

**STUDENTS' MOTIVATION IN LEARNING ENGLISH BY USING  
GAMES**

(A Descriptive Study at the Third Grade of Intensive English Class of  
Pondok Pesantren Darul Falah Be-Songo Semarang)

**A FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement  
for Gaining the Degree of Education Bachelor  
in English Language Education



**TITIK NUR HIDAYATI**  
Student Number: 123411016

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2016**



## THESIS PROJECT STATEMENT

**I am, the student with the following identity:**

**Name** : Titik Nur Hidayati  
**Student Number** : 123411016  
**Department** : English Language Education

certify that this thesis entitled:

### **STUDENTS' MOTIVATION IN LEARNING ENGLISH BY USING GAMES**

(A Descriptive Study at the Third Grade of Intensive English Class of  
Pondok Pesantren Darul Falah Be-Songo Semarang)

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KEMENTERIAN AGAMA R.I.  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp. 024-7601295 Fax. 7615387

### RATIFICATION

Thesis with the following identity:

Title : **STUDENTS' MOTIVATION IN LEARNING ENGLISH BY USING GAMES (A Descriptive Study at the Third Grade of Intensive English Class of Pondok Pesantren Darul Falah Be-Songo Semarang)**

Name : **Titik Nur Hidayati**

NIM : 123411016

Department : English Language Education

had been ratified by the Board of Examiners of Islamic Education and Teacher Teaching Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 13<sup>th</sup> June 2016

### THE BOARD OF EXAMINERS

Examiner 1,

**Siti Tarwiyah, S.S, M.Hum**  
NIP. 19721108 199903 2 001

Examiner 2,

**Sayyidatul Fadlillah, M.Pd**  
NIP. 19810908 200710 2 001

Examiner 3,

**Dr. H. Ikhrom, M.Ag**  
NIP. 19650329 199403 1 002

Examiner 4,

**Muhammad Nafi' Annury, M. Pd.**  
NIP. 19780719 200501 1 007

Advisor I,

**Nadiyah Makmun, M.Pd**  
NIP. 19781103 200701 2 016





KEMENTERIAN AGAMA R.I.  
UNIVERSITAS ISLAM NEGERI WALISONGO  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp. 024-7601295 Fax. 7615387

---

### ADVISOR NOTE

Semarang, June 7<sup>th</sup> 2016

To  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamu'alaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis indentification:

Title : **Motivating Students in Learning English by Using Games**  
(A Descriptive Study at the Third Grade of Pondok Pesantren  
Darul Falah Be-Songo Semarang)  
Name : **Titik Nur Hidayati**  
Student Number : 123411016  
Department : English Language Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Semarang, June 7<sup>th</sup> 2016

Advisor

**Nadiyah Makmun, M.Pd**  
NIP. 19781103 200701 2 016



## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ - ١

In the Name of Allah, the Most Gracious, the Most Merciful.<sup>1</sup>

*Hidup ini diberikan kepada kita sebagai rahmat dan tidak sebagai beban.*<sup>2</sup>

I just run!

---

<sup>1</sup> Al-Kalam Digital, DVD Program Version 1.0, (Bandung: Penerbit Diponegoro, 2009), Surah Al-Fatihah: 01.

<sup>2</sup> R.A. Kartini, *Emansipasi: Surat-surat kepada Bangsaanya 1899-1904*, is translated by Sulastin Sutrisno, (Yogyakarta: Jalasutra, 2014), p. 56.



## **DEDICATION**

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted to and from whom I receive energy and sustenance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My lifetime teacher-beloved father and mother, Bpk. Mahzum and Ibu Rahmi,
2. My nicest little sisters, Lilis Safitri and Mutia Nur Rahmah.

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Finally, the researcher always expects that this research may be helpful for all. Amiin.

Semarang, June 7<sup>th</sup> 2016

The Writer,

**Titik Nur Hidayati**

NIM. 123411016

## ABSTRACT

Title : **Students' Motivation in Learning English by Using Games (A Descriptive Study at the Third Class of Intensive English Class of Pondok Pesantren Darul Falah Be-Songo Semarang).**

Writer : Titik Nur Hidayati

Student Number : 123411016

Learning English is really important in this globalization era, since English is an international language. Considering those function of English, recently some Islamic boarding houses facilitate their students to learn English through English class. One of them is Pondok Pesantren Darul Falah Be-Songo Semarang. Based on the writer's observation, it was found that some students have low motivation and difficulties in learning English. Therefore, sometimes the teacher applies games in the English teaching and learning process at Pondok Pesantren Darul Falah be-songo Semarang, since game is very fun and enjoyable for learning. The purpose of this study was to know English teaching-learning process and the student's response toward learning English by using games. Moreover it is used to know the students motivation in learning English.

