

CHAPTER I

INTRODUCTION

This chapter presents background of the research, limitation of the research, research questions, aims of the research, significance of the research, and hypothesis. This chapter also provides a brief explanation about the method of the research. In the end of this chapter, the researcher informs clarification of main terms, and organization of the paper.

1.1 BACKGROUND

Young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of foreign language, especially English. Unfortunately, as children grow, their passion for learning English frequently seems to shrink. Learning English often becomes associated with drudgery instead of delight.

Many of students are physically present in the English classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning. In other words, teachers face a lack of student motivation.

However, teachers have the ability to motivate students in a positive way, since teachers have the biggest influence and power on the students. When the teacher creates a learning environment filled with creativity and fun, it will enhance the learning process, energize, and obviously motivate the students.

That is why the teacher has to find a kind of method that can be used to introduce a hard material in a fun way. It is believed, if students can perceive English as a fun subject, it is easy for them to absorb the material. Furthermore it will motivate students to learn more about English.

students with the material and with each other. Puzzles are a great way of giving students a practical introduction to some of the key concepts they need to learn as part of their communications training. Puzzles can be applied to create interest and may give an early introduction to key ideas or skills that will be developed later. If the students enjoy the puzzles used in language classroom, so it can be said that puzzles are source of motivation.

However, to some extent, using puzzles could also create a negative view of the student. Many people believe that puzzles can bring a bad effect on learning process. They perceive that using puzzles is just a waste of time, and there is no benefit on it. This gap magnetizes the researcher's attention to explore more on the usage of puzzles in the real classroom situation. And the researcher also wants to make sure whether puzzles can improve students' motivation or not. Based on those curiosities, the researcher does observation about it which is formulated in the title of research paper: **“The Effectiveness of Using Puzzles in Improving Students' Motivation in Learning English” (An Experimental Study in the Eleventh Grades Students of SMK N 4 Bandung).**

1.2 LIMITATION OF THE PROBLEM

This research is limited in gathering information on how puzzles, which are held in English language classroom, affect students. The researcher specifies her study in the observation on the effectiveness of using puzzles in improving students' motivation in learning English, without neglecting other aspects that could occur in the adapting of puzzles in the classroom activities.

1.3 RESEARCH QUESTIONS

- 1.3.1 Is teaching English using puzzle effective in improving students' motivation in learning English?
- 1.3.2 What are the advantages and disadvantages of using puzzles in English classroom?

1.4 THE AIMS OF THE RESEARCH

Derived directly from the mentioned research questions above, the aims of this research are:

- 1.4.1 To find out whether puzzle is effective in improving students' motivation in learning English.
- 1.4.2 To identify the advantages and disadvantages of using puzzles in English classroom.

1.5 THE SIGNIFICANCE OF THE RESEARCH

The research is likely to have implications to enhance teaching method held in the English classroom. This research provides a method that can be used by teachers, especially for English teacher at SMK N 4 Bandung. The method is served to help students increase their motivation in learning English.

The teaching method uses puzzles. The research also presents a real portrait of the use of puzzles in English language classroom at SMK N 4 Bandung.

Puzzles can be used to evade the phenomena broaden in students reflection which is said that English is a boring and difficult lesson. By using puzzles students can more enjoy the lesson.

1.6 THE HYPOTHESIS

A statistical hypothesis is an assumption about a population parameter. This assumption may or may not be true. The null hypothesis, denoted by H_0 , is the most common hypothesis that is used in experimental research. It states that there is no difference between the sample and the population after receiving the special treatment (Hach and Farhady, 1982: 85-86).

Therefore, this study puts forward the null hypothesis as follows:
“There is no significant difference in students’ motivation improvement in learning English between control group compared with experimental group, which have been given puzzles treatments in their English language classroom.”

1.7 RESEARCH METHOD

Barry and Joan (1997) believed that “experimental designs are especially useful in addressing evaluation questions about the effectiveness of programs.” Moreover they stated that there are two categories of experimental design; true experimental design and quasi experimental design.

True experimental design includes more than one purposively created group, common measured outcome(s), and random assignment, whereas quasi-experimental design is commonly employed in the evaluation of educational programs when random assignment is not possible or practical.

