



The Impact of Games on Students' Motivation in Learning English (A Case Study at the Eighth Grade of SMP Negeri 2 Sigli)

Irhamni¹, Fauziah², Jamaliah³
¹²³ Universitas Jabal Ghafur
*Email: fziah05@yahoo.com

*Corresponding Author : Jamaliah

Doi :


Keywords :

Learning
motivation,
Games, ELT.

ABSTRACT

This study focuses on the use of games to motivate students in learning English and the impact of games on students' motivation in learning English in the eighth-grade students at SMP N 2 Sigli. The research was a descriptive qualitative study. The participants of the study were the English teachers and the eighth grader students at SMP Negeri 2 Sigli. Interview, questionnaire and documents analysis were utilized as the instruments of the study. In validating the data, the researcher used data source triangulation by comparing the result of interview, questionnaire, and documents analysis. This research was analyzed by using interactive model of data analysis including the data reduction, the data display and conclusion, and verification. The findings showed that the ways that the English teachers used to motivate students in learning English were introducing English common words or phrases, applying games and song, providing positive punishments and reward, giving challenges in form of project based, sharing experience and advise about the importance of learning English. There were academic and non-academic impact of using games on students' motivation in learning English. In academic domain, the students were more knowledgeable and easier in understanding the lesson, and increased the students' ability in English especially vocabularies. Non academically the students became excited and enthusiasts in learning English, focused on the lesson, felt challenged to learn more, showed a sense of cooperation in group work, and enjoyed the lesson.

Volume 3, No.1, Juni 2023, Pages : 9-15

COPYRIGHT : © 2021 The Author (s) Published by International Journal of Education, Social Sciences And Linguistics (IJESLi) UNIGHA Publisher, All rights reserved. This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License Licensed under  a Creative Commons Attribution 4.0 International License. Site using optimized OJS 3 The terms of this license may be seen at : <https://creativecommons.org/licenses/by/4.0/>

1. INTRODUCTION

English is one of the mandatory subjects in every school in Indonesia. As determined by the Ministry of National Education (2004) the ability that must be possessed by Indonesian students is to understand and use information, thoughts, feelings, as well as, develop science, technology and culture using English. As a foreign language, to get success in learning English is not easy. Warden, C (2000) stated that one of the most critical things to the success or failure of students studying foreign language learning is their own motivation to succeed because in learning foreign language students require a lot of time and must put in much effort. (Mahmoed, A, 2014) in his journal explained that motivation is an important factor for explaining the success or failure of any complex task. This is also prevailed in the process of learning English, its failure and success in learning it depends on the motivation that the learners have in learning it.

Unfortunately, in the real condition there are many students who have less interest in learning English. Students' problem in learning English is the lack of motivation in learning. It is expected that students have high motivation in learning English so that they are eager to learn and give full attention to ongoing learning and get successful in mastering English. In this case, the English teacher should explain the importance of English in this industrial revolution era and teach the English using variety ways to make it interesting. Wahyudi (2017) explained that there are some strategies that the English teachers can use to motivate students in learning English such as giving praise, giving subtle ridicule, giving suggestions, playing motivation videos and giving idol stories. The English teacher should provide an attractive atmosphere in learning, help and appreciate the students in their learning phases (Jamaliah, 2017).

Another way that the English teacher can do to engage students in learning English is by using game. "The students thought that games helped them to understand the material easier and games could reduce boredom" (Ayu and Murdibjono, 2005). Games are a fun English learning technique and it can be used for all levels of students such as children, teens and even adult learners. Based on the background of the study presented, the purpose of this study are; (1) to describe the ways that English teachers used to motivate students in learning English and (2) to describe the impacts of using games on students' motivation in learning English of the eight grade students at SMP Negeri 2 Sigli.

1.1. English Language Learning

Language has so many different definitions in the opinions of linguists. One of the definitions is a primary need to express thoughts or opinions from one person to another (Richard. J, 2014; Hidayati, 2016). Based on the statement, we can understand that language is helpful in expressing our ideas or opinions and sharing them with others through the language we use. As the result, one can communicate with others, in term of education, technological advancements and so forth. Unconsciously, language has played a role as one of the main supports in increasing knowledge as the example mentioned.

