CHAPTER I

INTRODUCTION

A. Background of Study

Education is the conscious and deliberate attempt to construct a learning environment and learning process so that students actively acquire the religious, spiritual power, self-control, character, intelligence, noble character, and skills required by themselves, their community, nation, and state (UU No. 20 of 2003). The educational process can be considered within the family, school, and society. As a provider of formal education, schools should be centers of education to prepare Indonesians for their future roles as individuals, citizens, and global citizens. Consequently, schools are expected to carry out the function of education optimally, that is, develop capabilities and enhance the quality of life and fundamental human rights of Indonesians in the context of achieving national goals (Tirtarahardja, 2005).

English language teaching is the teacher conveys English material with suitable teaching methods, and the students should develop the skills to use it as a communication tool and learn to think in the language (D'Arcy Nell, 2017). Changes and revisions to the curriculum have occurred in Indonesia's education system. The still-being-improved 2013 curriculum has as one of its educational objectives the enhancement of students' critical thinking skills. This objective is also practiced in English-language classes. English subjects are geared toward globalization-related debriefing in daily life. The availability of English as a second

language can significantly influence students' ability to expand their knowledge and opportunities.

Article 19, paragraph 1 of the Government Regulation of the Republic of Indonesia No. 32 of 2013 on National Education Standards stated that the process of teaching and learning activities must be interactive, engaging, and motivate students to participate actively, creatively, and independently following their talents, interests, and physical development (Departemen Pendidikan dan Kebudayaan, 2013). Selecting the appropriate learning model and various learning media is one method for achieving this objective. The learning model is a design that describes the process of creating an environmental situation that allows learning interactions to occur so that changes or student self-development occur (Sukmadinata, 2011).

The mechanisms of conventional teaching models are no longer helpful for students for some reasons, including the lack of students' ability to think creatively and conduct some form of practical assessment under the conventional mechanisms. Previously, students mainly focused on the exam rather than trying to identify the fundamental concepts of the subject matter. As a result, instead of focusing on the exam without comprehending the subject matter, students should be able to study at their own pace.

The game-based learning model is one of the available learning models. Azan (2008) described how the game-based learning model attracts and engages users intending to adapt to learning, such as increasing knowledge and skills. Playing may enhance learning experiences that are easier for students to remember since

significant rules are involved in the learning process. According to Maiga (2008), playing can also boost students' moods during successful learning and encourage material repetition resulting from enjoyable events.

Game-based learning, as something of a model and as a sector, is at an all-time high, with more schools and teachers using games to learn in their classrooms. Unfortunately, some schools and teachers view games as a significant negative, and the concept of "games in the classroom" is considered inappropriate in some schools. Even teachers who wish to utilize game-based learning can face some obstacles, such as inadequate access to technology, a lack of understanding and broad experience with learning games, and a lack of data and assessment feedback from games. Despite these obstacles, games are becoming an essential tool in many modern learning environments (Groff, 2018).

Based on preliminary studies conducted, as one of the leading schools in the Ponorogo district, SMA Muhammadiyah 1 Ponorogo has more value in developing potential and ways of learning for students through various creative and innovative learning models. The researcher has chosen SMA Muhammadiyah 1 Ponorogo as a place of research because it has practiced this game-based learning model. Based on the description above, the researcher wants to conduct further research with the title of the thesis: **"The English Language Teaching Using Game-Based Learning Model at SMA Muhammadiyah 1 Ponorogo".**

B. Statement of Problems

Based on the background study above, the researcher formulated the research questions:

1. How the teacher's practice of English Language Teaching using the game-based learning model at SMA Muhammadiyah 1 Ponorogo?

2. What are the difficulties in practicing a game-based learning model at English Language Teaching Class?

3. What are the solutions to overcome the difficulties in practicing a game-based learning model at English Language Teaching Class?

C. Purposes of the Study

1. To describe the practice of the game-based learning model at SMA Muhammadiyah 1 Ponorogo.

2. To find out the difficulties in practicing a game-based learning model at SMA Muhammadiyah 1 Ponorogo.

3. To determine the solutions to overcome the difficulties in practicing a game-based learning model at SMA Muhammadiyah 1 Ponorogo.

D. Significance of the Study

1. For Teacher

This study aims to help teachers learn more about teaching English, particularly classroom management while increasing student engagement and interest in learning in English classes. This study contributes to the ability of English teachers to develop language teaching but also helps them improve their teaching methodology.

2. For the Researcher

The researcher gains invaluable experience that can be applied to other situations to improve the quality of teaching and learning. It also provides

information and a starting point for other researcher looking to enhance techniques for assisting students with their learning methods.

3. For Readers

As a resource for discovering more about the model in teaching and learning in the field of education, in this context, in English classes, students at school can learn in an environment that facilitates the absorption of learning materials.

E. Scope and limitation

This research focuses on the investigation of teaching English using a game-based learning model.

This research investigates teaching English using a game-based learning model in grade XI at Muhammadiyah Senior High School 1 Ponorogo.

F. The Definition of Key terms

Game-Based Learning   : Game-based learning is the use outsight a severe purpose (i.e. educational purposes) as a significant learning aid (Torrente et al., 2009)

English Language Teaching : English language teaching refers to the activities conducted by teachers in connection with language students placed in schools in this situation (Terrell & Brown, 1981).

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