This study is a descriptive qualitative approach. The data were gathered by observing the activities in the classroom. The data were collected by Video-recording the English teaching and learning process and the implementation of games. The data were collected by questionnaire used to measure the students' motivation and their response in learning English by using games. All of the data were analyzed by descriptive qualitative analysis. It is to present the result of the study in the form of descriptive explanation.

The result of this study showed some findings. English teaching and learning at Pondok Pesantren Darul Falah be-songo Semarang is unorganized by syllabus. Based on the observation at the third class, it was found that the teacher implemented some games to teach. It was

remember game and gallery walk. Meanwhile, the result of questionnaire showed that the students' motivation is in the level of "fair". It can be seen from their attitudes and activeness in the classroom. Their response in learning English by using games was very positive. But they want to make it proportional between playing games and teacher's explanation.

**Keywords** : *Games, Students' Motivation, Pondok Pesantren.*

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# CHAPTER I

## INTRODUCTION

The chapter would explore sub chapters as introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, objectives of the study, and significances of the study.

### **A. Background of the Research**

Every human needs language to communicate with others. They can express or show their willing and feelings through language. They also share their thought and ideas through it. One standard definition of language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enables member of a given community to communicate intelligibly with one another.<sup>1</sup> Based on the definition above, it seems that the function of language is very crucial in our life, it is for communication.

Indonesia has varied of race, ethnic group, culture even religion. One of the biggest community in Indonesia is Islamic religion. Almost muslim dispersed in all corners of Indonesia. The fact that there are so many Islamic institutions found in Indonesia. For example, mosque as the place of

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc., 2000), 4th Ed., P. 5.

devotion to God until Institution of education. It is formal till informal institutions. Often, some parents send their children to study at Islamic boarding house. They belief that Islamic boarding house can educate their children about temporal and hereafter lesson. Moreover, pondok pesantren is one of islamic education institution which concerned on developing human resource.

Most of Islamic boarding house haven't standard curriculum of their learning process. According to Lukens-Bull picked up by Abdullah Aly, generally curriculum of Islamic boarding house divided into four parts, 1. Islamic study 2. Experience and moral education 3. Science 4. Skill.<sup>2</sup> Every part of fourth curriculum above has their own program. Such as Islamic study focus on learning Islamic book (*kitab kuning*). Then, experience and moral education focus on learning of value. The next is science, it means *pondok pesantren* integrate with curriculum of national education. This curriculum applied at the *pondok pesantren*'s school or *madrasah*. And the last is skill, it is focused on extracurricular program, such as lifeskill program and language program includes English course, etc.

There are many languages in this world. English is considered and applied as the international language. The fact

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<sup>2</sup>Irham, Jurnal Pendidikan Agama Islam entitled *Pesantren dan Perkembangan Politik Pendidikan Agama di Indonesia*, "Ta'lim vol. 13 No. 1 (2015), P.100.

that English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together cannot be denied by anyone. Therefore, everyone in side of this world is working very hard to study English. English is used for daily conversation, education, research and science. When someone is learning English, they will know the development of knowledge, science and technology because most of books, articles, journals of science are written in English. Considering those function of English, learning English become more important. Recently, some Islamic boarding houses facilitate their students to learn English through English class and practice it in daily life around the dormitories.

One of modern Islamic boarding house is Darul Falah *Be-Songo* Semarang. Students in Darul Falah *Be-Songo* Semarang learn Islamic education, life skill and also modern education. Language is one of the important concerned there. Besides using Arabic and *Kromo Inggil* or Javanese, students also should master English. There are some English programs to support the students' understanding in English. It is weekly conversation to smooth their speaking skill. Another program is intensive English class. It is held once in a week.

