at all aspects of language that make up the text as a whole. At this stage students' critical thinking skills are developed through discussing and answering questions whose answers are not stated in the text, such as who the author is, to whom the message in the text is addressed, where the text can be found, in what context the text is used, whether each the text or every statement in the text is relevant to students' lives, whether every statement in the text will be accepted by all readers, whether what is said in the text is relevant to the student's experience or is relevant to texts that students have read before on the same topic.

c. Guided Exercise (Joint construction)

At this stage, students practice using all the things they have understood in the previous stage. Students go through the stages of brainstorming, drafting, revising, editing, proofreading, and publishing.

d. Independent construction

At this stage, students are given the opportunity to write independently, with minimal teacher guidance, only when needed. After writing the text independently, students can also reflect on what has been written or done, or what has been learned during the lesson, and when comparing the text they wrote with the text written by their friends. Students can also retell what they have written in front of the class.

D. Previous Related Studies

There have been many Indonesian researchers who have researched Language Games as a medium in teaching English. The researcher realizes that there are other researchers who can be used as references and to add value to sources to collect information.

In connection with the explanation above, the researcher is interested in conducting research using language games to teach English regarding previous research in the same field conducted by M. Leonard Ashok, P. Sasi Revathi

and P. B. Saminathan (2013) with her journal entitled "Effectiveness of Language Games in Learning English Grammar" in ther research,they found that Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in aforeign language and not just problems that at times seem overwhelming.The British Council helps English teachers by providing books and materials on language games to those interested. They also conduct workshops on language games frequently for teachers at different levels. It offers valuable training to teachers in the different in the language teaching learning process. Obviously, there are a lot of other sources, such as pictures and stories. Pictures serve as a visual stimulus,while games use both visual and aural channels and activate language production.The more variety we can introduce into teaching, the more likely we are to meet the needs of all.

The second researchers are P. I. Iribemwangi and B. F. Mutua (2014) with her journal entitled "Language Games and Language Teaching in Kenya: The Case of Kiswahili in Lower School" in ther research,they found that if learning itself feels like a game, and if the learners feel they were discovering a fascinating new world through games which they would also enjoy playing, then learning languages would be easier for learners. This way, games would be used in mediating learning. Games can make learning of languages such as Kiswahili easier.

The third reseacher is Selan Mable Saju (2014) with her journal entitled "Use of Language Games in Higher Education Scenario" she concluded that the paper highlights the uses and effectiveness ofLanguage games in teaching grammar. The reviews of literature highlights that games can be proficiently used even outside the classroom situation to learn English with the help of technology and through gaming. Language games enliven not only the teaching- learning of English in the classroom but also stimulate the interest of the students to do more of self learning. The activities demand them to work and employ their linguistics and grammatical skills in constructing sentences accurately. More importantly Language games help the students to gain

knowledge of a Foreign Language (English) in a relaxed, tension free and fun filled atmosphere.

The fourth researcher is I. Kostikova (2017) with her journal entitled "Language Games In Teaching English" in her research, she concluded that games should be regarded as supplementary activities.The whole syllabus should not be based on games only even for young learners.When choosing a game, the teacher should be careful to find an appropriate one forthe class in terms of language and type of participation.

The last researcher is Siti Maryam (2020) with her journal entitled "Utilizing Communicative Language Games to Improve Students' Speaking Ability" in ther research,they conclude that based on the result of data analysis, the writer inferred that teaching English by utilizing cummunicative language games is effective and can improve students' speaking ability. It can be proved through several data such as: observation result which it showed the students enthuastic and actively participated in learning process. They were also motivated to learn spoken English which it reduces students' hesitation to say in English. From the result, the researcher concluded that there were the mean of pre-test is 59.75 while the mean of post test result is 75.42. It means there are 15.67 impovement toward students' speaking score. From these interpretation, the writer obtained that there are 54.2 % (87.5 – 33.3 = 54.2) of students score had improved after conducted post test in the second sycle, or 21 of 24 students are passed the KKM while the other three students are still bellow the KKM. It is meant that the implementation of communicative language games in the classroom action research to improve students speaking ability is success.

Based on five previous relevant researchs, English Village Parit Baru Kubu Raya requires learning with new material innovations. Therefore, the researcher is interested in examining the use of Language Games in teaching English entitled "Using Language Game in teaching English to Students of English village of Parit Baru".