CHAPTER I
INTRODUCTION

A. Research Background

English is the language used as a medium of communication and as the first international language used to interact with other people around the world. In this global era, more developments will occur in this country. Starting from free trade, the increasing number of foreign companies established in Indonesia so that the use of international languages such as English is very widespread, of course for aspiring entrepreneurs and job seekers it is a must to be able to master English so they can keep up with the times in this era this globalization.

Based on explanation above, English is important to learn to communicate with people around the world. However, many students who do not have courage to try to understand English just because students is lack of Vocabulary and most of them assume that English is not important and difficult (Prasetia : 2017). They think English is not important because there is no point in learning it. they also think they will work in their own country so they don't need an international language they are comfortable with their own country's language

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 isI. 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.

Seeing from previous studies, the researcher want to see whether using laguage games can develop the English students ability. Therefore, researcher was interested to research this issue, because the students are never study English enjoyable and fun to memorize and understand English with their friends. The researcher would conduct the research entitled, " Using Language Games to Teaching English to Students in English Village Of Parit Baru".

B. Research Question

Based on the research background, the research question was follow:

How was the implementation of using Language Games to teaching English students in English Village of Parit Baru?

C. Research Purpose

Based on the research problem, the purpose of this research was as follow :

This purpose research was to investigate the implementation of using language games to Teaching English to students in English Village of Parit Baru.

D. Significance of the research

1. Theoretical benefits

   Researcher hopes to increase reader knowledge. In the future this research can be a reference for other researchers.

2. Practical benefits

   a. To Participants

      This researcher is expected to be useful for English students at English Village of Parit Baru in learning English using Language Game.

   b. To the researcher

      After carrying out this research, the researcher is expected to be able to find and develop research results on the use of students' worksheet.

E. Scope of the research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scopes of the research in here are research variable and terminology.

1. Research variable

   The variable is a characteristic or attribute of an individuals or organization studied (Creswell, 2012). It means variable can be consider as an object or subject that possess variety characteristics which can measure and observe by researcher, in this present study, one single variable is set, that is using Language Game in teaching English to students of English village of Parit Baru.

2. Terminology

   a) Language Game

      Language Games are various activities that are actually designed with the intention that children can improve certain abilities based on learning experiences.according to agustina (2015:2) that: "The game is a way of

learning by analyzing with a group of players or individually by using rational strategies"

b) Teaching English

Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. In this case, teaching English will use Language Game.

c) English Village of Parit Baru

English village of Parit Baru is an English language learning program for the community, especially the children of village of Parit Baru, which is a collaboration between IKIP PGRI PONTIANAK and the Parit Baru village Government.