The writer observed that most students have low motivation and low ability in learning English. They think foreign language especially English is complicated because of

so many rules on it. Moreover, different background of students become another problem of learning English at pondok pesantren Darul Falah be-*songo*. That's why the writer is interested in doing this research to find out how is the process of teaching learning English there and to know the types of games that the teacher used to teach English at pondok pesantren Darul Falah be-*songo*.

The success of teaching-learning process depends on several factors. Diane Larsen and Freeman said everyone knows that being a good teacher means give positive feedback to students and being concerned about their affective side or their feelings.<sup>3</sup> Moreover, the most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has a good classroom management which can stimulate the students to be active in following the system of teaching learning process. Learners usually try to judge the first impression of the lesson in the pre-activity phase. They will be engaged in the lesson when the teacher raises their interest up. The teacher can use game to engage learners to the lesson. According to the Evans (1979), it's related to the characteristic of games. Games are entertaining and exciting

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<sup>3</sup>Diane Larsen & Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000) , P. 5.

for learners by the competition and suspense of the outcome and the winner of the game.<sup>4</sup>

According to Wright, Betteridge, and Bucky (2006). Games have several advantages in language teaching. In this case games give a chance for learners to experience the language rather than to study the language.<sup>5</sup> Games can lower anxiety, thus making the acquisition of foreign language more likely. They are highly motivating and entertaining for the students. They give a chance for shy students to express their opinions and feeling in teaching learning process. Therefore these issues gives a stimulus to the researcher to do a study related to games usage to motivate students in learning English and also the variety of games that the teacher used to teach English at Pondok Pesantren Darul Falah be-*songo* Semarang.

## **B. Questions of the Research**

This research proposal is guided through the following major questions:

1. In what way does the EFL teacher at *Pondok Pesantren Darul Falah Be-Songo Semarang* implement games?

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<sup>4</sup> Evans, D.R., *Games and simulation in literacy training*, (1979).

<sup>5</sup> Wright, A., Betteridge, D., & Bucky, M., *Games for language learning*. 3<sup>rd</sup> Ed. (Cambridge: Cambridge university press, 2006)

2. What's the score of students' motivation in learning English by using games

### **C. Objectives of the Research**

The objectives of the research are to describe the English language teaching-learning process and the implementation of games to motivate students at *Pondok Pesantren Darul Falah Be-Songo*. Moreover this research is to know the students' motivation in learning English by using games. It is also used to know the students' response in learning English by using games.

### **D. Pedagogical Significance**

The result of this research is expected to be able to give the following benefits for educational practitioners, such as teachers, students and the researcher. Here, the researcher divides into two kinds below:

1. Academically
  - a. The result of this research can be used as an additional reference for the next research in the future.
  - b. This research is expected to give the information about implementation of games in teaching-learning process in Islamic boarding house.
  - c. This research is expected to give information about variety of games in learning English.

2. Practically
  - a. The result of this research can be used to improve English teaching and learning process in *pondok pesantren* Darul Falah Be-Songo Semarang.
  - b. The result of this research can be the example of English learning model for Islamic students commonly and for *pondok pesantren* Darul Falah Be-Songo Semarang especially.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter comprises previous research, theoretical framework and framework of study. It will provide some previous studies which has almost the same topic with the present study and some theories which bring about the present study.

#### **A. Games**

##### **1. Definition of Games**

A game is an activity with rules, a goal and an element of fun.<sup>1</sup> Using games in English class can get students relaxed and enjoyed using the language. It may be argued that college students unlike children, having grown up and do not need games to relax themselves. On the contrary, adults sometimes feel more nervous than children when they face new things, and they are more afraid of losing their face as the sense of face develops with their age. In this sense, they do need games or any other activity that help them relaxed and innocent like children to the new language without being afraid of making mistakes.

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<sup>1</sup>Jill Hadfield, E-book: *Beginners' Communication Games*, Longman. P. 8.

Moreover, game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>2</sup> Besides it is very fun and enjoy, games create competitive and active atmosphere in the class. They have to make an interaction with others in doing games. Students' communicative skill will totally increase through it. It is because games usually do in pair or group work. But sometimes it is in the form of individual too.

## **2. Types of Games**

There are many games which can be implemented by the teacher in teaching English. Wright, Betteridge, and Bucky (2006) categorized it into eight types of games as below:

### **a. Care and Share**

This type of game relates more to invitation and guide the learners to feel comfortable while sharing personal information with other learner than challenge. Example of games: the interview game.

