THE CORRELATION STUDY BETWEEN USING GAMES AND STUDENTS' ENGLISH LEARNING MOTIVATION

(A Case Study of the Fourth Year Students of MI Falahul Mukminin 02 Padaan in The Academic Year of 2011/2012)

GRADUATING PAPER

Submitted to the Board of Examine in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in the English and Educational Department.

By:

DEWI ARIANA
NIM. 11307019

ENGLISH AND EDUCATION DEPARTMENT
STATE ISLAMIC STUDIES INSTITUTE (STAIN)
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2012
ATTENTIVE COUNSELOR NOTES

Case: Dewi Ariana’s Graduating paper  Salatiga, January 20\textsuperscript{th}, 2012

Dear

The Head of State Islamic
Studies Institute of Salatiga

\textit{Assalamu’alaikum wr. wb.}

After reading and correcting Dewi Ariana’s Graduating paper entitled “THE CORRELATION STUDY BETWEEN USING GAMES AND STUDENTS’ ENGLISH LEARNING MOTIVATION (A Case Study of the Fourth Year Students of MI Falahul Mukminin 02 Padaan in The Academic Year of 2011/2012). I have decided and would like to propose that if it could be accepted by the educational faculty, I hope it would be examined as soon as possible.

\textit{Wassalamu’alaikum wr. wb.}

Consultant

Hanung Triyoko, M.Hum, M.Ed
NIP. 197308151999031003
STATEMENT

In the name of Allah who the Most Gracious the Most Merciful.
Hereby the writer fully declares that this thesis is made by the writer herself and it is not containing materials, written or has been published by other "people" ideas except the information from the reference. The writer capable account this for thesis if in the future this thesis can be proved of containing other thesis. This declaration is made by he writer to be understood.

Salatiga, 20th January 2012

DEWI ARIANA
113 07 019
MOTTO

Many people felt unsatisfied with what they got, and reached the unreachable things.

If you are a fish, just swim with pleasure and never dream to fly.

And if you are a bird, enjoy flying to the sky, and

Never dream to swim into the deep water.

Because everyone can appreciate and love everything one has.

(The writer)

In every pieces of destruction, God left hope.

(Bee Season)

Yesterday is history

Today is gift, and

Tomorrow is mystery
DEDICATIONS

This research paper is proudly dedicated to:

❖ Allah SWT, the Supreme Being; the Lord of this universe
❖ My beloved father and mother, thanks for undying pray, love and affection
❖ My beloved brother and sister, thanks for endless support and care
❖ Someone who someday will be my soulmate and who has been coloring in my days and be apart in my life for giving his love, support and beautiful moments when we share and spend the time together. I never forgets his sacrifice for waiting her along three years.
❖ All my cheerful sisters (Mba’ Liz and Mba’Nik), brother-in-law and nephews (Davin and Affan)
❖ My best friends (Nunung, Reny, Penty, Daniatix, Rizal, and all of my friends in TBI A ‘07) for sharing every moment and for their best friendship. I never forget ever having friends like them, they are the best thing in my life.
❖ Thank to buluk “Soraya Hyat Khan” who always help me to finished my graduating paper.
❖ All my friends and the other great person that she cannot mentioned one by one.
ACKNOWLEDGEMENT

Thank to Allah SWT, the most Gracious, the most Merciful, the writer finally finished this research paper to fulfill the requirement for getting Bachelor Degree. Praise and invocation also goes to our Great Messenger, Muhammad SAW, whom we always hope his intercession in the end of the world. The writer would like to express her deepest gratitude for the people who have helped her in getting through this research paper by their support, advice and even criticism.

This thesis is presented to English department of State Islamic Studies Institute (STAIN) Salatiga in partial fulfillment of requirement for the degree of Educational Islamic Studies (S.Pd.I). It is important for the writer to thank people behind the making this thesis the writer would like to thanks to:

1. Dr. Imam Sutomo, M. Ag. as the head of State Islamic Studies Institute of Salatiga.

2. Mrs. Maslihatul Umami, M. Pd. as a chief of English department

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9. All of the A class of 2007, good luck guys!

10. All students of English department in academic year 2007 and for everybody who cares on me.

For all, the writer can present nothing but her deepest thanks. Inadequacy of time, energy and competence make the research paper has not been excellent yet. Thus, any criticism, comment, and suggestion for the improvement are accepted.

Salatiga, January 20th, 2012

The writer

Dewi Ariana
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>ii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>PAGE OF CERTIFICATION</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

- A. Background of the Study ........................................... 1
- B. Limitation of the Problem ........................................ 4
- C. Statement of the Problem ......................................... 4
- D. Objective of the Study ........................................... 4
- E. Benefit of the Study ............................................. 5
- F. Definition of key term ........................................... 6
- G. Review of Previous Researches ................................. 7
- H. Hypothesis .......................................................... 8
- I. Methodology of Research .......................................... 8
- J. Thesis Outline .................................................... 10

## CHAPTER II: THEORETICAL FRAMEWORK

- A. The Definition of Games ........................................... 12
- B. Definition of Student's Learning Motivation .................. 22
- C. The Implementation of Using Games to Improve Students’ Learning Motivation ........................................... 29
CHAPTER III: THE GENERAL DESCRIPTION OF MI FAHALUL

MUKNININ 02 PADAAN

A. Research Setting................................................. 32
B. The Structure of Organization................................. 33
C. Visions of MI Falahul Mukminin 02 .......................... 34
D. Missions of MI Falahul Mukminin 02 ......................... 34
E. Infrastructures.................................................... 34
F. Teacher Condition................................................. 36
G. Students Condition................................................ 37
H. Curriculum......................................................... 38

CHAPTER IV: DATA ANALYSIS

A. Data Presentation.................................................. 40
B. Data Analysis....................................................... 41
C. Hypothetical Conclusion......................................... 52

CHAPTER V: CLOSURE

A. Conclusion........................................................ 55
B. Suggestion......................................................... 56

BIBLIOGRAPHY

APPENDIX
GRADUATING PAPER

THE CORRELATION STUDY BETWEEN USING GAMES AND STUDENTS' ENGLISH LEARNING MOTIVATION

(A Case Study of the Fourth Year Students of MI FALAHUL MUKMININ 02 PADAAN in The Academic Year of 2011/2012)

DEWI ARIANA

11307019

Has been brought to the board examiners of English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga on February 28th 2012, and hereby considered to completely fulfill the requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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2nd Examiner : Norwanto, S.Pd., M.Hum.
3rd Examiner : Hanung Triyoko, M.Hum, M.Ed.

Salatiga, 28 February 2012

Dr. Imam Sutomo, M.Ag
NIP: 19580827 198303 1 002
ABSTRACT

Dewi Ariana 11307019. The aims of this research are: (1). To find out the using games in English subject of the fourth grade students of MI Falahul Mukminin 02 Padaan. (2). To find out the students’ English learning motivation of the fourth year students of MI Falahul Mukminin 02 Padaan. (3). To find out the correlation between using games and students’ learning motivation in teaching learning process of the fourth grade students at MI Falahul Mukminin 02 Padaan. To gets the data for writing down this graduating paper the writer applied several methods and can be divided into three types such as: document study, field research, and statistical methods. The researcher discovered the result that: (1). The obtaining of english score by using games is 77% because they are so interesting in playing the game. It means that they get good score when teaching process use games. (2). The obtaining of students’english learning motivation score is 27%. In the classifies of 8 students get high score, 8 students get middle score and 4 students get low score. It indicates that the motivation is high because they are interested and amused when play the game. (3). Based on the data analysis and the test of hypothesis, it is obtained that the value of $r_{xy}$ is 0,668, in the table of the degree of significance of 5% and 1%, the value of the degree of significance is 0,349 and 0,449. It means that the alternative hypothesis (Ha) is accepted (there is correlation) and the null hypothesis (Ho) is refused. The writer comes to the conclusion that the use of games has positive effect for students’ English learning motivation.

Keyword: Correlation, Games, Students’ English Learning Motivation.
CHAPTER I

INTRODUCTION

A. Background of The Study

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Many problems are faced in teaching learning process especially for teachers who are responsible to make students understand the materials, to control classroom atmosphere, so students feel enjoy in teaching learning process and succeed in their study.

One of teacher's roles in teaching learning process is a teacher as manager. And game is one of medium in teaching learning process that teacher can apply in classroom. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. Games are very interesting both in classroom and outdoor.