Learning itself also has its own meaning. There are so many experts explained about learning and the importance of learning. According to (Diego & McCloskey, 2002; Maley, 2012) learning is an activity carried out by students to achieve new habits. It showed that learning activities undertaken by students aim to achieve new habits and in this case is English. English is a new thing for people who do not use English as the first language or second language. So, for them learning English is learning something new for example in Indonesian students.

Among the many languages in this world, it makes humans must have one language in the world as a tool to communicate with other humans who are living in different countries and having different first or second languages. International languages have an important role to be able to communicate with outside communities.

The purpose of teaching English to students at school is that students are expected to be able to master English where they can also apply it in daily communication. As explained by Ayu (2005) that mastering English by the high school students are expected to be able to take part and to be useful in social live and able to communicate even gain information which is mostly using English. In teaching English, generally there are four specific skills that must be mastered by students, namely: speaking; listening; writing and reading skill. The four skills are divided into two; productive skill and receptive skill. Productive skill is the skill which needs to do the needs to be able to produce language and these skills are speaking and writing. This skill is also considered an active skill. While receptive skill is the skill that do not require language production but only accept and understand them, these skills are listening and reading.

1.2. Learning Motivation

According to Yulistianti (2016) "Motivation is a psychological term which usually refers to a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such feeling ". Motivation is an encouragement that exists within a person that makes a person more eager in doing something to achieve their goals in doing it (Mukhtar, 2017). According to Wahyudi (2017) "Motivation is an arousal, impulse, emotion or desire that consciously drives one doing particular action and order to achieve goal. These goals will only be achieved if they are motivated by good motivation.

Based on these meanings, it can be understood that if someone does something based on a strong motivation success in doing it can be achieved. If we have less motivation in doing something then the interest in doing that will be very low so that the goals will not be achieved as expected. Motivation is an important tool to achieve a certain goal in which the existence of motivation will make easier for someone to achieve his goals in doing something, including desire, impulse and emotion.

Gardner (1985) classified two types of motivation, those are Integrative and instrumental. He claims that integrative motivated learners show interest in learning about the culture and people of the target language, whereas an instrumentally motivated learner has more pragmatic considerations in his mind regarding L2 learning. These two types of motivation can affect and control the procedures and results of learning. It is also called as intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. There are several factors that affect intrinsic motivation, namely (1) the existence of a desire and desire to succeed, (2) there is encouragement and need for learning, (3) there are hopes and ideals of the future, and (4) there is an appreciation for your-self in learning. Extrinsic motivation is things that require external stimulation to encourage learning activities such as teacher, family environment, or friends. There are several factors that affect extrinsic motivation, namely (1) the existence of appreciation from others (e.g. parents, teachers, friends, etc.) in learning, (2) the existence of interesting activities in learning, and (3) the existence of the conduciveness environment.

1.3. Games as Learning Media

Wright, Betteridge and Buck (2006 as cited in Hidayati, 2016) "Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others". According to Kurniawati and Fitria (2017) "Game can stimulate and motivate the students to become more interest, enjoyable and communicative". Game is a learning technique that is very suitable for students because learning by using games is very fun. Basically, all students like games either children or adults. Therefore, using game in learning English is one of the most effective learning techniques in teaching English.

Mubaslat (2012) stated that the use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information and it is also a positive, interactive alternative method of teaching and information sharing. The English teachers have to use educational and fun game to entertain students in learning English. Games are not widely used in English classrooms, so applying them may make learning more enjoyable and may develop different abilities in students (Rizki, Rukmini, & Sutopo, 2013). Furthermore, Ayu and Murdibjono (2005) explained that the students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and chase away their fear. By using games students become interested and enthusiastic about learning. Moreover, game can challenge students to be the winner of the game. It makes students motivated to win the game so they must pay more attention in playing it.

Gretchen E. Weed (1971 as cited in Jannah, 2011) stated that using game in teaching language has many purposes (physical activity, enjoyment, cultural content and language learning. Based on the purpose of games, educational game is not only can be played outside of the classroom but also the game can be played in the classroom. Not all of the games that is used as learning games require various tools or materials to be able to play it but there are also some games that can be played at any time which is called as simple game.

