

**COMPARISON BETWEEN LEARNING ENGLISH USING
CONVENTIONAL METHOD AND PLAYING GAMES**



A THESIS

*Submitted to Faculty of Cultural Science, Hasanuddin University in Partial
Fulfillment of the Requirements to Obtain a Sarjana Degree in English Literature
Study Program*

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THESIS
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AND PLAYING GAMES

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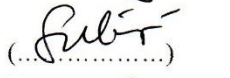



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Submitted in fulfillment of the requirements of undergraduate thesis examination to obtain
Sarjana Sastra (S.S) Degree at English Department, Faculty of Cultural Sciences, Hasanuddin
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The thesis of **FATHURRAHMAN FAISAL** (Student Number: **F21116510**) entitled, **COMPARISON BETWEEN LEARNING ENGLISH USING CONVENTIONAL METHOD AND PLAYING GAMES**, has been revised as advised the examination on Monday, January 18th, 2021 and is approved by the Board of Undergraduate Thesis Examiners:

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Yang Menyatakan



Fathurrahman Faisal

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The writer realizes that this thesis is still far from perfect. Therefore, all suggestion and critics will be most welcome to make this thesis better. The writer hopes that this thesis is helpful for all readers who are interested in analyzing the similar topic.

Makassar, Januari 18th 2021

The Writer

ABSTRACT

Fathurrahman Faisal. 2020. Comparison between English Learning Using Conventional Methods and Games. Supervised by Dr. Abidin Pammu, M.A., Dipl. TESOL. and Sitti Sahraeny, S.S., M. AppLing.

The purpose of this study is to analyze how the comparison between the learning process using conventional or ordinary methods with brain teasing game methods. The method used to analyze is a qualitative analysis method. The analytical tools used were an open-ended questionnaire, learning material using PowerPoint, and test questions. The data obtained were analyzed based on Onyett's (2005) theory.

The result of this research is that the comparison between conventional methods and games has similarities and differences in both the process and the learning outcomes. These similarities and differences lie in the results of the open-ended questionnaire about their opinions about learning using conventional methods and games and the test questions which contain 10 Adjective questions and 10 Word Order questions given to respondents in each class with different methods. In conclusion, based on the results of open-ended questionnaire data, the conventional and game method class both agree that the playing game method is more effective than the conventional method and the results of the data on the test questions, the class taught through the playing game method has more high scores than the conventional method class.

Keywords: Conventional, Comparison, Games, Makassar Aviation Polytechnic, Students.

ABSTRAK

Fathurrahman Faisal. 2020. Perbandingan antara Pembelajaran Bahasa Inggris Menggunakan Cara Konvensional dan Permainan. Dibimbing oleh Dr. Abidin Pammu, M.A., Dipl. TESOL. dan Sitti Sahraeny, S.S., M. AppLing.

Tujuan dari penelitian ini adalah untuk menganalisa bagaimana perbandingan antara proses pembelajaran menggunakan metode konvensional atau biasa dengan metode permainan mengasah otak.. Metode yang digunakan untuk menganalisa adalah metode analisis kualitatif. Perlengkapan analisis yang digunakan adalah kuesioner pertanyaan terbuka, materi pembelajaran menggunakan PowerPoint dan soal tes. Data yang diperoleh dianalisa berdasar pada teori Onyett (2005).

Hasil dari penelitian ini adalah perbandingan antara metode konvensional dan permainan memiliki kesamaan dan perbedaan baik dalam proses maupun hasil pembelajarannya. Kesamaan dan perbedaan tersebut terletak pada hasil kuesioner pertanyaan terbuka mengenai pendapat mereka tentang pembelajaran menggunakan metode konvensional dan permainan dan soal tes yang didalamnya berisi 10 soal Adjective dan 10 soal Word Order yang diberikan ke responden masing-masing kelas dengan metode yang berbeda. Kesimpulannya, berdasarkan hasil data kuesioner, kelas metode konvensional dan kelas metode permainan setuju bahwa metode permainan lebih efektif dibandingkan metode konvensional dan hasil data soal tes, kelas yang diajarkan melalui metode permainan memiliki lebih banyak skor tinggi dibandingkan kelas metode konvensional

Kata Kunci : Konvensional, Perbandingan, Permainan, Politeknik Penerbangan Makassar, Siswa.

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CHAPTER I

INTRODUCTION

A. Background

English was one of the international languages used by most of the people in the whole world. For some native English speakers, it could be considered as lucky that they were had a chance to used English as their main language and they were ready to deal with the global communication and relationship.