There are many advantages of using games for teaching such as motivating and challenging. Games encourage students to interact and communicate. Students are usually amused and interested in games. They can play and learn with games. They can be practice and learn all language skills through game activities. There are many games for teaching so
teacher should be chosen suitable games for his/her students to develop them.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Jiil Hadfield, 1984, p.4). Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do, so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Not only does the integration of learning with gaming make science more fun; it also motivates students to learn, immerses them in the material so they learn more effectively and encourages them to learn from their mistakes to learn more here.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them. Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

In an effort to improve the quality of learning that is, efforts were made to increase learning motivation. In terms of student learning will be
successful if in itself there is a willingness to learn and the desire or urge to learn, because with increased motivation to learn, the students will be moved, directed attitudes and behavior of students in learning. Motivation to learn is contained in the ideals or aspirations of students, it is expected that students have the motivation to learn, so understand what the objectives of learning.

Motivation for learning increases when the learner finds relevancy in the material or feels there is a need to know the particular content. Students find incentives in lessons that they connect with and apply to their own life and experiences (Kirby Elizabeth, Ed.D and McDonald Jill, M.Ed, 2009: 5). Many factors affect a given student's motivation to work and to learn interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others, some by overcoming challenges.

For that reason, the writer is interested in writing the thesis entitled: "The Correlation Study between Using Games and Students’ English Learning Motivation (A Case Study of the Fourth Year Students of MI Falahul Mukminin 02 in The Academic Year of 2011/2012)"
B. Limitation of The Problem

This thesis will be restricted in teaching learning process of English as a foreign language this especially focuses on "how far is the correlation between using games and students' English learning motivation in teaching learning process of English". This research is conducted to the fourth grade student of MI Falahul Mukminin 02 Padaan in academic year of 2011/2012.

C. Statement of The Problem

In this research, the researcher discusses the following problem:

1. How far the using games in teaching English subject of the fourth year students of MI Falahul Mukminin 02 Padaan?

2. How is the students’ English learning motivation of the fourth year students of MI Falahul Mukminin 02 Padaan?

3. Is there any correlation between using games and students’ learning motivation of the fourth year’s students of MI Falahul Mukminin 02 Padaan?

D. The Objective of The Study

1. Objectives of the study are:

   a. To find out the using games in English subject of the fourth grade students of MI Falahul Mukminin 02 Padaan.

   b. To find out the students’ English learning motivation of the fourth year students of MI Falahul Mukminin 02 Padaan

   c. To find out the correlation between using games and students’
learning motivation of the fourth grade students at MI Falahul Mukminin 02 Padaan.

E. Benefit of The Study

a. Theoretically

The writer can give more explanations is needed teacher especially the correlation between using games and students learning motivation in teaching learning process. Students will be interested and enjoy in teaching learning process because there is games in teaching learning process. It means that students are not bored, because almost students in Elementary School regard English is one of difficult subject. Therefore with using games in teaching learning process will change that statement and opinion, English be easy subject and fun subject. On the other side with using games gives motivation, in learning and achievement. So students can playing and also learning with fun and easily to accept the material.

b. Practically

This research is expected to give input for MI Falahul Mukminin 02 Padaan to get more progress. Game is one of medium in teaching learning process; it is supposed to be orientation in improving the process of teaching and learning English in MI Falahul Mukminin 02 Padaan in order to be better. And it is also supposed to be able to solve the problems of teaching and learning English in MI Falahul Mukminin 02 Padaan. For the writer, is one of a teacher candidate, he
needs to equip himself with a lot of experiences. He should know the important of using games for successful in teaching learning process.

F. Definition of Key Term

To make this research title easy understand, the writer wants to clarify and explain the term used. They are as follow:

1. Game
   a. In the German language a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. For example, people dance, play musical instruments, act in plays, and play with dolls and model trains (BR Aetius, 1981, p.78)
   b. Game is an activity with rules, goal and element of fun. (Jiil Hadfield, 1984, p.4)

2. Student’s Learning Motivation
   a. Motivation is kind of internal drive that encourages somebody to pursue course of action but people are often unaware of their own motive (Elly M. Christopher, 1986. p.32). Motivation can be describe as the students need to learn or driving force that make them hard work. The motivation may come from the student themselves, that is the intrinsic motivation or may be their environments encourage them to learn, that is the extrinsic motivation.
   b. Students’ learning motivation is the tendency of students in learning
activities driven by the desire to achieve or learn the best possible outcome. (Clayton Alderfer, 2004, p.42)

G. Review of Previous Researches

To make sure that this research has not been done before and to enrich the data about the use of media in English teaching-learning, the writer reviews some related research. Below are more related researches:

THE USE OF GAMES TO VOCABULARY MASTERY OF THE FIRST STUDENT'S OF SMA ALTERNATIF PANGGUGAH BOYOLALI IN ACADEMIC YEAR OF 2007/2008, by Asyir Fadlilah, the student of English Educational Department State Islamic Studies Institute of Salatiga, in 2009. In this research she explains that there are any significant difference of vocabulary mastery between game and non-game in English teaching learning process. (Asyir Fadlilah, 2009, Research Paper)

The second is research entitled THE EXPERIMENTAL STUDY OF USING GAMES TO IMPROVE THE ENGLISH ACHIEVEMENT OF THE SIXTH YEAR STUDENT'S OF SD NEGRI CANDI 02 BANDUNGAN, SEMARANG IN THE ACADEMIC YEAR OF 2009/2010, by Abdul Ghofur, the student of English Educational Department State Islamic Studies Institute of Salatiga, in 2010. In this research he explains that there are any significant difference of student achievement between game and non-game in English teaching learning process. (Abdul Ghofur, 2010, Research Paper).
H. Hypothesis

Hypothesis is tentative answers to research problem (David Nachiamas, 1999: 66). The conscious and motivation of students for doing games activity, will give result the upper phase of maximal learning motivation of students. Based on this Consideration, the writer gives upcoming hypothesis that "there is positive correlation between using games and students'english learning motivation". It means that the more students get motivation to learn more English would go well.

I. Methodology of Research

In writing thesis, the writer used the research procedure to obtain the empirical data required to provide materials for analyzing:

1. Population

Suharsimi Arikunto states "population is all members of the research subject." (Suharsimi Arikunto, 1993: 102)

2. Sample

Sample is the part of the representative of population who are observed. In this research the writer taken the students of MI Falahul Mukminin 02 Padaan especially in fourth year in the academic year 2011. The writer takes 20 students as sample of the research.

3. Data Collecting Method

To get some data dealing with the topic the writer had several
methods, those all are following:

a. Questionnaire Method

Questionnaire Method is a number of written questions used to obtain information from respondents in term of reports of personal or other matters that are known. From the statement above to note that the questionnaire is a way collection of information by submitting a list of questions on matters under investigation.

b. Documentation Method

Documentation Method is based a number of data in the school. The documentation was used to get data of the history of MI Falahul Mukminin 02 Padaan, structures organization of teachers and staff, infrastructure, etc.

c. Data Analysis Method

In analysis data, the writer used descriptive analysis. The steps to do are the researches were: collected data and then explained that data, after that analyzed data. In this case the writer uses statistic. Based on the data the writer made a table from it and it is analyzed by statistic.

To determine whether or not there is a significance correlation between games and students' learning motivation. The writer will use formula of product moment correlation.

\[ r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left(N\Sigma X^2 - (\Sigma X)^2\right)\left(N\Sigma Y^2 - (\Sigma Y)^2\right)}} \]
In which:

$r_{xy}$: Correlation coefficient of variable X and Y

$\sum X$: The sum of variable X

$\sum Y$: The sum of variable Y

$\sum X^2$: The sum of square variable X

$\sum Y^2$: The sum of square variable Y

N: The total number of samples.