Hurwitz and Goddard (as cited in Jannah 2011) explained that games will help the students in developing their specifically linguistic skills. It depends on which kind of the function that is available in teaching and learning process. Jill Hadfield in *Advanced Communication Games* divided games into two kinds, Competitive game the players or team race to be the first to reach the goal and Co-operative games, in which players or team work together towards a common goal. It can be understood that games not only can be played by one person but it also can be played by more players, in purpose to be the winner or to reach the goal as quick as possible. Moreover, games also can be played by individual,

teams, group-work, and pair-work and they have to compete with each other.

2. RESEARCH METHOD

This research is descriptive qualitative research which describe and interpret events, condition, or situation, of the present. The data in this research was collected in form of the information and responses that given by the Eight grade students about students' motivation in learning English by using games and the information about the way that English teachers use in motivating students in learning English that given by the English teachers at SMP Negeri 2 Sigli. The informants and respondents in this research were chosen through purposive sampling technique. In this research, the respondents were the eighth-grade students at SMP Negeri 2 Sigli who had learnt English by using game and the English teachers at SMP Negeri 2 Sigli. The document that is used in this research is an available written document which concern on the teaching and learning process of English subject including lesson plans.

The instruments in this study were interview guidelines, questionnaire and document. The first interview is pointed to English teachers. The topic of interview was about the way that the English teachers used to motivate students in learning English. The second Interview was pointed to the eighth-grade students with the topic of students' motivation in learning English by using game. The second one was questionnaire which intended to obtain the data about the impact of using games on students' motivation in learning English. In this research, the researcher used Likert Scale questionnaire. Likert Scale is a scale which is used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on operational definitions set by the researcher. The questionnaire in this study consisted of 30 questions and each question has five options of what students actually experienced. The options are from strongly agree to strongly disagree. The questionnaire discussed about the students' opinion about learning English by using game. The questionnaire was distributed through online to the respondents. The last one was document analysis. The researcher analyzed the lesson plans to cross-check whether the teachers had a plan to give motivations in their lesson plan or not. The data collected in natural setting without any manipulation of the setting.

In analyzing the data, the researcher used Miles and Huberman type. According to Miles and Huberman (1984) in Sutopo (2002, as cited in Wahyudi 2017) stated that in analyzing the data, the researcher needs follow some steps they are: data reduction, data display, conclusion and verification. Data reduction is the process of summarizing data selecting main points, and focusing only on important things based on the themes and patterns of a study. Thus, the reduced data will provide a clearer picture, and make it easier for researchers to do further data collection. In this case, the information from the research activities in interviews if the data were unimportant or did not support the data the researcher needed. As well as in the questionnaire, the researcher reduced the respondents' responses to the statements in the questionnaire if the data were unimportant or did not support the data the researcher needed. Besides, the researcher also reduced the data of the questionnaire in the different statements but have the same idea.

Display data is a description of the data that has been obtained. This stage is carried out by the researcher to arrange the narrative, information and description into a conclusion drawing from the research. Display data is used in arranging the information, description or narration to draw the conclusion of presenting important data which led conclusion. The researcher displayed the data after reducing unimportant data. The data that have been displayed were analyzed by the researcher to arrange the information into a conclusion. The data were analyzed from each question of the information that obtained in the interviews and from the responses to each statement in the questionnaire.

3. RESULTS AND DISCUSSIONS

There were various ways that the English teachers used to motivate students in learning English. Those were: introducing English common words or phrases, applying games and using song, giving positive punishments, giving challenges in form of project based, giving rewards and giving advises and understandings about the importance of learning English. To find out what are the impact of using games on students' motivation in learning English, the researcher used questionnaire and interviewed the students by asking some questions related to students' motivation in learning English by using games.

On the statement number 1, "The students like learning English by using games", the data showed that there was 66, 7 % of the respondents like to learn English by using games. On the statement number 3, "I'm more excited in learning English using games", the data showed that there was 66, 7 % of the students become more excited in learning English if the teachers apply games in teaching English. On the statement number 5, "My teacher often uses games when learning

English”, the data showed that 56, 7 % of the students the teachers used to apply games in teaching English. On the statement number 6, “Easier to understand the lesson in learning English by using games”, there was 76, 7 % students increase their ability in understanding the lesson.