English had been used since centuries ago in Britain. There were countries that learn and use the English as their main language. Some of them have their own characteristic in using the English, for example the accent and pronouncation of English in Britain was most likely different in America. To learn the English as well as the first user, the researchers in some countries developed a lot of methods to assure that English can be learnt for all people in the world. Nowadays, in some countries such as Canada, United States, United Kingdom, Canada, and other countries had used English as the main communication language of their countries. Considered that English had been used in many countries in the world, the English had been chosen as the language which officialy used in the international world.

English has been taught in almost all of the schools in Indonesia since the Independence Day of Indonesia. Jayadi (2004) stated that after the Independence Day of Indonesia on August 17, 1945, English had been a subject of foreign language in some schools in some provinces of Indonesia as soon as after the independence declared. By using books, tapes, videos, or tests, English had been

taught through those medias to give the students everything they need to learn of English in the school.

English learning was one of the learning methods for people to master the English by studying it from the basic level to the advanced one. People have different purposes of learning the English, which led them to different methods to learning it, for example, the Economy Department's students in Hasanuddin University learn the English language to pass the TOEFL test, which they needed the TOEFL to get a better job.

The conventional method had been used from decades ago and proven that it was working for some students. Somehow, in this era, some people found the conventional method did not work out for some students as they thought the lesson was too boring for them to learn because they keep doing it for 5 to 6 days in a week with the same system. This what makes those nowadays teachers need to improvise their teaching method so that the students could enjoy to learn the English. One of the methods that could increase the motivation of the students about English learning was by giving them something to play with the English, for instance the physical game or video game which may gave students a chance to learn English in a fun way. Unfortunately, some people, especially parents, were aware that either the physical or video game would make the students more lazier and uninterested to learn English and it could affect their main curriculum-based English in the class.

To phenomenon above, The researcher conducted the research entitled “ The Comparison between Learning English Using Conventional Method and Playing Games”. The researcher's reason to chose the title was based on the researcher

experience in learning English using conventional method back in the senior high school and the researcher found out that most of the students, including the researcher himself, got bored of the conventional method. According to the researcher's and other high school students' experience, the researcher established an idea to conduct a research to differentiate the conventional method of learning English to another method which probably gave students a chance to learn English in a joy and fun method and also they could build up their interest in learning English.

The goal of this research was to investigate the similarities and the differences of English learning of students in the school in conventional and playing games methods and to give people help to whoever intended to be an English teacher in the future to understand how to teach English in a formal way yet not making the students feel uninterested to English learning by giving them ice-breaking times with some games. The main concept of this research was to give the respondents of the research : first, an open-ended questionnaire, which to collect their opinions about the importance of learning English and the conventional and playing methods in English learning, second, subject materials, which to gave the students knowledge about Adjective and Word Order, and test materials about Adjective and Word Order to measure the understanding of the students of the subject materials which had been taught before the test. This study has limitation such material as textbook and journal which has discussion about the methods of English learning.

B. Identification of the Problems

After the researcher found the conventional and playing games methods in English learning, there were problems found. First was the process of the conventional and playing games methods brought to the students in Politeknik Penerbangan Makassar. Second, the conventional and playing games methods may had some similarities and differences in the process of the research.

C. Scope of the Study

The researcher was only interested in two specific problems, the comparison which including the similarities and differences in conventional and playing games methods and the affect of conventional and playing games methods

D. Research Questions

Based on the problems mentioned above, there were several questions to solve the problems as follows :

1. What are the similarities and differences between the conventional and playing games methods?
2. How do the conventional and playing games methods affects in helping the students in learning English?

E. Objective of the Research

According to the questions above, the research intends to :

1. Describe the similarities and differences in the conventional and playing games methods.

2. Explain the affect of conventional and playing games methodss in helping the students to learn the English

F. Significance of the Research

The significance of the research was consisted of two, the theoretical and practical aspects. For the theoretical aspect, this research was contributed to provide other researchs in the future the theories used for this research to help the other researchers conducting their research. For the practical aspect, this research could be a reference for the other researchers who conduct the similar research about a comparison of two things, especially about comparing two methods of teaching.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Studies

To completing this research, the researcher found out some journals that contained the similar object or analysis approach. There were two previous study that almost related to this research.

The first was Blanka Frydrychova Klimova (2015), *Games in the Teaching of English*. This study analyzed the importances of games in the teaching and learning process of English in the school. The purpose of this journal was to provide the explanation about games' definiton, the classifications, and the advantages in a process of teaching the English. The writer also explained the suitable timing and some different methods of using games in teaching English in a language classrooms. This study was using the qualitative descriptive as the research method.