J. **THESIS OUTLINES**

This thesis is composed into systematically five chapters organized as follow: Chapter I consist of Introduction In this chapter, the writer will upcoming to introduce discussion whose relationship with this thesis, consist of: background of study, limitation of problem, the statement of the research, the objectives of the research, benefit of the research, definition of the key terms, review of previous research, hypothesis, research methods, outlines of the graduating paper of writing thesis. Chapter II consist of Theoretical Framework In this chapter, the writer will explain what the meaning of games, some theories of students learning motivation and possible relation between using games to improve students’ learning motivation. Chapter III consist of General Description of MI Falahul Mukminin, in this chapter, the writer will explain the general description of MI Falahul Mukminin. Chapter IV consists of Data Analysis In this
chapter, the writer will discuss about data analyses, which has been collected. The writer will analyze and measure how significant of using games to improve students’ learning motivation. Chapter V consist of Closure In this chapter, the writer will explain about conclusions and Suggestions whose tight relationship with any part that got barbed in this thesis.
A. The Definition of Games

Learning a foreign language is a hard work, one must make an effort to understand and to repeat words accurately. English teacher has to have a good plan to motivate the children, to enrich vocabulary mastery by using drills and exercise. But, in reality the children fell bored with these techniques because the process is monotonous. Is teacher keep using these techniques, the children cannot improve their English to solve this problem; the English teacher has to create his teaching with certain technique that enables him to avoid the technique which is boring.

Since English subject in elementary school is still new, English teacher needs to find out good techniques that can make the children interested in learning English. The teacher has to plan some activities that make their children enjoy learning the foreign language by using games. This technique makes teaching learning foreign language more creative, active, relaxed and fun. What expected by every language teacher in the whole world is making the transfer of knowledge become easier and more comfortable for the students by using any kinds of teaching aids, including games.
The advance learner’s dictionary of current English, game is form of play, especially with rules, e.g. tennis, football cards. (AS Hornby, 1987:353)

According to Haldfield (1999: 4):

“A game is an activity with rules, a goal and an element of fun… Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.”

This definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusingly as well.

Games are a vital part of a teacher’s equipment, not only for the language practice they provides, but also for the therapeutic effect they have. (http://cowles.econ.yale.edu/)

They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class. Language games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that language games are able to help students use and practice the target language in a relaxed way.

From the explanation above, we know that game is form of play and can be used as a vital part of a teacher’s equipment in English teaching.
1. The Types of Games

Even though the categories often overlap, the games are divided into the following types depending on their emphasis:

a. Non-Verbal Games

Non-Verbal Games is games that played without communication with each other, such as relays or musical chairs. It can help students become acquainted with each other, even before they can speak. Used sparingly, they can serve as ice breakers and can be used to bring together students of mixed levels. After hearing the directions for a specific game given in the target language, the more proficient students of various language backgrounds might be able to translate the directions into the first language of others, less proficient student.

b. Board-Advancing Games

Using games pieces (such as buttons or little plastic cars to represent the players, student can perform certain tasks or simply roll the dice to move forward).

c. Word-Focus Games

Games that using word to see how many other words they can make from them. For example, the following words can be made from the word teacher: *ear, her, teach, reach, cheer, each, hear, here, arch, tea, eat, and so forth.*

An alternative activity is to have teams of students see how many words they can make from a letter grid such as the example:
Student must move along the connecting lines without skipping any letters. A single letter cannot be used twice in succession but can be returned to if there is an intervening letter. For example, regret is acceptable but great is not, because great skipped other letter.

d. Treasure Hunts

A treasure hunt is a favorite game among second language learners. It allows them to work cooperatively in a group effort to find the items required.

The following steps are taken in organizing a treasure hunt.

1. Divide the class into groups of from three to six members.
2. Give an identical list of treasure to each group.
3. Read the items aloud for children or less proficient students to make sure they understand the vocabulary.
4. A time limit should be given.

5. Say “go” to indicate when the groups can begin their search.

6. At the end of the time limit, or when the first group returns, everyone gets together to check each item, giving points (five points are suggested) for each completed item points are taken away for uncompleted ones. (Walidi, 2006: 60)

e. Guessing Games

Guessing games can be painless ways to develop or reinforce any number of concepts. “Guess What I am” or “Guess Who I am” for example, can be used to teach about animals, professions, or people in different age groups (baby, child, teenagers, young adult, middle-age adult, elderly person). “Guess What I’m doing” can be used to teach recognition in the target language of activities such as taking a bath, go finishing, doing homework, and so forth.

Various sources for game ideas are mentioned, but teachers are reminded that one of the best sources is the students themselves.

f. Uno

*Uno* is a fast moving card game based on colours and numbers. In this version, students practice the prepositions "in," "on," "under," "by," "in front of," and "behind." Here is a sample of the cards:
Playing the Game:

Shuffle the cards and deal out seven per player. It is best to have groups of four or five students per set of cards. Place one card (not a penalty card) face up and put the remainder of the cards (the pack) face down beside it.

The aim of the game is to get rid of all your cards. You can discard a card onto the face up pile if it is the same animal or the same preposition as the current card showing. Example: If the card showing is "The rabbit is in the toilet" then you can throw down any "Rabbit" card or any "Toilet" card.

The penalty cards are: "Skip" - the next player skips one turn; "Reverse" - the order of play reverses - the previous student throws next; "Draw Two" - the next player takes two from the pack unless they can put any "Draw Two" card down. In the latter case, the next player who can't throw a "Draw Two" card has to pick up the total number of cards from the pack.
The "Wild" card can be played at any time and the thrower has to call out the new animal. The "Draw Four" card is similarly wild, but the next player has to draw four from the pack, unless they can play another "Draw Four." When a player throws down their penultimate card, they must shout "Uno" before the next player takes their turn. Failure to do so results in a penalty of two cards from the pack. Children should read the text as they throw down each card. This game works much better when the students are familiar with the game first. I recommend that you play the original Uno game with colours (red, green, blue and yellow) and numbers (1-10) instead of my animals (fish, cat, rabbit and spider) and prepositions (on, in, under, by, in front of and behind). When playing the original version, the students should discard the cards FACE DOWN. This forces them to use English to say what the card is "Red One" or "Green Reverse." (http://www.reggie.net/teaching/unopreps.htm)

2. The Function of Games to Enhance Students’ Skills

Each student have skills prominently so, as a learner should be know the kind of skill who are they have. By using games, learner can enhance the students skill based on character of students. There are kind of skill that students get by games:

a. Games That Enhance Visual-Spatial Skills

Visual-spatial skills include an understanding of the shapes, images, patterns, designs, colors, and textures we see with our external eyes as well as all of the images we are able to conjure inside our heads.
(Barbara Sher, 2004: 5) Children who are strong in these skills are good at puzzles, reading maps, and finding their way around new places. They tend to think in pictures and images.

Example of the games included in this part start with the basics: What are the colors, shapes, and sizes in our world?. This information is presented in many ways, such as matching colors, jumping to shapes, and finding the prize under a certain size can.

b. Games That Enhance Verbal-Language Skills

These skills involve the knowledge of language, including reading, writing, and speaking. They involve knowing the meaning of words and understanding idioms and plays on words. (Barbara Sher, 2004: 45) Actually, children who are strong in this skill are good at playing word games, making up stories, debating, creative writing, and telling jokes. They have good reading comprehension and tend to think in words.

Examples of the games are pre-reading games, which involve the recognition of letters by sight, by touch, and with the whole body. There is beginner’s reading games that start with an autobiographical book, as well as an advanced reader’s dictionary game. Because developing language skills requires an ability to listen well, there are also games in which hearing is very much a part of the playing.

c. Games That Enhance Math Skills

Mathematical skills include the ability to mentally process logical problems and equations, as well as to understand numbers and their
relationship to each other. (Barbara Sher, 2004: 75) Individuals who have high mathematical abilities are able to do complicated math problems and process logical questions at a rapid rate.

All of these skills sound impressive but they need to start somewhere. At the first level of mathematical learning, children need to be able to count, to recognize numbers, to estimate, to add, to subtract, and to understand simple concepts.

d. Games That Enhance Kinesthetic Skills

Kinesthetic skills are those that involve having control of the body’s movements, including balance, agility, grace, and a sense of how one’s body should act and react in any physical situation. (Barbara Sher, 2004: 99) Some individuals are natural athletes and have strong bodily skills even before formal training. However, all of us, no matter where we start, can improve our kinesthetic skills with practice and varied experiences.

Children who are strong in their kinesthetic intelligence need to move. They love to touch and learn best by doing. They are adept at activities that involve gross and fine motor activities, such as sports, dance, arts, crafts, theater, fixing mechanical things, and using the computer. Many of the easy games listed can be played with just you and your little one. Many of them can be played with you and anyone else who wants to join in. We all benefit from learning to move our bodies well.
e. Games That Enhance Interpersonal Skills

Interpersonal skills are the ability to interact with others, understand them, interpret their behavior, and feel comfortable in their company (Barbara Sher, 2004:147). Children who are strong in interpersonal skills seek out the company of others and are easily able to interpret others’ body language, facial expressions, and tone of voice, and to respond accordingly.