On the statement number eight, “Have some difficulties in learning English by using games”, the data showed that 56, 7 % of the students don’t have any difficulties in learning English by using game. It means that games make students easier in learning English. On the statement number 11, “Learning English using games increase English skill”, there was 86, 7 % of students can feel that their ability in English increase when they learn English by using games. On the statement number 14, “Like to answer teachers’ question during English class”, the data showed that 70 % of students excited to answer teachers’ question during the English lesson. The statement number 15, “Like group assignments and want to be the best group in doing the assignments”, the data showed that 66, 7 % wanted to be the best group in doing the assignments and most important is they like to do it. The statement 17, “English games make easier to remember English vocabulary”, there were 14 students who strongly agree, 12 students agree, 3 students choose neutral, and 1 student disagree. On the statement number 20, “Games are very useful in learning English”, the data showed that 70 % of students believe that learning English by using games is useful. On the statement number 22, “Not missed games in English class”, the data showed that there were 76, 7 % of students were engaged in learning English using games which make them don’t want to miss the class due to they enjoy the lesson which applied by using games, the students try to always come and join the English class.

The statement number 23, “Using games in learning English is not boring”, the data showed that there were 70 % of students don’t easy to get bored in learning English if the lesson is applied by using games. On the statement number 24, “Work together with group member to finish assignment and get the best value”, 90 % of students show their participation by give their best in finishing group assignment by working together so that they can get the best value. On the statement number 26, “Like learning English with challenges”, 63, 3 % of the respondents like the challenge that they got in learning English process. On the statement number 27, “Open the dictionary immediately to see the meaning of a word when the teachers ask the meaning of it”, 76, 7 % of students have good responses when their English teachers ask them the meaning of English word. On the statement number 28, “Like to repeat words/sentences after teacher”, 70 % of students like to repeat saying English word after listened to their teachers’ pronounce it.

On the statement number 29, “More focus on lesson by using games”, 73, 3 % of the respondents become more focus on the lesson by using games. It is because when the students wanted to be a winner in the game that they are playing, automatically the students will focus more on it because games make them being competitive. In fact, the impact of being competitive will make the students more focus on the lesson. On the statement number 30, “Try to win the games in learning English”, 86, 7 % of students were being competitive to win the games that they are playing during learning process. Applying games in teaching English can make the students become more competitive in learning and it is a good motivation for them because they will do their best to win the games.

Based the result of questionnaire and interview, there were some impacts on students’ motivation in learning English by using games; students like to learn English more, become more excited in learning English, more focus on the lesson, get more knowledge, make students easier in understanding the lesson, increase the students’ ability in English, more challenged to learn more, more shows a sense of cooperation in group work, can enjoy the lesson more, and increase students’ vocabularies.

The result of the interview with the English teachers showed that the English teachers used some various ways in motivating students in learning English. They were introducing English common words or phrases, applying games and using song, giving positive punishments, giving challenges in form of project based, giving rewards and giving advises and understandings about the importance of learning English.

The result of questionnaire and interviews to the students related to the impact of using games on students’ motivation showed that there are some impacts of using games on students’ motivation in learning English in form of academic and nonacademic. Academically the students get more knowledge, make students easier in understanding the lesson, increase the students’ ability in English and increase students’ vocabularies. Non academically the students become more excited in learning English, like to learn English more, more focus on the lesson, felt challenged to learn more, shows a sense of cooperation in group work, and can enjoy the lesson. The students become more excited in learning English when the teacher applied game in English class. It also makes the students become more focus on the lesson due to they try to focus on the game that they are playing. Besides, it makes students easier in understanding the lesson because the students pay a good attention on the lesson. It happened because when the students playing a game, they wanted to be the winner of the game so the students will do their best to pay more attention on it. Moreover, at the same time it could increase the students’ ability in English while they have a good understanding about it. By applying games, it challenged to learn more due to their ambition to be a good player of the games. Besides, the students able to

show their sense of cooperation in group work when they are playing as a team. The students can enjoy the lesson better in learning by using games because it is not easy to get bored. It is also could increase students' vocabularies because using games could make the students easier to remember the vocabularies which is used in playing the games.