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<sup>2</sup>A. Wright, Betteridge, D., & Bucky, M..E-book: *Games for language learning*. (Cambridge: Cambridge university press, 2006), 3<sup>rd</sup> Ed, P.1.

- b. Do: Move, mime, draw, and obey

The learner is expected to do something non-verbally in response to a read or a heard text. Example: Listen and draw, what's my mime?, and etc.

- c. Identify: Discriminate, guess, speculate

The learner is challenged to identify something which is difficult to identify or to hypothesis about something which is then compared with the facts. Example: slowly reveal a picture, telepathy (texts), and etc.

- d. Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations. Example: Describe and draw, draw the bank robbers, and etc.

- e. Connect: Compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or group of information. Example: Bingo game.

f. Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively. Example: Put the story and order.

g. Remember

The learner tries to remember something and then communicate what he or she has remembered. Example: A long and growing list, running dictation, and etc

h. Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material by using their imagination. Here the distinction between 'challenged' and 'invited' is worth making. 'Challenged' might include those story-making starters in which you stipulate certain features: for example, you stipulate that a certain tense form must occur very often, or that the story must be exactly 50 words long. 'Invited', because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on. Example: Visualise and describe, and etc.

### 3. Games to Motivate Students in Learning

According to Orlick (2006) cited from Ahmad Awad Amin Mahmoud and Ziyad Ahmed Tanni is in the line with Hussin, and D’Cruz, 2001 because they have agreed that teachers are able to drive students to learn the language and to sustain their interest in language learning if they can provide activities that are communicative (game type), pleasant, safe and non threatening as well as group-based, meaningful and challenging. Such activities help promote self-confidence, learning satisfaction and good relationship among learners and between teacher and students.<sup>3</sup>

Another argument about games is came from Kamra, (2010) concluded that using games is an efficient way to teach English in the classroom. This way you get the best results in the classroom. It arouses students’ motivation. From some statements above, it is clear that game can increase students’ motivation in the learning process. It because the characteristic of game is fun, which gives students enjoyment and pleasure so that the students is imperceptible when they are learning.

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<sup>3</sup>Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni, *Using Games to Promote Students’ Motivation Towards Learning English*, (Journal for Education and Psychological Studies vol. 2 no. 5, 2014).

## **B. Motivation**

### **1. Definition of Motivation**

In Webster New World Dictionary, motivation is an affecting; a motive; an inciting.<sup>4</sup> A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a 'decision to act' as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set a goal'.<sup>5</sup> Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:<sup>6</sup>

- a. Desire to success

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<sup>4</sup>David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), p. 393.

<sup>5</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., P. 51.

<sup>6</sup>Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*, (Jakarta: Penerbit Bumi Aksara, 2008), P.23.

- b. There is pushing of study
- c. There are necessities in study
- d. There is expectation in future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process
- g. Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

## **2. Types of Motivation**

There are two types of motivation. They are extrinsic and intrinsic motivation.

### **a. Extrinsic Motivation**

Extrinsic motivation is learning activity that occurs from the encouragement and someone's need that absolutely not related to the activities of their

own learning.<sup>7</sup> It is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc.

Some opinions state that the concept of intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.<sup>8</sup>

b. Intrinsic Motivation

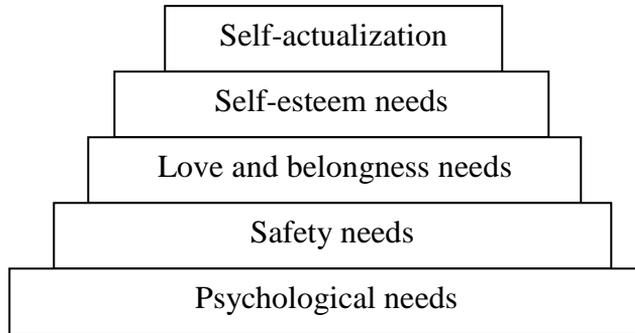
Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongness needs, self-

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<sup>7</sup>Drs. H. Martinis Yamin, M.Pd., *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), P. 163

<sup>8</sup>M. Nur Ghufron & Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), P.84

esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.