The games in this section are ways for you and your child to play together and with others. Children need easy, no-stress, hang-out time as a way to connect with their social selves. The group games are cooperative, where the social action is cheering for each other, having a common goal, or moving in sync. All the games show children the delightful side of being social.

3. The Advantages of Using Games

Using games in language teaching can help students develop their creativity and increase their motivation in learning English. We can also use game as vehicles of the language teaching learning. The followings are some opinions of game advantages proposed by some others experts: Andreas Wright (1986: 1-2) in their book games for language learning, state four major advantages of using games in language learning.

1. Games help and encourage many students or learners to sustain their interest and work on learning a language.
2. Games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.

3. Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.

4. Games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

5. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

B. Definition of Student’s Learning Motivation

Motivation is an essential factor affecting learning. In a mixed-ability class, the weaker learners are often those with least motivation. Motivation is the desire and energy that moves you to complete a task or reach a goal. (Elizabeth Kirby, Ed.D and Jill McDonald, M.Ed, 2009: 15 )

Their motivation is often reduced further by the sense of failure as they find the subject difficult and make little progress. Successful learners, on the other hand, are often those who are more motivated from the beginning and their sense of success further motivates them. It is therefore very important that in a mixed-ability class the teacher works on motivating all the students. Motivation for learning increases when the
learner finds relevancy in the material or feels there is a need to know the particular content. Students find incentives in lessons that they connect with and apply to their own life and experiences.

Learning motivation is a force of change in a person which is marked by the onset of feelings and reactions to reach goal (Frederick J. Mc Donald H. in Nashar, 2004:39). Learning motivation is the tendency of students in learning activities are encouraged by the desire for achievement or learning outcomes as possible.

Learning motivation is also a need to develop abilities optimally, so that they can do things better and creative achievement (Abraham H. Maslow in Elizabeth Kirby, Ed.D and Jill McDonald, M.Ed, 2009: 9). Then, according to Clayton Alderfer in H. Nashar, 2004:42) motivation to learn is an internal and external impulse that causes a person (individual) to act or do an end, so that changes in student behavior is expected to occurs.

So students’ learning motivation is a psychological condition that encourages students to learn with fun and learning seriously, which in turn will form a systematic way of student learning, concentration and can select the activities. Learning activities that get at the root of motivation must be interesting, fun, and relevant to students’ lives and future goals.

Understanding the students’ motivation can help them tap into this power and get things done even when the task is something they don’t want to do. Motivation comes primarily from within you, but sometimes
external forces can provide the extra incentive to take action. For example, think about homework they have avoided. They might say to theirself, "This assignment is boring. I don’t want to do it," while at the same time an inner voice reminds them of the consequences when they don’t turn in homework.

According to Abraham H. Maslow's motivation that essentially revolves around the notion that humans have five levels or hierarchy of needs, there are: (1) Physiological Needs, such as: hunger, thirst, rest and sex, (2) Safety Needs, not in the sense only physical but also mental, psychological and intellectual; (3) Love Needs; (4) Esteem Needs, which is generally reflected in the various status symbols, and (5) Self-actualization, in a sense providing an opportunity for someone to develop the potential contained within himself so that turned into real capabilities.

(Abraham H. Maslow in Elizabeth Kirby, Ed.D and Jill McDonald, M.Ed, 2009: 9)

Maslow’s work emphasizes what many educators have already discovered: the situational circumstances of adolescents may significantly affect their motivation level and ability to learn. (Abraham H. Maslow in Elizabeth Kirby, Ed.D and Jill McDonald, M.Ed, 2009: 9). For example, if a student is lacking the basic survival resources of food or shelter, she will have difficulty concentrating on anything else. This need is so powerful and necessary that it will consume her full attention.
1. Kind of Motivation

1.1. Intrinsic Motivation

   Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence (http://www.idealibrary.com).

   When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. (http://www.idealibrary.com).

   This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills.

1.2. Extrinsic Motivation

   Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. (http://www.idealibrary.com).

   Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. For example, a student who does his
homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting.

2. The Function of Motivation

Motivation has an important function in learning, because the motivation will determine the intensity of learning effort of the student. Hawley Joseph (1993: 14) states that students who have high motivation will be learning better than students of lower motivation. This is understandable, because students who have high motivation to learn will be diligent in learning and keep learning continuously without knowing the desperate and can put aside the things that can interfere with learning activities that done. Sadirman (1988: 84) suggests there are three functions of motivation, that is:

a. Encourage man to do. Motivation in this case is the driving force of each activity to be done.

b. Guiding the direction of the act, namely the direction of the objectives to be achieved, thus the motivation to give directions and activities that must be done in accordance with the formulation of objectives.
c. Selecting the act, which determines what actions, should be done to match in order to achieve the goal, by setting aside the deeds that are not useful for that purpose.

An aspect of motivation in the whole learning process is very important, because motivation can encourage students to undertake certain activities. Motivation can provide encouragement to students in learning activities and provide guidance for the actions are done. Based on that statement, it must be an effort that the students have high motivation to learn. Thus, students can get optimal achievement in learning outcomes.

3. **Aspects of Student’s Learning Motivation**

According to Dimyati and Mujiono (1994: 97-100) have several factors that influence motivation to learn, there are:

a. The Ideals or Student Aspirations

   Ideal can last very long, even lifetime. The ideal of students to “being person” and that will be strengthening of intrinsic and extrinsic motivation because it will be bring into the ideals of self-actualization. (Dimyati and Mujiono, 1994: 97)

b. Study Mastery

   In learning is needed a variety of skill. This capability includes some psychological aspects contained in the student. For example, process of monitoring, attention, memorizing, and imagination. So, in this learning ability, the developments of student thinking become a measure. Students who are thinking concrete are not the same as
students who are thinking operationally (based on observations associated with the ability to power his reason). So students who have a high learning ability, usually more motivated in learning, because students like it more often gaining motivation for success. (Dimyati and Mujiono, 1994: 98)

c. Physical and Spiritual Conditions of Student

Students are being composed of psychophysical unity. So the conditions that influence students’ motivation to learn here pertain to the physical condition, because it more clearly show symptoms of psychological conditions. For example, if students who looked lethargic and sleepy probably also due to stay awake at night or also sick. (Dimyati and Mujiono, 1994: 98)

d. Class conditions

The conditions of environment are elements that come from outside of the student. There are three environments of students there are: a family, school and community environment. So an element that support or inhibit comes from that three environments. This can be done by teachers and should try to manage the classroom, create an enjoyable learning atmosphere, to present themselves as attractive in order to help students motivated to learn. (Dimyati and Mujiono, 1994: 99)
e. The Elements of Dynamic Learning

Dynamic elements in learning are elements whose presence in the learning process unstable, weak and sometimes even lost at all. (Dimyati and Mujiono, 1994: 99)

f. The Teacher Effort to Educating Students

Its mean how to prepare teachers in educating students begin from mastery of the material, how to present it, and attracting of students attention. (Dimyati and Mujiono, 1994:100)

C. The Implementation of Using Games to Improve Students Learning Motivation

Based on the explanation above, it is understood that the achievement learning is influenced by internal and external factors. Students “must be interested in the subject and adults must see the benefit of learning in order to motivate themselves” (Cheryl Gerson Tuttle, 2008: 9). This appears to me to be a fairly straightforward recipe for adult students’ motivation. What is evidence when considering these keys to motivation is that you as the teacher must know your students in order to provide learning opportunities and activities for them that will hold their interested. You will need to know what their goals are for learning English, what they might find pleasant and exiting as classroom tasks, and how these two elements can be integrated into your lessons as you also make your lessons relevant to your students’ lives and experience.
Games provide a natural way of learning and provide competition and motivation. Provided that the games have serious goals, both serious and less serious students can find benefit in playing classroom games. Games played by the whole class run a greater risk of alienating quiet or shy students, so have your students play games in small groups or pairs. Even shy students can participate, working in pairs may encourage students to speak who otherwise would be reluctant to do so. Learners will have fun, be challenged, and be competitive, and pairs of small groups’ they will avoid the full exposure in the classroom that might embarrass them.