For this occasion, the research is conducted within the framework of a quasi experimental research design, since it is not feasible for the researcher to use random assignment. The quasi experimental research design has not only an experimental group, but also has a control group. With this design, both a

control group and an experimental group are compared; a control group is functioned to be a standard of comparison from an experimental group. Achievements of the experimental group can be distinguished evidently.

In this research, both groups will have questionnaire before the treatment and questionnaire after the treatment, but they will get different treatment. Puzzles will be given to the experimental group and the conventional model of teaching to the control group. The experimental design in this study can be illustrated in the design below:

<u>G₁</u>	<u>T₁</u>	<u>X</u>	<u>T₂</u>
G ₂	T ₁		T ₂

- Notes:
- G₁ : Experimental group
 - G₂ : Control group
 - X : Puzzles treatments
 - T₁ : Questionnaire before the treatment
 - T₂ : Questionnaire after the treatment
-

1.7.1 Data Collecting Procedure

The research goes through some phases in collecting the complete data. The first phase is testing the instrument. The second phase is giving questionnaire before the treatment in both groups. Conducting treatments in the experimental group is the third phase, and then giving questionnaire after the treatment in both groups, as the fourth phase. For the fifth phase, the researcher administers puzzle questionnaire and interview for the experimental group, and the last phase is determining the data.

1.7.1.1 Population and Sample

Population of this research is eleventh grade students in SMK N 4 Bandung. From the information gathered, there are 313 of eleventh grade students in this school.

Suharsimi Arikunto (1989: 187) said that “if the population is more than 100, so the researcher can take only 10-15% or 20-25% of the entire number of population.”

Based on the explanation, the researcher will take only 20% of the population, it means 63 students. It means, the research will take two classes for the sampling since in this school there are about 30 students in each class. These two classes will be chosen randomly. In addition to the students, the researcher feels that it is an obligation to take the teacher for the sample since the teacher is a person who has a big influence in motivating the students.

1.7.1.2 Instruments

Before analyzing the data, this research must gain some information and data about the topic of this research. For this purpose, there are some instruments that should be used. The instruments used in collecting the data are:

1.7.1.2.1 Questionnaire

Questionnaire is the important instruments used in this research. The outputs of the questionnaires are in the form of numbers (scores). In the process of data collecting, the researcher uses the scores of the students obtained from those questionnaires. By using questionnaire the researcher can identify whether puzzle is effective in improving students' motivation or not, so the researcher can get the answer for the first research question.

1.7.1.2.2 Interview

Both students and teacher are interviewed to obtain more information about their perception regarding the English subject and the use of puzzles in English language classroom, so the researcher is able to gain the answer of the second research question, which is about the advantages and disadvantages of using puzzle in English classroom. It is also to find out students' interest and motivation in the classroom relating to the use of puzzles.

1.7.1.2.3 Puzzles

Some puzzles are used in this research as treatments. Puzzles are only given to the experimental group, whereas the control group is taught using a conventional method.

1.7.2 Data Analysis

The data obtained will be organized and analyzed in order to say something meaningful. The data is in a quantitative form.

Afterward, the data are organized as follows:

1.7.2.1 Analyzing try-out instrument result by firstly computing its item analysis, validity and reliability.

1.7.2.2 Computing the normal distribution of questionnaire before the treatment and questionnaire after the treatment scores from both experimental and control groups.

1.7.2.3 Employing the t-test.

The researcher uses t-test to determine if there is a significant difference between the experimental and control groups'

can be defined as gaining knowledge of or skill in, by study, practice or being taught. In this occasion, learning means gaining knowledge of and skill in mastering English.

1.9 ORGANIZATION OF THE PAPER

This paper is organized into five chapters:

Chapter I: This section contains introduction which discusses background, limitation of the research, research questions, the aims of the research, the significance of the research, the hypothesis, research method, data collecting procedure, data analysis, clarification of main terms, and organization of the paper.

Chapter II: It contains theoretical foundation, which serves as a starting point for investigating the research problems.

Chapter III: Methodology of the research is discussed in this section. It contains research question, variables of the research, research method, population and sample, data collecting procedure and data analysis.

Chapter IV: This chapter reports the findings and discussions about the research. The data gained from questionnaires and interviews are presented in the form of table, diagram and transcriptions of interviews.

Chapter V: It contains conclusions of this research and suggestions for further research.