*Heararchy of need pyramid<sup>9</sup>*

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.<sup>10</sup> The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the

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<sup>9</sup><http://www.businessballs.com/maslow.htm>,

<sup>10</sup> Drs. H. Martinis Yamin, M.Pd., *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), P. 163-164

individual itself. For example: the enjoyment of the learning process makes themselves feel better.

The existence of intrinsic motivation influenced by some factors, they are:<sup>11</sup>

a. Challenge

People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

b. Recognition

Learners feel satisfaction when others recognize and appreciate their accomplishments.<sup>12</sup>

c. Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities.

d. Control

People have a basic tendency to want to control what happens to them.

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<sup>11</sup>[http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5\\_intrinsic.htm](http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5_intrinsic.htm), retrieved on June 14 2016.

<sup>12</sup>M. Nur Ghufron & Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), P.92-93

e. Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.

f. Competition

Learners feel satisfaction by comparing their performance favorably to that of others.

g. Cooperation

Learners feel satisfaction by helping others achieve their goals.

### 3. The Function of Motivation

The function of motivation includes the following:<sup>13</sup>

a. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.

b. Motivation serves as a director. It means that motivation drives to an act of achieving desire.

c. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.

d. The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation,

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<sup>13</sup>Drs. H. Martinis Yamin, M.Pd.,Profesionalisasi Guru., p. 161-162.

and need for power. When someone needs is very urgent then they will try hard to motivate himself. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

#### **4. Source of Motivation in the Learning Process**

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students' feeling and engagement with the learning process.<sup>14</sup>

a. The society people live in

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they choose? And why?

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<sup>14</sup> Jeremy Harmer, The Practice of English Language Teaching, p.51-52

b. Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of student's peers also crucial. If they are critical of the subject or the activity, the student's own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

c. The teacher

Clearly a major factor in the continuance of student's motivation.

d. The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

## **5. Student's Motivation towards Learning English**

Based on Oxford Advanced Learners' Dictionary, student is defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending

schools; anyone who studies or who is devoted to the acquisition of knowledge.<sup>15</sup> Zamakhsari Dhofier defined *Santri* as learners who study classic books with *kyai*. From the definition above it can conclude that *santri* and student is similar in common. Both of them are struggle to obtain knowledge. There are two kinds of *Santri*. The first is staying *santri* who come from far area and they stay at *pondok pesantren*. The second one is called *Santri Kalong*, it is a kind of *santri* who come from nearby area and they are not staying at *Pondok pesantren*. In this research, the word student means *santri* at *Pondok pesantren* Darul Falah be-*Songo*.

Recently, there are two kinds of *Pondok pesantren*. 1) Pesantren Salaf or classic pesantren. In this kind of pesantren *kyai* as a center to organize all of the system. Such as curriculum, learning method, and etc. Learning method of pesantren salaf is included *sorogan* dan *bandongan*. 2) Pesantren Khalaf or modern pesantren. It means developing learning system that fitting to the current needed. Such as adding foreign language learning, applying school system, following the development of

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<sup>15</sup>Jeremy Harmer, *The Practice of English Language Teaching*, p. 859.

national education curriculum, and using media technology toward its learning.<sup>16</sup>

### C. Learning Language

Language is tool of communication. Every human being in this world needs language to communicate with others. Language is a primary meant of communicating thoughts from one person to another. Based on Crow and Crow's statement, language is tool of expression for people.<sup>17</sup> People really need language as a conducting pert to interact one to another. Moreover, language has some characteristics. First, characteristic of language is systematically and arbitrary. Second, language is symbolized has vocal and visual. Third, meaning has conventionalized which they refer. Fourth, language as tool of communication. Fifth, operating language in speech community or culture. Sixth, essentially human although possibly not limited for human. And the last, language as universal thing, which is acquired by all people in much same way.<sup>18</sup>

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<sup>16</sup>Irham, Jurnal Pendidikan Agama Islam entitled *Pesantren dan Perkembangan Politik Pendidikan Agama di Indonesia*, "Ta'lim vol. 13 No. 1 (2015), P. 98-99

<sup>17</sup>SyaifulBahriDjamarah, *Psikologi Belajar*, (Jakarta: RinekaCipta, 2008), P. 46.

<sup>18</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 4th Ed, P. 5.