When teacher play games, they can use points and competition as a motivator, but not for kids under six who may find the competition too stressful. For them, just playing the game is motivating enough. Teacher can also sometimes award extra credit, but use it sparingly so that it remains “extra” and a special reward. Also if they use it too much, children can have so much extra credit that it ways the actual grades too much.

From experience, we know that people are motivated by motivated leaders. A teacher who is not motivated cannot hope to motivate his student. The same is true for confidence; a teacher who lacks confidence cannot hope that his students will have confidence in himself. With this in mind, games, as a motivating tool, must be accompanied by a show of confidence and motivation by the teacher. As a teacher, be motivated and enthusiastic. Enthusiastic teachers generally will motivate their students so lead your class by example.
From that explanation, the writer concludes that there is a correlation between games and students' English learning motivation.
CHAPTER III
DATA PRESENTATION OF MI FALAHUL MUKMININ 02
PADAAN

A. Research Setting

This research was conducted in MI Falahul Mukminin 02 Padaan. It is one of Islamic school in the village. It is located at Dusun Cikalan, Desa Padaan, Kecamatan Pabelan, Kabupaten Semarang.

MI Padaan Pabelan 02 is located in countryside. This path is easily accessible by all types of vehicles, but there are still many students who walk the ± 4 km from the village of Prangkoan ± 2 km from the village and surrounding Dompon.

Madrasah Ibtidaiyah Padaan 02 Pabelan is one of primary schools that have religious sciences and general sciences. So it is not the same as other like Primary School, here also taught religious sciences, one of them is Arabic. With the hope of realizing human intellectualists and can meet the demands and challenges of the times.

MI Padaan 02 stands on 1100 m² land area, with details of buildings covering an area of 240 m², ± 890 m² area of the page. The land area was originally part of the waqaf from H. Nuruddin, who has the desire to build a Madrasah in Cikalan, Padaan.

Buildings covering an area of 240 m² consisting of six classrooms, a principal room, a staff room, a warehouse, as well as
parking area. In addition there is a garden schoolgirl childhood education. For more details, location of MI Padaan 02 buildings can be seen on the school map that attached.

B. The Structure of Organization

The structure of organization is composition or people’s position in a cluster of job, so that there is arrange in pack for regularly job patterns, which has a goal for retrieving general target from its cluster. The following chart is the structure of organization in MI Falahul Mukminin 02 Padaan.

THE ORGANIZATION CHART OF
MI 02 FALAHUL MUKMININ 02 PADAAN

```
+-----------------+           +-----------------+          +-----------------+
| Narasumber      |           | Kepala Sekolah  |           | Komite           |
|                 |           | Khoirul Muttaqin,S.Pd.I |          |                 |
| Wali Kelas 1    |           | Wali Kelas 2    |           | Wali Kelas 3    |
| Umi Musta'anah,S.Pd.I |       | Pupon Khoeriyah,S.Pd.I |          | Asfuriyah,S.Pd.I |
| Wali Kelas 4    |           | Wali Kelas 5    |           | Wali Kelas 6    |
| Zainal Ariffin  |           | Damaroh         |           | M.Nurlatif,S.Pd.I|
|                 |           |                 |           |                 |
| Guru Agama      |           | Guru Penjaskes  |           | Guru B.Jawa     |
|                 |           |                 |           | Guru B.Inggris  |
|                 |           |                 |           |                 |
| Siswa           |           |                 |           |                 |
```
C. **Visions, Missions of MI Falahul Mukminin 02**

Visions of MI Falahul Mukminin 02 are:

Faithful, Devoted, Virtous, Knowledgable and Skilled.

D. **Missions of MI Falalul Mukminin 02 are:**

1. Provide an optimal education in the field of religion by of consciousness approach.

2. Creating a discipline.

3. Educating students about the obligation to seek knowledge as reflection of Islamic students.

4. Creating a natural atmosphere with the obligation to read everyday.

5. Provide students with skills that are useful for society.

6. Educating students in creative thinking and working for the future.

E. **Infrastructures**

Teaching and learning process needs enough equipment. Equipments are all of facilities was prepared to easier and accelerate teaching and learning process. There are facilities that MI Falahul Mukminin 02 has:

<table>
<thead>
<tr>
<th>No.</th>
<th>Medium and Instrument</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Headmaster Room</td>
<td>1</td>
</tr>
</tbody>
</table>

**TABLE II**

**LIST OF EQUIPMENT ARE**

**MI FALAHUL MUKMININ 02 PADAAN**

1. Building
<table>
<thead>
<tr>
<th>No</th>
<th>Location</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teacher Room</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Classroom</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Store Room</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Toilet</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Library Room</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Healthy Room</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Sport Field</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Mosque</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Canteen</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Holy water place</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Parking Area</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition to a building means that there are means other than building a functioning affects student success in learning. The facility can be seen in the table following:

**Table II**

**OFFICE EQUIPMENTS ARE**

**MI FALAHUL MUKNININ 02 PADAAN**

<table>
<thead>
<tr>
<th>No</th>
<th>Media</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tape Recorder</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Megaphone</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Globe</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Peraga/TIK</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Laptop</td>
<td>1</td>
</tr>
</tbody>
</table>
F. Teacher Condition

The formal education needs qualified people to work as teachers to undertake good teaching and learning process. In the implementation of educational programs in MI Padaan 02 Pabelan is managed by the 8 teacher. More details see the following table:

TABEL IV

LIST OF TEACHERS

MI FALAHUL MUKMININ 02 PADAAN

IN ACADEMIC YEAR OF 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>TTL</th>
<th>Pendidikan</th>
<th>Jabatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Khoirul Muttaqin, S. Pd. I</td>
<td>Kab. Semarang, 01-07-1976</td>
<td>S. I</td>
<td>Kepala Sekolah</td>
</tr>
<tr>
<td>2</td>
<td>Suhabib, A. Ma</td>
<td>Kab. Semarang, 05-01-1967</td>
<td>D. II</td>
<td>Guru Mapel</td>
</tr>
<tr>
<td>3</td>
<td>M. Zaini Zulfa, A. Ma</td>
<td>Kab. Semarang, 16-08-1967</td>
<td>D. II</td>
<td>Guru Mapel</td>
</tr>
<tr>
<td>4</td>
<td>Asfuriyah, S. Pd.I</td>
<td>Kab. Semarang, 01-01-1980</td>
<td>S. I</td>
<td>Wali Kelas 3</td>
</tr>
<tr>
<td>5</td>
<td>Damaroh</td>
<td>Kab. Semarang, 10-02-1969</td>
<td>SLTA</td>
<td>Wali Kelas 4</td>
</tr>
<tr>
<td>6</td>
<td>Pupon Khoeriyyah, S. Pd.I</td>
<td>Kab. Semarang, 04-06-1984</td>
<td>S. I</td>
<td>Wali Kelas 2</td>
</tr>
<tr>
<td>7</td>
<td>M. Nur Latif, S. Pd. I</td>
<td>Salatiga, 20-01-1987</td>
<td>S. I</td>
<td>Wali Kelas 6</td>
</tr>
</tbody>
</table>


G. Students Condition.

The students who enter in MI Falahul Mukminin 02 are not only come from Padaan area but also from another area like, Dompon and Prangkoken, and that area far from their school. The sum of students of MI Falahul Mukminin for the last year are 108 students, with totaling 6 classes, which is detailed as shown in the following table:

**TABEL III**
THE STUDENT’S CONDITION
IN ACADEMIC YEAR 2010/2011

<table>
<thead>
<tr>
<th>No</th>
<th>Kelas</th>
<th>Jumlah siswa</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>VI</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Jumlah</td>
<td>58</td>
<td>50</td>
<td>108</td>
</tr>
</tbody>
</table>
G. **Curriculum**

MI Padaan 02 Pabelan implements of KTSP Curriculum. The curriculum program can be seen in the table below:

**TABEL VI**

**CURRICULUM OF MI PADAAN 02 PABELAN**

**IN ACADEMIC YEAR OF 2011**

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Total of hours/Class</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aqidah Akhlak</td>
<td>2  2  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quran Hadist</td>
<td>2  2  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fiqh</td>
<td>2  2  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sejarah Kebudayaan Islam</td>
<td>-  -  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bahasa Arab</td>
<td>-  -  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Matematika</td>
<td>4  4  4  5  5  5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bahasa Indonesia</td>
<td>4  4  4  5  5  5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ilmu Pengetahuan Alam</td>
<td>3  3  2  4  4  4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ilmu Pengetahuan Sosial</td>
<td>3  3  3  3  3  3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Pendidikan Kewarganegaraan</td>
<td>2  2  2  2  2  2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ketrampilan/Kesenian</td>
<td>3  3  3  4  4  4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pendidikan Jasmani dan</td>
<td>3  3  3  4  4  4</td>
<td></td>
</tr>
<tr>
<td>Kesehatan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13 Bahasa Daerah</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>14 Pengembangan Diri</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15 Bahasa Inggris</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16 Baca Tulis Al Qur'an</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Jumlah</td>
<td>34</td>
<td>34</td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER IV
DATA ANALYSIS

A. Data Presentation

In this research, the writer takes fourth class of the students of MI Falahul Mukminin 02 Padaan in academic year of 2011/2012 as a sample.

