INTERACTIVE LANGUAGE TEACHING PRACTICES

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PREFACE

Classroom action research (CAR) has gained popularity among foreign language scholars and teachers. Teachers are attracted to do action research to improve the quality of learning as well as to acquire more understanding of themselves as teachers. This book presents some practices of action research in Indonesian context conducted collaboratively by students of PPG SM-3T, school teachers, and lecturers.

This book consists of action research implementing technical and non-technical media. Hopefully this book can encourage more students and teachers to do action research in living their professional life as educators.

Editors

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ENCOURAGING STUDENTS ACTIVE PARTICIPATION IN EFL CLASS THROUGH VARIOUS GAMES

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Abstract

EFL teachers must be able to recognize the common problems that may happen during teaching and learning process, and work to find the solution by create effective and efficient activities that can help both teachers and students. Based on the observation that was carried out at 8th grade of SMP Negeri 3 Yogyakarta on the first semester of the 2017/2018 school year, there are some problems identified during the EFL class teaching and learning activities. Therefore, this research was conducted to find out the games that could be used in teaching and learning activities to overcome the problems, especially in the students' active participation. The research design has the following paths: make plans for action to carry out actions, make observations, and reflect on the implementation of actions. The data research is in the form of records of observations, field notes, and questionnaire results. Data analysis was done with qualitative and quantitative techniques. From the four cycles of the classroom action research that have been done, it can be concluded that using various game in English teaching and learning process positively can encourage students' active participation.

Keyword: games, EFL, students' active participation

Introduction

In educational purposes, since teaching English as a foreign language (TEFL) refers to teaching English to students who the first language is not English, it is rather challenging for the teachers who are also non-native speakers of English to convey the material. For a teacher itself, besides being required to be able to deliver learning material to each of his/her students, a teacher must be able to motivate his/her students to always be eager to gain knowledge. The right teaching methods and techniques will attract the attention of students and will make it easier for them to absorb the material delivered.

Therefore, professional EFL teachers must be able to recognize the common problems that may happen during teaching and learning process, and work to find the solution by create effective and efficient activities that can help both teachers and students.

Before I was given the authority to teach as *PPL*'s teacher at SMPN 3 Yogyakarta, I was permitted by the 8-D class teacher to join in to her class and

made some observations. My observations show that the students need to increase their active participation. The silence of the students in the class does not mean that they all paid attention to the lesson that being delivered.

Hence, I was intended to apply some language teaching games to help studentsin class 8-D of SMP Negeri 3 Yogyakarta to conquer their problems in learning English as a foreign language and make them have more active participation. Besides, games can be other activity's choices in teaching and learning process. In line with the background of the research and to limit the discussion, the researcher formulates the research problems as follows: how does the implementation of various games motivate the students to participate actively during the teaching and learning process?

English as a Foreign Language

English as a foreign language (EFL) is used by speakers who do not speak English as their first language. Harmer (2004, p. 39) says that English is generally taken as foreign language to people who are studying general English at schools and institutes in their own country or as transitory visitors in target language country, for example Indonesian speakers learning English in Indonesia or Indonesian speakers learning English in Canada, New Zealand, or England.

Since EFL learning is most commonly done within the context of the classroom, several problems may come during the teaching and learning process. There are several guidelines to help teachers compensate the lack of communicative situations outside the classroom to make students able to learn English as foreign language according to Brown (2007, p. 135):

1. Using class time to optimize authentic language input and interaction.
2. Not wasting class time on work that can be done as homework.
3. Helping students to see genuine uses of English in their own real life.
4. Providing plenty of extra-class learning opportunities, such as assigning an English movie, having students listen to an English television or radio program, doing outside reading (news, magazines, books), writing a journal or diary in English during their learning process.
5. Setting up a language club and schedule regular activities.
6. Encouraging the use of learning strategies outside class activities.

Students Active Participation

The learning process is essential to develop the activities and creativity of students through various interactions and learning experience. Students' learning activity is a basic element which is important for the success of the learning process. Activity is activities that are physical or mental, namely doing and thinking as a series that cannot be separated (Sardiman, 2001: 98). Successful learning must go through a variety of activities, good physical and psychological activity. Physical activity is active active students with limbs, making things, playing or working, he not just sitting and listening, seeing or just being passive. Student those who have psychic activity are if their soul power work as much or as much to function in order learning.

Many types of activities can be done by students at school. Student activities not only listen and record as is commonly found in traditional schools. Student activities type in learning are as follows (Sardiman, 1988: 99):

1) Visual activities, including for example read, pay attention to pictures of demonstrations, experiments, someone else's work.
2) Oral activities, such as: stating, formulating, asking, advice, issue opinions, hold interview, discussion.
3) Listening activities, for example listening: conversation, discussion, music, speech.
4) Writing activities, such as writing stories, essays, reports, questionnaire, and copy.
5) Drawing activities, for example drawing, creating graphics, map, and diagram.
6) Motor activities, which include: doing experiments, making construction, playing.
7) Mental activities, for example: responding, remember, solve problems, analyze, and retrieve decision.
8) Emotional activities, such as: interest, feeling bored, happy, excited, passionate, and calm.