As foundation of learning, at the first, it needs to talk for definition of learning. Learning is one of basic activity of human. Learning has wide and universal characteristics. Some linguists explained theories about learning such as below: 1) James O. Whittaker organizes learning as process where behavior has appeared and has changed through trainings or experiences, 2) Cronbach gives opinion about learning is shown by change in behavior as a result of experience, 3) Howard L. Kingsley says that learning is the process of which behavior (in the broader sense) is originated or changed through practice or training, 4) Geoch formulates learning is change in performance as a result of practice, 5) Slameto declares his opinion that learning is process was done by individual to get new change of behavior comprehensively or as result of experience was done by individual in interaction with their environment.<sup>19</sup>

Second is about learning pattern. Learning was done by individual differently. The reason is each individual has own characteristic and type of learning.<sup>20</sup> Wright, Betteridge, and Bucky (2006) categorize some learning style: Auditory, visual, kinesthetic, creative, analytical, cooperative, individual, serious, amusing, and dramatic.

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<sup>19</sup>SyaifulBahriDjamarah, PsikologiBelajar., P. 12

<sup>20</sup>SyaifulBahriDjamarah, PsikologiBelajar., P. 12

Third, learning also has taken in formal activity like observation. There are several factors and element need to conduct like mode possesses characteristic, mimic, attention, retention, and the last factor is motivation.<sup>21</sup> Specifically, the most observed in this research is motivation. Motivation refers to some motives or reason to do by learners. Learners here are students of PondokPesantren. It is called by *Santri*.

Fourth factor is theory of learning. Based on Saljo, there are some main categorizes for students' respond in learning activity. The problem is about students' respond to what they learned. Saljo described several factors as learning theory such as: 1) learning as quantitative increase in knowledge, 2) learning as memorizing or storing information can be reproduced, 3) learning as acquiring facts, skills and method that can be retained and used, 4) learning as making sense or abstracting meaning, 5) learning as interpreting and understanding in different way.<sup>22</sup> All of these factors are concentrated and focused into theory of learning.

Fifth, there are personality factors involve learning. These factors such as affective domain, self esteem inhibition, risk-taking, anxiety, empathy, extroversion, character types,

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<sup>21</sup>A. Bandura, Observational Learning, article from: <http://www.funderstanding.com/educators/observational-learning>, retrieved on Monday 22th 2016 at 14:34

<sup>22</sup>Carl Rogers, article entitled *Learning Theory*, from <http://www.funderstanding.com/content/learning> , retrieved on February 22<sup>nd</sup> 2016

and motivation. The representative of affective can be emotional side of human behavior. Self esteem is the most pervasive aspect of any human behavior. Next, inhibition refers to build sets of defenses to protect the ego and risk taking while anxiety is description about feeling fear. Then empathy is ability to reach beyond the self to understand what another person is feeling. Furthermore, extroversion is the extent to which person has deep-seated need to receive ego enhancement, self esteem and a sense of wholeness from other people. Besides, character types are determined based on psychologically students' character and last is motivation which is determined as extrinsic or intrinsic motives from learners to do something.<sup>23</sup>

Meanwhile in Islam, learning has close relationship with knowledge. People can know everything about knowledge by learning. In Islam, knowledge and its acquisition got considerable importance. As the fact, Allah gave the first firman to Rasulullah Muhammad SAW in the verses Al-Alaq: 1-5.

الَّذِي . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ . عَلَّمَ بِالْقَلَمِ .

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<sup>23</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*,  
P. 143

The main objective of English teaching and learning involves some components: grammar, vocabulary, and pronunciation, with the four basic competence skills: listening, speaking, reading and writing. Because English is not the first language; some of Indonesian students feel that English is difficult to be learnt. In addition, they face some problems when they want to master it. The problems come from inside (their selves/their motivation) and outside (the materials, the school, the media, family's support, etc.). But, there is no reason for us to stop learning something in our life, includes language, and people have to use their ability to learn language.