There are 20 students of the class. They consist of 11 females and 9 males.

The list of the samples can be seen in this following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adisty Putra Paramifta</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Agung Ariyanto</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Affandi</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Tolkah</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Ayuk Widiastutik</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Aska Fitria</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Elsa Yuliasari</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Elisa Ayu Madrikah</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Fathan Ali</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Lilies Muawanah</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Linda Larasati</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>M. Riyan Supandi</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Mohammad Soleh</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>14.</td>
<td>Muhammad Rokim</td>
<td>Male</td>
</tr>
<tr>
<td>15.</td>
<td>Noja Saniah</td>
<td>Female</td>
</tr>
<tr>
<td>16.</td>
<td>Nurhidayah</td>
<td>Female</td>
</tr>
<tr>
<td>17.</td>
<td>Nurul Anisa</td>
<td>Female</td>
</tr>
<tr>
<td>18.</td>
<td>Rahayu Agil Saputri</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>Sidiq Lutfi Hakim</td>
<td>Male</td>
</tr>
<tr>
<td>20.</td>
<td>Sugeng Riadi</td>
<td>Male</td>
</tr>
</tbody>
</table>

**B. Data Analysis**

The purpose of data analysis in this research is to know a correlation between using games and students English learning motivation of the fourth year students of MI Falahul Mukminin 02 Padaan in the academic year of 2011/2012. The data analysis used in this research is descriptive quantitative analysis.

1. **Identification**

First of all, the writer gives games to students in teaching English subject especially of “colour” material. For game, the writer use a “who’s wear” game to conduct students in learning process.

2. **Analysis**

a. The writer asks the English scores using games based on material.

The scores are used to know students English learning score of using games. It is presented in the following table:
<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adistya Putra Paramifta</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Agung Ariyanto</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Affandi</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Tolkah</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Ayuk Widiastutik</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Aska Fitria</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Elsa Yuliasari</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Elisa Ayu Madrikah</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>Fathan Ali</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Lilis Muawanah</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Linda Larasati</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>M. Riyani Supandi</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>Mohammad Soleh</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Rokim</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>Noja Saniah</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>Nurhidayah</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>Nurul Anisa</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>Rahayu Agil Saputri</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Sidiq Lutfi Hakim</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Sugeng Riadi</td>
<td>70</td>
</tr>
</tbody>
</table>
b. Students are asked to collect their questionnaire to the writer, then, the
writer corrects the questionnaire to get the raw scores.

Researchers used questionnaires that used a list of questions are
given to the respondent accordance with the request of researchers to
find specific information relating to the purposes of the data.
Questionnaire are writer used to measured the students’ English
learning motivation. The writer uses Likert Scale to count in
questionnaire. Likert scale is a scale that can be used to measure the
attitudes, opinions, and one's perception of an object or specific
phenomenon. Likert scale questions have two forms, namely the
positive questions were scored from the largest number such as 3, 2, 1,
and form negative questions were scored from the smallest number
such as 1, 2, and 3.

The scoring system that the writer use as follow:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>Sometime</td>
<td>2</td>
<td>Middle</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>Low</td>
</tr>
</tbody>
</table>

To know the students’ English learning motivation scores, the
writer make a distribution table, as follow:
# DISTRIBUTION TABLE OF STUDENTS' ENGLISH LEARNING

## MOTIVATION

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>RESPONDEN</th>
<th>ITEM</th>
<th>SKOR</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
<td>TOTAL</td>
<td>KUADRA</td>
</tr>
<tr>
<td>1</td>
<td>Adisty Putra P</td>
<td>3 3 2 3 3</td>
<td>2 2 3 2 2</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>2</td>
<td>Agung Ariyanto</td>
<td>3 3 3 3 3</td>
<td>3 2 3 2 3</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Affandi</td>
<td>3 3 2 3 3</td>
<td>3 3 3 3 2</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Tolkah</td>
<td>3 2 3 3 3</td>
<td>2 3 3 3 2</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>5</td>
<td>Ayuk Widiastutik</td>
<td>2 3 2 2 3</td>
<td>2 3 3 2 3</td>
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<td>576</td>
</tr>
<tr>
<td>6</td>
<td>Aska Fitria</td>
<td>3 3 3 2 2</td>
<td>2 2 3 2 3</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>7</td>
<td>Elsa Yuliasari</td>
<td>2 3 2 3 3</td>
<td>3 3 3 3 2</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>8</td>
<td>Elisa Ayu Madrikah</td>
<td>3 2 3 3 3</td>
<td>3 3 3 3 2</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>9</td>
<td>Fathan Ali</td>
<td>3 3 3 3 3</td>
<td>3 3 3 3 2</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>10</td>
<td>Lilies Muawanah</td>
<td>2 3 3 3 2</td>
<td>3 3 2 3 3</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>11</td>
<td>Linda Larasati</td>
<td>3 2 3 3 2</td>
<td>2 3 3 2 3</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>12</td>
<td>M. Rian Supandi</td>
<td>3 1 3 3 3</td>
<td>3 3 3 3 3</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>13</td>
<td>Mohammad Soleh</td>
<td>3 3 3 3 3</td>
<td>3 3 1 3 3</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Rokim</td>
<td>3 3 3 3 3</td>
<td>3 3 3 3 2</td>
<td>29</td>
<td>841</td>
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<td>15</td>
<td>Noja Saniah</td>
<td>3 2 3 3 3</td>
<td>3 3 3 3 2</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>16</td>
<td>Nurhidayah</td>
<td>3 2 3 3 3</td>
<td>3 1 3 3 3</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
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<td>Nurul Anisa</td>
<td>3 1 2 3 3</td>
<td>3 3 3 2 3</td>
<td>26</td>
<td>676</td>
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<tr>
<td>18</td>
<td>Rahayu Agil S</td>
<td>3 1 3 3 2</td>
<td>3 3 3 2 2</td>
<td>25</td>
<td>625</td>
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<td>19</td>
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<td>3 3 3 2 2</td>
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<td>676</td>
</tr>
<tr>
<td>20</td>
<td>Sugeng Riadi</td>
<td>3 2 3 3 2</td>
<td>3 3 3 2 2</td>
<td>25</td>
<td>625</td>
</tr>
</tbody>
</table>

**TOTAL**  
56 48 55 57 54 53 58 54 48 50 533 284089
From the distribution table of students’ English learning motivation, the writer determines the several steps to invent the internal degree about the students’ English learning motivation. There are:

1. Finding the highest limit score (Ba): 29

2. Finding the lowest limit score (Bb): 24

3. Finding the interval by using formula, as follow:

\[ I = \frac{(Ba - Bb) + 1}{3} \]

\[ = \frac{(29 - 24) + 1}{3} \]

\[ = \frac{5 + 1}{3} \]

\[ = \frac{6}{3} \]

\[ = 2 \]

4. Classify the degree of students’ English learning motivation by interval width. So, it can be known:

a. 28 - 29 is categorized as high score.

b. 26 - 27 is categorized as middle score.

c. 24 - 25 is categorized as low score.
5. Finding the percentage of students’ English learning motivation shows in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>28-29</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>2.</td>
<td>Middle</td>
<td>26-27</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td>24-25</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>

From data above the writer makes the table classification of students’ English learning motivation each students of fourth grade in MI Falahul Mukminin 02.

