EXPLORING THE USE OF "THIS WAR MINE STORIES"

FOR STUDENT'S STORY TELLING

SKRIPSI

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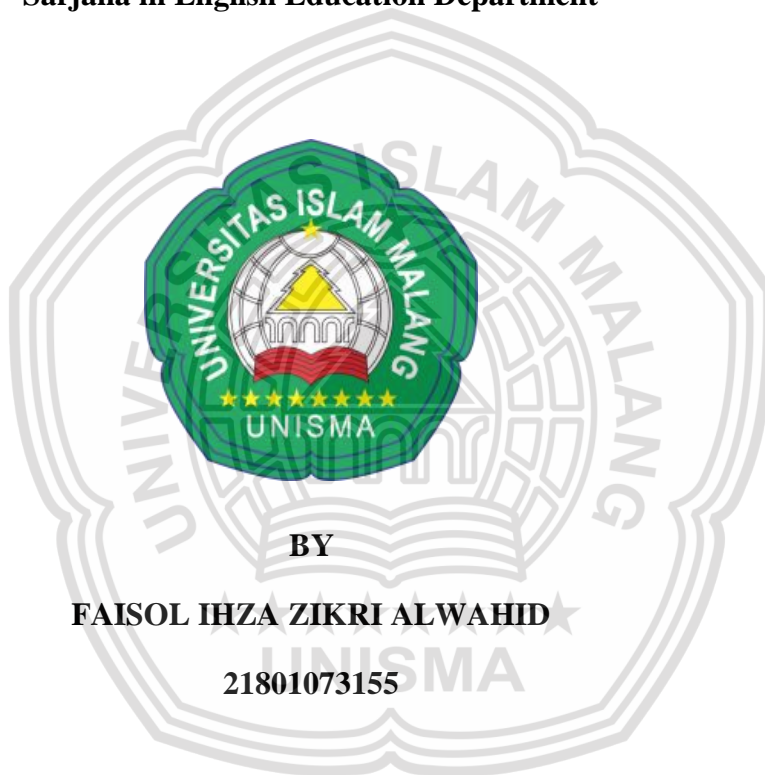**FOR STUDENT'S STORY TELLING**

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BY

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ABSTRACT

Alwahid, Faisal Ihza Zikri. 2023. *Exploring the Use of "This War Mine Stories for Student's Story Telling" at Dadali Dinillah Junior High School.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. Febti Ismiatun, S.Pd., M.Pd; Advisor II: Dr. Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Keywords: Impact, Speaking Learners, English Games

This research presents the impact of English games on speaking learners at Dadali Dinillah Junior High School. Two years have passed since the Covid 19 pandemic case. Learners at Dadali Dinillah Junior High School, especially learners of the speaking learners program, have implemented an English speaking system. The application of this speaking learners system has an impact on students. Therefore, the researcher conducts a research with the aim to give a detail description of the impact of English games on speaking learners at Dadali Dinillah Junior High School and which impact dominates the positive.

In this study, the researcher used qualitative approach with descriptive qualitative design. The participants of this research were 52 students of 9A and 9B classes at Dadali Dinillah Junior High School. The participants were chosen randomly. To explore the impact of English games on speaking learners, an games-based questionnaire and an games-based interview were used as the methods of collecting the data. The instruments used in this research were questionnaire and semi-structured interview which was adapted from (Kurniawan, 2019). The questionnaire used in this research was using Likert Scale, hence the data was analysed by using theory derived from Sugiono (2015).

The findings showed that English games had an impact on participants that was positive. The most impact that participants felt was the positive impact because most of the participants noticed a benefit from English games. Positive impact included the participants feeling more knowledgeable about platforms that support them, had no extra expenses, and saving time when participating in speaking learning.

English games had an impact on participants' experience that was positive. Some participants even felt the positive impact more than the negative impact. The positive impact was about the participants could know new technology that supported them in participating speaking learning. Another reason why the participants enjoyed learning speaking because the students having flexibility while conducting English games.