Communicative Games

Lee (1986, p.1) said that we learn language by using it. It mean that if we want to master a language, we must practice it in real situations and commnicatively. By experiencing the language communication, it will help the students to learn about that language easily and actively. One way to develop experience in language communication is through fun activities, by playing games. Communicative games help the foreign language learners to get experience of communication. In communicative games, there is an activity that can build the communicative aspect, so that the knowledge is shared through that activity.

In language learning, repetition is the basic. Repetition in language learning must has the most encouraging, "language advancing", and motivationing effect. This kind of repetition can be found in many language games. Since language learning itself is complex and many-sided, it crudely as a matter of four communicative skills, which are: listening, reading, speaking, and writing. And there are a lot of games develop all those skills. Therefore, games can fill in the odd moments when the teacher and the students have nothing better to do.

Method
Research Design

In this chance, I conducted a Classroom Action Research to solve real problems that occur in the classroom during the interaction of the learning process. This Classroom Action Research is conducted to know how the implementation of various games can motivate the students to participate actively during teaching and learning process.

Problem → Planning I → Action I

Cycle I

Reflection I ← Observing (Data Collection) I

New problem based on reflection → Planning II → Action II

Cycle II

Reflection II ← Observing (Data Collection) II

If the problem has not been resolved → Continue to the next cycles
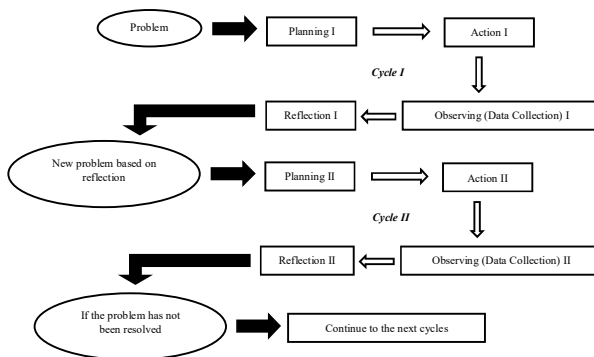
Figure 3.1 Stage Cycles of Classroom Action Research

Research Subject and Setting

This research was carried out in the first semester of the 2017/2018 school year starting from August to September. The learning process of English subjects was based on Curriculum 2013 and it was adjusted to the schedule of English subjects in 8-D class of SMPN 3 Yogyakarta, which is on Monday and Tuesday. The research was scheduled as follows:

Steps	Research activities	Months															
		July				August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Planning the research	Observation			✓	✓	✓											
	Title consultation			✓													
	Proposal Consultation						✓		✓	✓	✓		✓	✓			
Conducting the research	Preparing the instruments				✓	✓											
	Conducting the research						✓	✓	✓	✓	✓	✓	✓	✓			
Data Analyzing and composing the result	Data Analyzing						✓	✓	✓	✓	✓	✓	✓	✓			
	Writing the report												✓	✓			

Research Instruments

Researcher would obtain several instruments such as the observation checklist and the questionnaire. The observation form is divided into two forms. The first observation have done by the researcherdirectly by taking some notes. The other observation have done by the students as the helper to observe the participationamong the students themselves in the class during the teaching and learning process. In the second obsevation, each student observed his/her friend who sit next to him/her. Besides, as the time research is limited, the researcher

decided to use questionnaire, rather than interview, to get responses from several people. The questionnaire is used to know about the students' perception after the research have done.

Data Analysis

The data analysis was done with qualitative and quantitative techniques. In analyzing the data, the used the "researcher triangulation" to draw the conclusion. Burns (p. 96) says that triangulation means collecting than one type of data.

Findings and Discussion

The findings and the discussions of the research is as follows:

1. From the observation that have done by the students, it can be concluded that in the beginning of the research 20 students or 59% of the students often listen or pay attention to their friends who are expressing the opinions (both in groups and classically). This number rises to 25 students or 74% of all students after several cycles. It means that there is an increase in the attitude aspect of the students. They are more able to respect other people by giving the opportunity to the others to give the opinions.

2. In the beginning of the study, there were not many students who were active in discussions both in groups and classically. According to observational data,it shows that only 16 students or 47% of those who often took part in discussions. But after they were given the learning material through many interesting activities, the number increased to 25 students, or 74% of them began actively participate in the discussion.

3. If previously there were only 15 students or 44% of the total students who really listened to or paid attention to the learning material presented, then after this research was conducted, the number rose to 24 students or 71%of the total students paid attention to the learning material explained.

4. When observations were made, the data showed that only 7 students or 21% of the total students who were seen often noted important things related to the learning material delivered. But this data has changed in the end of the research. The number has risen to 24 students or 71% of students were writing notes during the teaching and learning process.