English teachers have to pay attention on the students' characteristic. In order they can apply the appropriate method to teach. The choosing of certain method used in class should be suited with the goal of teaching-learning process, as the right method will result the better achievement. As our Prophet Muhammad SAW said:

عن ابن عباس رضي الله عنه قال : قال رسول الله صلى الله عليه وسلم:  
علموا ويسروا ولا تعسروا ويسروا ولا تنفروا فأذا غضب احدكم  
فاليسكت (حدث صحيح رواه أحمد والبخارى)

*“Teach and make it easy, do not make difficult, and please enjoy and do not make them run away and if*

*one of you was angry, silent please.” (H. R Ahmad and Bukhari).”<sup>24</sup>*

Hadis above advises us to motivate students in the teaching learning process. English teacher should motivate students in order to make them happy in learning English. Motivation needs to be given to students because they may learn to do something based on it. Giving motivation to students can be done in many ways for example: English teacher provide methods that motivate students to learn with good environment, Teacher built an interest classroom activity when teach English or improve students’ motivation in English and many others way.

There many methods used in English teaching and learning. Each method has the characteristic. It will be explain as follow:

a. Grammar Translation Method

The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language.<sup>25</sup> The method consists of studying written texts, translating them into the students’

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<sup>24</sup> Juwariyah, *Hadits Tarbawy*, P.105

<sup>25</sup> Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 33

own language and carrying out a study of grammar.<sup>26</sup>  
There is little attention given to the use of the spoken language.

b. Direct Method

It is stated by Diane Larsen Freeman in *Techniques and Principles in Language Teaching* as follows:<sup>27</sup>

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. The Direct Method has one basic rule: no translation is allowed.... In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students' native language.

It means that the teaching and learning process is conveyed in English.

c. Audio-lingual Method

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. Audio-Lingual Method drills the students in the use of grammatical sentence

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<sup>26</sup>Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p. 19

<sup>27</sup>Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 23

patterns.<sup>28</sup> This method can be done by playing a recording of a conversation in the target language, the students listen and rehearse what they've heard.

d. Communicative Language Teaching

The Communicative approach - or Communicative Language Teaching (CLT) - is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The 'what to teach' aspect of the Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.<sup>29</sup> CLT is regarded more as an approach since the aims of CLT are:

- 1) To make the communicative competence the goal of language teaching.
- 2) To develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.<sup>30</sup>

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<sup>28</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.35

<sup>29</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.85

<sup>30</sup>Jack C. Richards and Theodore S. Rodgers, *Approach and Method*, p. 66.

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLT, where students simulate a television program or a scene at an airport - or they might put together the simulated front page of a newspaper. Sometimes they have to solve a puzzle and can only do so by sharing information. Games are frequently used in CLT. It seems that the students feel enjoyable in doing the games. Moreover, they give the students more communicative practice.

e. Task Based Learning

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students' performance of the task has shown to be desirable.<sup>31</sup> In other words, students are presented with a task they have to perform or a problem they have to solve.

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<sup>31</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.86

f. Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students' guessing verbally.<sup>32</sup>

g. Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science concerned with the systematic study of the nomotional and/or nonconscious influences" that human beings are constantly responding to. Suggestopedia tries to influence and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.<sup>33</sup> The method is focus on the atmosphere of teaching and learning to be closer with the target language like using song and classroom arrangement.

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<sup>32</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p.89

<sup>33</sup>Jack C. Richards and Theodore S. Rogers, *Approach and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1999), p.142

h. Total physical Response

Total Physical Response is linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motoractivity.<sup>34</sup> Combined tracing activities, such as verbal rehearsal accompanied by motor activity, for example teacher mentions a word then the students should mime or practice the word.

#### **D. Previous Research**

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research. Whether thesis or journal.

1. *Games as Warming-Up Activities in Young Learners' Classroom at An English Course* written by Noviani Aisyatin from Indonesia education university.

In this case study, the writer was focussed to find out about the types of games that used by the teacher at an English course. The result showed that the teacher applied some types of games proposed by Hadfield

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<sup>34</sup>Jack C. Richards and Theodore S. Rogers, *Approach and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1999), p.87

(2001) and Evans (1979) as warming up activities at young learners' class. She also found the advantages of games covered affective, cognitive, class dynamic and adaptability categories. However, the teacher found some difficulties such as to design the appropriate game for the students, giving clear instruction, managing time, grouping the students, and simplifying the instruction. But moreover, from the result of this research, games as warming up activities are recommended to apply in the young learners' class since it is very fun.<sup>35</sup>

The similarity to the research above, both researchers are concerned in games. But the first research is concerned in games as warming up activities. Meanwhile this research is concerned in games as method of teaching English. The object of the research above is young learner. Then, the object of this research is colleague students in Islamic institution or pondok pesantren.