Overall, the advantages of English games that participants felt was the positive. This happened because the participants could apply war mine stories in their learning. This was something they did not find in other application. The participants were also made aware that learning could be anywhere and did not have to be in the classroom. This was because the English games system was flexible and saving time.

CHAPTER I

INTRODUCTION

This chapter introduces the research background, research issues, research goals, meaning of research, scope and limits of research, and definitions of important terms.

1.1 Background of the Study

As a developing country, Indonesia really needs English because the Indonesian government is trying to improve every aspect. One of these aspects is education, which is essential. As an English teacher, researchers focus on teaching English as a world language (Purandina, 2021). Learn and teach English from elementary school to university. There are some problems faced by the students, feel ashamed, afraid and lack of vocabulary (Holidazia & Rodliyah, 2020).

Speaking is very important because speaking and being human are inseparable (Badung, 2019). Speaking is used to express one's thoughts and communicate with people arou0nd the world. That is why speaking is so important. Students in or out of high school still struggle to become good public speakers. There are two problems at school.

First, Students are embarrassed and afraid to speak English, so they never practice or use the target language and always use their native language in class (Astika & Basri, 2019).

Second, for teachers, we do not use different teaching methods such as Visual Aid (Amelia, 2021 & Iswandarti, 2020). Teachers should motivate students to learn English in class and develop teaching methods. Thus, Students relax using English in the classroom (Cookson & Stirk, 2019).

Speaking is taught through conversations, pictures and games. Teachers should choose appropriate methods such as Game Use. When teachers use games, students have

many opportunities to practice their pronunciation and communication. This means that students gain knowledge and input through games (Lestari, 2020). Games to give to students "The War Mine Stories".

Not all of the middle school students' at Dadali Dinillah take part in this game, when they are studying speaking. Most students can join their teachers and understand what they want. Other students just pay attention and don't understand what the teacher wants. There are many reasons why they still feel embarrassed and confused. The reason is that teachers do not give students many opportunities. For this, teachers have a solution (Jaidi et al, 2021), He used games to teach speaking, so the students enjoyed the speaking lessons (Madya & Meiningsih, 2021). The results showed that students' speaking skills improved after going through a learning process using games as learning tools in these media, students can improve their ability to speak English appropriately and accurately.

Based on the statement, the researcher tries to find out how well the ninth grade students at Dadali Dinillah Middle School have after being taught to speak through play. Researchers therefore choose to go small by examining her use of This War Mine Stories for student pronunciation, accents and accuracy to the ninth year students of Dadali Dinillah middle school.

1.2 Research Problem

The researcher tries the formulate to reach the goals. The problem proposed in this study can be formulated as follows:

1. How the students perception of "war mine stories" on speaking learning?

2. What are the advantages on student speaking learning?

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1.3 Objective of Research

Based on the above research problems, the research objectives of this research are as follows:

1. To describe the student's speaking ability after being presented with the material in the game.
2. The War Mine Stories have the advantages on speaking learning.

1.4 Significance of Research

1.4.1. Research results can have practical benefits:

1) Students should recognize the importance of speaking in learning a language and should be encouraged to actively engage in learning in order to improve their ability to speak not only theoretically but also practically and communicatively.

2) Teachers can improve the quality of learning and apply this technique in the classroom to create an interesting and comfortable classroom environment.

3) Research results can be developed at other schools

1.4.2. Theoretical benefit:

1) The results of this study can be used as a reference for further development from other researchers.

2) The result can support the education system so it can be useful.

3) The researchers hope this result of the study can enrich the students' knowledge.

1.5 Scope and Limitation of the Research

With greater emphasis on the issues discovered in this study, the researchers use a game type called "War Mine Stories." Because this game is very interesting to teach middle school students and enhance their speaking ability.

1.6 Definition of Key Terms

Here are definitions of key terms to help readers easily understand this research paper. :

1. Speaking instruction includes activities such as imitation, repetition, verbal responses, interactive conversations, and oral presentations.