5. In the beginning of the research, there were only 11 students or 32% of all students who actively participate in the classroom language game and would like to respond, analyze, solve and make decisions about the problem given. Based on my field notes, it was caused by the students' lack of confidence and shame. They are hesitate to give their opinions and are afraid to do activities that will be seen by many people. But after being given many activities that require them to be involved, the number rises to 19 students or 56% of students actively participate in the classroom language game and are able to respond, analyze, solve and make decisions about the problems given both individually and in groups.

6. When the observations isdone between the students, the data showed that there were only 13 students or 38% of all the students who were interested in English teaching and learning activities in the class. But after several meetings and doing lots of fun activities in the form of various games, the number rises to 18 students or 53%.

7. According to the observations and in accordance with the results of the field notes, there were only 3 students or as many as 9% of students who actually read books, dictionaries and similar media related to English learning. But after receiving some various kinds of learning activities, students who read books, dictionaries and similar media related to English learning became 16 students or as many as 47% of total students in the class.

8. In the beginning of the observation and based on the field notes, the data shows that there are only 8 students or 24% of all students who often express opinions, suggestions, ideas, or ask questions about English language learning materials. And after getting a new learning method by using games in each learning activity, the number rose to 35% or 12 students were seen often expressing opinions, suggestions, ideas, or asking questions regarding English learning materials. In the beginning, there were 16 students or 47% of all the students rarely expressed their opinions, but after being given somevarious activities in the class, that number dropped to only 6 students who still seemed to rarely give opinions or ask questions about the learning given. It means that the students have started to get used to expressing their opinions, suggestions, and asking questions in the class.

The changes above can be seen through the following tables, starting from the first observation between friends, until when the student is given a questionnaire at the end of the cylce.
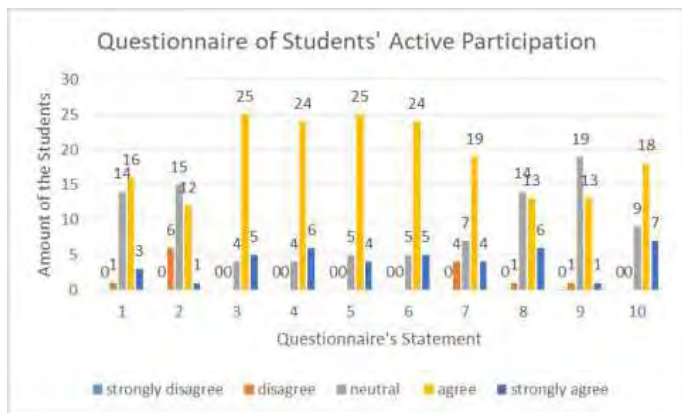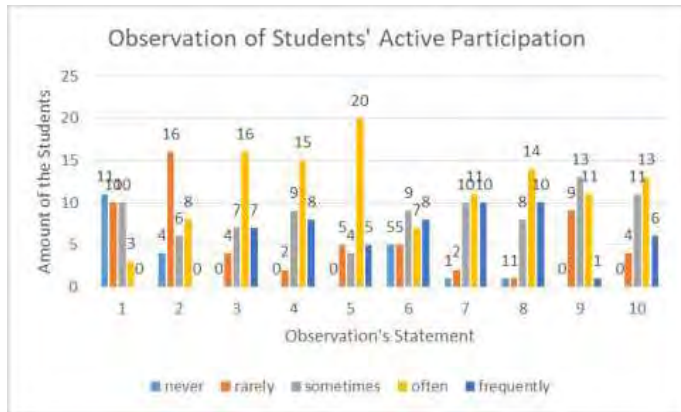

Chart 4.2.1 Questionnaire's Result

Chart 4.2.2 Observation's Result

Result and Suggestions

From the five cycles of the classroom action research that have been done, it can be concluded that using various game in English teaching and learning process positively can encourage students' active participation. Most of the students are excited to play the games, especially if they get a reward when they win the game. The activeness of students in expressing their opinions and join the discussions also increased because of their frequently playing the language game made them accustomed to perform in public. The students also become more respectful when the teacher is explaining the material and if there is someone express an opinion. Another thing is that they also began to actively use the books, dictionaries and similar media related to English learning without having to be asked first.

Based on the research findings and discussion, the use of *various game* is suitable in terms of encourage students to learn English. Therefore, the researcher would like to give recommendations to the English teacher and the future researchers who are willing to conduct the same method in teaching and learning activity.

Recently, the students are addicted to gadget and internet connection. Our students are easily bored with the conventional teaching and learning activities. As the teachers, we should find interesting media to support the game or activity in teaching to encourage students in learning. Various games can be usefull to make the students more active in the class. But one of the activities may take times a lot. That is why it is very important to manage the time well in the lesson plan. One of the important things that every teacher should know is the role of teacher as a motivator for the students. Although the teacher have gave fun activities, it is may quite difficult to cover all the students. Still, the students need too be motivated to learn. They who less motivate will be not interest with any

activity in the class. It is important to know what kind of students you have. Knowing your students can help you to choose better solution to help their problems during the teaching and learning process, such as the games or other activities that should be given, the rewards and the punishment, and the material given.

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