4. CONCLUSION

The researcher draws two conclusions from this research, those are: 1) The English teachers used some various ways to motivate students in learning English. The ways that the English teachers used to motivate students in learning English were introducing English common words or phrases, applying games and using song, giving positive punishments, giving challenges in form of project based, giving rewards and giving advises and understandings about the importance of learning English. Introducing English common words/phrases to engage the students in learning English is only done by the first English teacher. 2) The researcher concluded that there are some impacts of using games on students' motivation in learning English academically and non-academically. Academically, the students get more knowledge, make students easier in understanding the lesson, increase the students' ability in English and increase students' vocabularies. Non academically, the students become more excited in learning English, like to learn English more, focus on the lesson, felt challenged to learn more, shows a sense of cooperation in group work, and can enjoy the lesson. The students try to focus more when they are playing games because the students wanted to win the games automatically the students became more focus on the lesson because they learn it by using games.

AUTHORS' CONTRIBUTIONS

Conceptualization, methodology and formal analysis: Irhamni, original draft preparation: Irhamni and Jamaliah, Review and editing: Fauziah. All authors read and approved the final manuscript.

ACKNOWLEDGMENTS

This work was supported by grants from rector of Universitas Jabal Ghafur (Prof. Dr. Bansu Irianto Ansari, M.Pd).

REFERENCES

- Aguirre, Diego, Daisy Bustinza, and Mijail Garvich. "Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru." *English Language Teaching* 9.2 (2016): 178-191.
- Ayu, L. D. A. M. (2005). *The Use of Games in Teaching English at SMAN 2 Pare*. 1-8.
- Creswell, John W. (2000). *Research Design*. New York: SAGE publication.
- Davis, M. R. and P. (1995). *More Grammar Games*. UK: Cambridge University Press.
- Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold.
- Gasma, Y. (2017). *the Implementation of English Song in Teaching Vocabulary at the First Grade of Senior High School*.
- Ghufron, M. Nur & Rini Risnawati. *Teori-Teori Psikologi*. Jakarta: Ar Ruzz Media, 2010
- Hidayati, T. N. (2016). Students' Motivation In Learning English By Using Games. In (Vol. 2002, Issue 1). <https://doi.org/10.1109/ciced.2018.8592188>
- Hsu, Lisa. "The impact of perceived teachers' nonverbal immediacy on students' motivation for learning English." *Asian*

EFL Journal 12.4 (2010): 188-204.

Jamaliah, F. (2017). *The Implementation of Communicative Approach in Teaching English at Junior High School*. 217–228.

Kassiram, Moh. *Metodologi Penelitian*, (Malang: UIN-Malang Press, 2008), hal. 127, 128

Louis Cohen, L. M. and K. M. (2005). *Research Methods in Education*. Taylor & Francis e-Library

Mahmoud, Ahmed Awad Amin, and Ziyad Ahmed Tanni. "Using games to promote students' motivation towards learning English." *Journal of Al-Quds Open University for Educational and Psychological Research and Studies* 336.2320 (2014): 1-21.

Richards, Jack C., and Theodore S. Rodgers. *Approaches and methods in language teaching*. Cambridge university press, 2014.

Rizki, M. S., Rukmini, U. D., & Sutopo, D. (2013). *The Use of Picture Games To Improve Students' Motivation In Learning Vocabulary*. 3(2), 126–135.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.

Mukhtar, F. (2017). *The Students Motivation In English Language Learning of Eight Graders at MTS Darul Amin Palangkaraya*. <https://doi.org/10.25236/fmess.2017.45>

Wahyudi, M. (2017). *The Strategies Of The Teacher In Motivating Their Students In Learning English*.

Warden, Clyde A., and Hsiu Ju Lin. "Existence of integrative motivation in an Asian EFL setting." *Foreign language annals* 33.5 (2000): 535-545.

Yulistianti, H. D. (2016). *Enhancing Motivation In Learning English: Students In Primary School*. 3(1).