2. War of Mine Stories is a fun activity made up of participants or players who are driven by some values and have specific goals.

3. Story telling is an activity related to telling a story to one or more listeners. In storytelling, the storyteller engages in two-way interaction with the listener and then tells the story. Storytellers tell stories using words, sound and movement.

4. A middle school student means a person who is present full time in a secondary school recognized by the government under the Education Act.

CHAPTER V

CONSLUSION AND SUGGESTION

The researcher offered a Conclusions and suggestions for this chapter. In conclusion, the researchers drew simple conclusions from the results and the discussion in Chapter IV. The researcher also offered suggestion for subsequent researchers interested in this topic. Furthermore, the researcher also provided suggestion for the future researchers in connection with this study.

5.1 Conclusion

Based on the result on previous study, English games had an impact on participants' experience that was positive. Some participants even felt the positive impact more than the negative impact. The positive impact was about the participants could know new technology that supported them in participating speaking learning. Another reason why the participants enjoyed learning speaking because the students having flexibility while conducting English games.

Overall, the advantages of English games that participants felt was the positive. This happened because the participants could apply war mine stories in their learning. This was something they did not find in other application. The participants were also made aware that learning could be anywhere and did not have to be in the classroom. This was because the English games system was flexible and saving time.

5.2 Suggestion

The researcher makes a number of proposals related to this study. First, the researcher would like to suggest lecturers to explore more on the application used in learning speaking.

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This aims to increase students' knowledge about platforms in learning speaking and also to increase variety in learning activities.

Second, the following suggestion is for students to be more engaged and actively share their perspectives and fresh ideas with the lecturers to improve the learning experience. Students' further insights into how to run application when learning speaking and engaging are also needed.

Last, the researcher would like to suggest for future research to conduct the research about learning implementation and how students' perception on its application. This is because the digital era now there are so many applications those are very helpful in learning speaking.
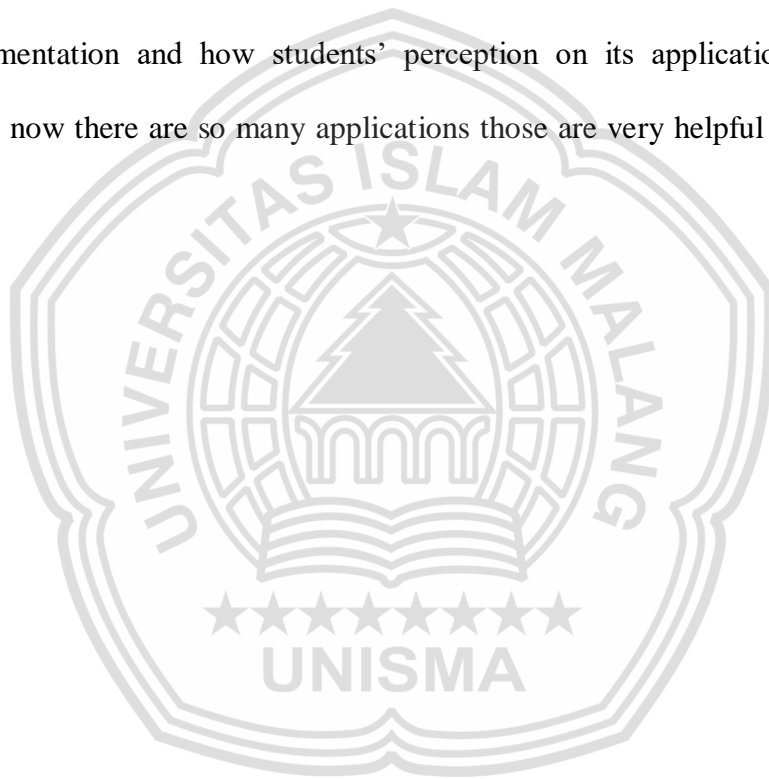
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