**TABLE OF STUDENTS’ ENGLISH LEARNING MOTIVATION**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adisty Putra Paramita</td>
<td>Female</td>
<td>25</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>Agung Ariyanto</td>
<td>Male</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Affandi</td>
<td>Male</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Tolkah</td>
<td>Male</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>5</td>
<td>Ayuk Widiastutik</td>
<td>Female</td>
<td>24</td>
<td>Low</td>
</tr>
<tr>
<td>6</td>
<td>Aska Fitria</td>
<td>Female</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>7</td>
<td>Elsa Yuliasari</td>
<td>Female</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>8</td>
<td>Elisa Ayu Madrikah</td>
<td>Female</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>Fathan Ali</td>
<td>Male</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>Lilis Muawanah</td>
<td>Female</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
<td>Level</td>
</tr>
<tr>
<td>----</td>
<td>--------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>11</td>
<td>Linda Larasati</td>
<td>Female</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>12</td>
<td>M. Rian Supandi</td>
<td>Male</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>13</td>
<td>Mohammad Soleh</td>
<td>Male</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>14</td>
<td>Muhammad Rokim</td>
<td>Male</td>
<td>29</td>
<td>High</td>
</tr>
<tr>
<td>15</td>
<td>Noja Saniah</td>
<td>Female</td>
<td>28</td>
<td>High</td>
</tr>
<tr>
<td>16</td>
<td>Nurhidayah</td>
<td>Female</td>
<td>27</td>
<td>Middle</td>
</tr>
<tr>
<td>17</td>
<td>Nurul Anisa</td>
<td>Female</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>18</td>
<td>Rahayu Agil Saputri</td>
<td>Female</td>
<td>25</td>
<td>Low</td>
</tr>
<tr>
<td>19</td>
<td>Sidiq Lutfi Hakim</td>
<td>Male</td>
<td>26</td>
<td>Middle</td>
</tr>
<tr>
<td>20</td>
<td>Sugeng Riadi</td>
<td>Male</td>
<td>25</td>
<td>Low</td>
</tr>
</tbody>
</table>

### 3. Finding the Result

a. To know the scores of English by using games the writer uses the following Formula:

\[ P = \frac{\sum X}{N \times 100} \times 100\% \]

In which:

\( P \) : The score obtained

\( \sum X \) : The sums of score \( X \)

\( N \) : Sample

\[ P = \frac{1540}{20 \times 100} \times 100\% \]

\[ = \frac{1540}{2000} \times 100\% \]

\[ = 77\% \]
b. To know score of students’ English learning motivation, the writer use following formula:

\[ P = \frac{\sum X}{N \cdot 100} \times 100\% \]

In which:

\( P \) : The score obtained

\( \sum X \) : The sums of score X

\( N \) : Sample

\[ P = \frac{533}{20 \cdot 100} \times 100\% \]

\[ = \frac{533}{2000} \times 100\% \]

\[ = 27\% \]

c. To determine whether there is or there is no correlation between using games and students’ English learning motivation the writer uses product moment correlation formula as follow:

\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \]

In which:

\( r \) : Correlation coefficient of variable X and Y

\( \sum XY \): The sum of the multiplied results of the using games and students English learning motivation.

\( \sum X \): The sum of games score

\( \sum Y \): The sum of students’ English learning motivation
\( \Sigma X^2 \): The sum of square games score

\( \Sigma Y^2 \): The sum of square students' English learning motivation score

\( (\Sigma X)^2 \): The square of the sum games score

\( (\Sigma Y)^2 \): The square of the sum students' English learning motivation score.

N: The total number of samples.

In this study, which includes the independent variable \( (X) \) is the games while including the dependent variable \( (Y) \) is the students' learning motivation in fourth year of MI Falahul Mukminin 02 Padaan.

Product Moment correlation is denoted by \( (r) \) with the provisions of the value of \( r \) is not more than the price \(-1 \leq 0 \leq +1\). If the value of \( r = -1 \) means perfect negative correlation: \( r = 0 \) means no correlation: \( r = 1 \) means the correlation is very strong. While the meaning of the price \( r \) will be consulted with Table Interpretation \( r \) value as follows:

**COEFFICIENT TABLE OF PRODUCT MOMENT CORRELATION**

<table>
<thead>
<tr>
<th>Interval Coefficient</th>
<th>Relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,80 - 1,000</td>
<td>Very Strong</td>
</tr>
<tr>
<td>0,60 - 0,799</td>
<td>Strong</td>
</tr>
<tr>
<td>0,40 - 0,599</td>
<td>Strong enough</td>
</tr>
<tr>
<td>0,20 - 0,399</td>
<td>Low</td>
</tr>
<tr>
<td>0,00 - 0,199</td>
<td>Very Low</td>
</tr>
</tbody>
</table>
The step of the operational counting is as follows:

1. Making the table of correlation frequency distribution of variable X and Y

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>X</th>
<th>Y</th>
<th>X^2</th>
<th>Y^2</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adisty Putra Paramita</td>
<td>60</td>
<td>25</td>
<td>3600</td>
<td>625</td>
<td>1500</td>
</tr>
<tr>
<td>2</td>
<td>Agung Ariyanto</td>
<td>90</td>
<td>28</td>
<td>8100</td>
<td>784</td>
<td>2520</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Affandi</td>
<td>70</td>
<td>28</td>
<td>4900</td>
<td>784</td>
<td>1960</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Tolkah</td>
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<td>24</td>
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<td>576</td>
<td>2160</td>
</tr>
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<td>40</td>
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<td>1600</td>
<td>676</td>
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</tr>
<tr>
<td>7</td>
<td>Elsa Yuliasari</td>
<td>100</td>
<td>26</td>
<td>10000</td>
<td>676</td>
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</tr>
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<td>8</td>
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<td>90</td>
<td>28</td>
<td>8100</td>
<td>784</td>
<td>2520</td>
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<tr>
<td>9</td>
<td>Fathan Ali</td>
<td>70</td>
<td>28</td>
<td>4900</td>
<td>784</td>
<td>1960</td>
</tr>
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<td>10</td>
<td>Lilis Muawanah</td>
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</tr>
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<td>4900</td>
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<td>12</td>
<td>M. Riyaz Supandi</td>
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<td>28</td>
<td>8100</td>
<td>784</td>
<td>2520</td>
</tr>
<tr>
<td>13</td>
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<td>28</td>
<td>3600</td>
<td>784</td>
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<td>14</td>
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<td>841</td>
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<td>Noja Saniah</td>
<td>90</td>
<td>28</td>
<td>8100</td>
<td>784</td>
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<tr>
<td>16</td>
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<td>10000</td>
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<td>17</td>
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<td>26</td>
<td>4900</td>
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<td>25</td>
<td>4900</td>
<td>625</td>
<td>1750</td>
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</tbody>
</table>

**Total** | 1540 | 533 | 122400 | 14241 | 40860
2. After the table of correlation frequency distribution of variable X and Y is provided, the next step is adding the numbers above and put them into the formula:

\[
r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\}\{N \Sigma Y^2 - (\Sigma Y)^2\}}} = \frac{20 \times 40.860 - (1.540)(533)}{\sqrt{[20 \times 122.400 - 2.371.600][20 \times 14.241 - 284.098]}}
\]

\[
= \frac{822400 - 820.820}{\sqrt{[2.448.000 - 2.370.600][284.820 - 284.089]}}
\]

\[
= \frac{1.580}{\sqrt{[7640][731]}}
\]

\[
= \frac{1.580}{87.4 \times 27.03}
\]

\[
= \frac{1.580}{2362422}
\]

\[
= 0.668
\]
C. Hypothetical Conclusion

The result of the calculation above will be analyzed and contrasted with the significance degree of the table.

a. The Hypothesis Formulas

1). The alternative hypothesis (Ha) says there is a correlation between games and students’ English learning motivation of the fourth years students of MI Falahul Mukminin 02 Padaan.

2). The nihil hypothesis (Ho) says that is no correlation between games and students’ English learning motivation of the fourth years students of MI Falahul Mukminin 02 Padaan.

b. Criteria

The criteria of this formula are if \( ro \geq rt \), Ho is refused. The meaning is there is a correlation between variable X and Y. On the contrary, if \( ro \leq rt \), Ho is received. The meaning is there is no correlation between variable X and Y.

In which:

\( ro \): the result of product moment formula.

\( rt \): the significance degree of the table.
c. A correlation between the result of product moment formula and the significance degree of the table.