Next is Jerry Chih-Yuan Sun and Yu-Ting Wu (2016), *Analysis of Learning Achievement and Teacher–Student Interactions in Flipped and Conventional Classrooms*. This study investigated the effectiveness of learning from two different ways of teaching. The study was conducted by using two group of class, experimental class using flipped classroom model and control group using distance learning model. The method used in this study was qualitative interview using 181 freshmen students.

The previous studies mentioned above have some differences with this research that might support this research to develop the solution for the problems of the

differences of conventional and playing games methods . The differences were the first previous study only focused on playing games methods in a process of English learning while this research focused on two methods, conventional and playing games methods, in the process of English learning and the second previous study was using flipped classroom to compare to the conventional classroom while this research was using playing games method classroom.

B. Theoretical Background

1. Theory of Pedagogy

Pedagogy was a way or method of teaching used by the teacher to help the student understand a subject better in both theory and practice. Lieberg (2008) stated that everyone who teaches used theories about teaching – consciously or not – as they execute their practices. According to Harris (2012), there were three methods of teaching, but the researcher only used two methods following :

- i. Teach proactively rather than reactively.

When the teacher only being reactive in a class, the students would like be tired, bored, and losing their intention to learn. The teacher had to be more proactive, they need to teach in a interactive way, for instance sharing idea, using a music, or experiment using alternative ideas.

ii. Connecting to everything

The teacher ought to teach by connecting the subject of the study with anything, such as movie, music, etc. so that the students could enjoy the process of learning

2. Theory of Teaching and Learning

Angelillo (2008) defines that the teacher's goal was to help the students to reach or pass the standard, having a good score on tests, and to possess a lot of knowledge. According to Wragg (1993), the teacher had responsibilities to manage things, which were :

- i. Resources and materials (the equipments used in the class);
- ii. Time and space (how the teacher starts and ends the class, the break time of the class and situation and condition of the class);
- iii. Teaching and learning strategies (teaching a whole class) making an individual learning process or a small group);
- iv. The students' behaviour, their interactions to each other, the progress of their study, and the safety of the class;
- v. The teacher's relationship between the staff of the school and the students' parents.

The learner or the student was a status of a person that registered to a school and then they were taught by a teacher based on a curriculum to compete to get a high score to help them graduate. Singer (2003) quoted that in place of the students racing towards each other for a good grade, the students could show

their skill and capability in learning English and in the end, the student would possibly achieve their goal to reach the high score in their class.

3. Theory of Comparison

Comparison was the process of comparing two subjects to find the similarities and differences. According to that, the meaning of comparison based on Onyett (2005) was a study about treatments of two different particular things which would lead to their similarities and differences in various factor.

In comparing two things, especially in a process of a research, Hochberg and Tamhane (1987) stated that the main subject or the main study was defined first, for example, English, medical, agriculture, and social, and then chose what were the two things that most likely could be compared, for instance in the subject of English, there was a comparison between the effectiveness of learning English using music and books, in the subject of medical there was a comparison between traditional and modern drug, and so on.

4. Theory of Conventional

According to Edward (2011), the problem which the teachers had come with the conventional method of teaching was the teachers had done both praising and teasing for the results of the students learning in the class and ended up in the situation where the teachers had probably teaching the students in such inappropriate and misleading process of learning.

5. Theory of Playing Games

Using game for the educational purpose had been used since a long time ago. Fudenberg and Levine (1998) stated that when a learner had something to learn about in a game, the learner should have played the game that similar or related to another game.

Umstatter (2002) defines that the student's scores in school most likely would not be badly affected by some enjoyable games and activities. Instead, the students would be more easier to absorb the knowledge they got in a class and having fun at the same time.

6. Theory of Adjective and Word Order

Adjective mostly used in a descriptive sentences in some language, including English. Dixon and Aikhenvald (2004) quoted :

“I suggest that a distinct word class 'adjectives' can be recognized for every human language. In some languages, adjectives have similar grammatical properties to nouns, in some to verbs, in some to both nouns and verbs, and in some to neither. I suggest that there are always some grammatical criteria—sometimes rather subtle—for distinguishing the adjective class from other word classes.”

Geraldine (2001) stated that adjective adds information on number, color, type, and other qualities to a sentence. The adjective could be found describing a noun or pronoun and also in a specific order in a sentence. Meanwhile, word order was the order of the words in the phrase or sentence according to English grammar (Anis NH., 2019, Translated)