1). The significance degree 5%

\( r_0: 0.668 \)
\( r_t: 0.349 \)

\( r_0 \geq r_t \): Ho is refused (there is correlation)

2). The significance degree 1%

\( r_0: 0.668 \)
\( r_t: 0.449 \)

\( r_0 \geq r_t \): Ho is refused (there is correlation)

d. Conclusion

The using games in English teaching learning process is effective and can be seen that students score is 77% because they are so interesting in playing the game. It means that they get good score when teaching process use games.

Based on the calculation data, the result of students’ English learning motivation is 27%. The writer classifies that there are 8 students getting high score (40%) 8 students getting middle score (40%), and 4 students getting low score (20%). It indicates that the motivation is high because they are interested and amused when play the game.
Based on the result of calculation above (on the significance degree 5% and 1%), it can be conclude that \( r_{o} \geq r_{t} \), or Ho is refused (there is correlation). According to coefficient table of product moment correlation, the calculation it can be concluded that there is a strong correlation relationship the meaning is there is a correlation between games and students' English learning motivation of the fourth year of MI Falahul Mukminin 02 Padaan in the academic year of 2011/2012.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in chapter IV, the writer comes to the following conclusion:

1. The using games in English teaching learning process is effective and can be seen that students score is 77% because they are so interesting in playing the game. It means that they get good score when teaching process use games.

2. Based on the data, the result of students' English learning motivation is 27%. The writer classifies that there are 8 students getting high score (40%) 8 students getting middle score (40%), and 4 students getting low score (20%). It indicates that the motivation is high because they are interested and amused when play the game.

3. The result of correlation between using games and students English learning motivation.

   Based on the data analysis and the test of hypothesis, it is obtained that the value of \( r_{xy} \) is 0.668, in the table of the degree of significance of 5% and 1%, the value of the degree of significance is 0.349 and 0.449. It means that the alternative hypothesis (Ha) is accepted (there is correlation) and the null hypothesis (Ho) is refused. According to coefficient table of product moment correlation, the
calculation it can be concluded that there is a strong correlation relationship. The writer comes to the conclusion that the use of games has positive effect for students’ English learning motivation.

B. Suggestion

There are some suggestions that can be given in relation to the writer’s conclusion. The suggestions are as follows:

1. For the Institutions

The students learning motivation is very import. To realize institution needs some kind of teaching media. Then institution should be aware and could provide ite institution

2. For the English Teacher

a. The English teacher should be creative in developing the teaching learning activities in classroom and making the class alive especially in learning English that usually make bored the students. And the English teacher is expected can use games as an alternative technique to help the students in mastering materials. A teacher should not play the games too long, because it makes students feel bored

b. In using games the English teacher has to consider factors that can make particular games suited in classroom, they are:

   1). Choose the Appropriate Games.

   The teacher should be very selective about choosing games because not all games are appropriate for all students, such as their age, and materials.
2). Before beginning the games in which they are to be used, the teacher should review vocabulary that is though, so that in playing the game the students are already familiar with them.

3). Teacher should have increase the intrinsic and extrinsic motivation of students because they will be active and give positive participation in teaching learning process.

4). Teacher being a good motivator to students who give them saving, believing, loving and giving appreciation. And create the comfort condition in class when teaching goes on.

3. For the student

a. Motivation is an important factor in the process of english learning, so the students should develop their motivation including intrinsic motivation or extrinsic motivation.

b. The students should study the material intensively, repeatedly and toughly.
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Http://Www.Idealibrary.Com
CURRICULUM VITAE

Name : Dewi Ariana
Born : Salatiga, 23\textsuperscript{th} January 1990
Sex : Female
Nationality : Indonesia
Address : Jln. Tirtoyoso No.43 C RT 06 RW IX Nanggulan Salatiga
Education : 1. TK Aisiyah 1995
            2. SDN Kutowinangun X Salatiga 2001
            3. MTs Negeri Salatiga 2004
            4. SMA Negeri 1 Tengaran 2007
            5. STAIN Salatiga 2007-2011
Organization Experience : Leader of Youth Nanggulan Community

STAIN MUSIC CLUB

This curriculum vitae has written seriously and be able to responsibility by the writer.

Salatiga, 20\textsuperscript{th} January 2012
The writer

Dewi Ariana
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Salatiga, 01 Februari 2012

Pembantu Ketua

Bidang Kemahasiswaan

Drs. H. Agus Waluyo, M.Ag
NIP 19750211 200003 1001
Nomor: Sti.24/K-1/PP.00.9/I-1.3.23/2011
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. HANUNG TRIYOKO, M.HUM, M. Ed

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : DEWI ARIANA
NIM : 1130719
Jurusan : TARBIYAH
Judul Skripsi :

THE USE OF GAMES TO IMPROVE STUDENTS' LEARNING MOTIVATION IN FOURTH YEAR OF SD KUTOWNANGUN X SALATIGA 2010/2011

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n Ketua,
Pembantu Ketua Bidang Akademik

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
Nomor: Sti.24/K-1/TL.01/45/2011
Lamp: Proposal Penelitian.
Hal: Izin Penelitian

27 Juni 2011

Kepada
Yth Kepala MI Falahul Mukminin 02
di Padaan, Pabelan

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: DEWI ARIANA
NIM: 11307019
Mahasiswa: Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan: Tarbiyah
Program Studi: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
THE USE OF GAME TO IMPROVE STUDENTS' ENGLISH LEARNING MOTIVATION IN FOURTH YEAR OF MI FALAHL MUKMININ 02 PADAAN, PABELAN 2011/2012

Dengan Pembimbing: Hanung Triyoko, M. Hum, M. Ed
Asisten Pembimbing:

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MI Falahul Mukminin 02, mulai tanggal 11 Juli 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[Signature]
a.n. Ketua
Pembantu Ketua Bidang Akademik

[Signature]
DR. Rahmat Harriyadi, M.Pd.

[Signature]

Tembusan: Ketua STAIN Salatiga (sebagai lanoran)
LEMBAGA PENDIDIKAN MA’ARIF
MADRASAH IBTIDAIYAH FALAHUL MUKMININ 02
PADAAN
KEC. PABELAN KAB. SEMARANG
Dsn. Cikalan Desa Padaan Kode Pos 50771

SURAT KETERANGAN
Nomor: 010/MI-FM/VIII/2011

Kepala MI Falahul Mukminin 02 Padaan menerangkan bahwa mahasiswa di bawah ini:

Nama : DEWI ARIANA
NIM : 11307019
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Progam Studi : Tadris Bahasa Inggris (TBI)

Benar-benar telah mengadakan penelitian di MI Falahul Mukminin 02 padaan mulai tanggal 11 Juli 2011 s.d. Selesai untuk kepentingan penyusunan Tesis dengan judul “THE USE OF GAMES TO IMPROVE STUDENT'S ENGLISH LEARNING MOTIVATION IN FOURTH YEARS OF MI FALAHUL MUKMININ 02 PADAAN IN ACADEMIC YEAR OF 2011/2012”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Padaan, 16 Agustus 2011

Kepala Sekolah

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Harap konsultasi ini harus dibawa setiap konsultasi dengan pembimbing atau asisten pembimbing.

Salatiga, 20 Januari 2011
Pembimbing

Hanung Triyoko, M.Hum., M.Ed.
NIP. 197308151999031003
Angket Motivasi Belajar Bahasa Inggris Siswa

Nama :  
Kelas :  
Nama Sekolah :  

Jawablah pernyataan-pernyataan berikut ini dengan jujur!
Keterangan:

SL  = Selalu  
KD  = Kadang-Kadang  
TP  = Tidak Pernah

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ANGKET DATA PRIBADI SISWA

A. DATA PRIBADI

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2. Nama Panggilan ..............................................
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4. Tempat dan Tanggal lahir ......................................
Agama .............................................................
Anak ke .............................................................
Status dalam Keluarga ..........................................
Alamat siswa ......................................................
Nama Orang Tua:
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   Ibu ...................................................
Alamat Orang Tua ............................................
Pekerjaan Orang Tua ........................................
a. Ayah ..................................................
b. Ibu ..................................................
Black Hair
Pink Bag
Grey Book
Green Leaf
Purple Flower
Blue Sky

No pain no gain
This is the book.
That bag is black.
That bag is black.
That radio is grey.
This is grey.
This pen is green.

BLACK HAIR
PINK BAG
GREY BOOK
GREEN FEAL
PURPLE FLOWER
BLUE STICK

A pen mightier than a sword.
1. This book is blue
2. That bag is black
3. That radio is grey
4. This pen is green

BLACK HAIR
PINK
BLUE SKY