2. *Using Games to Promote Students' Motivation toward Learning English* written by Ahmad Awed Awan Mahmoud from An Najah National University and Ziyad Ahmed Tanni from Al Quds Open University.

The primary attention of this journal is the role of games in promoting students' attitude towards learning

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<sup>35</sup>NovianiAisyatin, *Games as Warming-Up Activities in Young Learners' Classroom at An English Course*.

English from the teacher perspective. The researchers distributed questionnaire to the English teachers in schools of Jenin RefugeeCamp, Ya'bad, Araba, and Rommana. The researcher used means, t-test, and one way ANNOVA to analyze the data. The findings of this research showed that most of teachers of English agreed that games have influenced in students' attitudes towards learning English. The researchers suggested using games as energizers and short warm-up activities not only to sustain attractiveness to learning, but also to bring real life to learning.

The similarity of the research is games to motivate students in learning English. The first research was quantitative approach meanwhile in this research is descriptive qualitative approach. The research above is focused on teacher's perspective but in this research use student's perspective.

3. *Using Games to Improve Students' Communicative Ability*  
Written by Deguang Zhu from North China Institute of Science and Technology, Yanjiao, Beijing-East, China.

This journal focused on the use of games in English teaching class to improve students' communicative ability where the communicative language teaching approach or abbreviated as CLTA is one of the effective methods to keep away from the weaknesses of traditional English

teaching method. This journal found that using games which is communicative in essence are effective and efficient to improve students' communicative ability. While in the traditional method of teaching English, students sit still listening to teachers talking about English language and try their best to remember English words and grammatical rules by rote memory, in the communicative language teaching approach they are actively involved in playing games which in turn can arouse and maintain their interest in learning, promote their motivation of study, and at the same time get lots of opportunities to have their basic skills of listening and speaking practiced.

Both of them are focused on games but in different goal. The journal above was using games to improve certain ability of students which is communicative ability, but in the research, the writer focus on the use of games to motivate students in learning English.

## CHAPTER III

### RESEARCH DESIGN

This chapter presents the research method of the present study. It contains research design, research setting and timing, sources of data, focus of the research, data collecting technique, and data analysis technique.

#### **A. Research Approach**

According to Sugiyono, Research method is scientific way which has certain objective. Scientific way means rational, empiric, and systematic.<sup>1</sup> There are two kinds of research: Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentence, and in Quantitative research, the data is analyzed using number. Richard and Cook (cited in Nunan's book: "Research Method in Language Learning" draw a distinction between quantitative and qualitative research as follows:<sup>2</sup>

Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external

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<sup>1</sup>Sugiyono, *Metode penelitian kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 2.

<sup>2</sup>David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p. 23

toand independent of the observer or researcher. Qualitative research, on the otherhand, assumes that all knowledge is relative, that there is a subjective element to allknowledge and research, and that holistic, ungeneralisable studies are justifiable(an ungeneralisable study is one in which the insights and outcomes generated bythe research cannot be applied to context or situations beyond those in which datawere collected).

Considering data and the aims of research the researcher uses qualitative and descriptive type research to conduct this study. Maxwell stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”.<sup>3</sup> Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.<sup>4</sup> This research is descriptive qualitative research because the data are the form of written. Therefore, researcher will visit to the setting to do observation and distribute a questionnaire to collect the data.

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<sup>3</sup> Joseph Maxwell Alex, *Qualitative Research Design*, (London: SAGE Publication: 1996), p. 17.

<sup>4</sup> Norman K. Denzin and Yvona S. Lincoln, *Handbook of Qualitative Research*, (California: Sage Publications: 1994), p. 1.

## B. Setting and Time

### 1. Setting

As Creswell (2007) stated that the natural setting in collecting data is one of the characteristic of qualitative approach.<sup>5</sup> Beside human as data collector and analyzing the data inductively is natural environment as direct source of data. Selecting the precise place is important because it will influence the result of the research. So, the researcher selects *Pondok Pesantren Darul Falah Be-Songo Semarang* as a setting of her research. Beside the researcher is one of the student there, there are some reasons the researcher selects that place that will be explained in the next paragraph.

*Pondok Pesantren Darul Falah Be-Songo Semarang* built in 2008. It is developed from time to time by building renovation and education system.<sup>6</sup> It is branch of *Pondok Pesantren Darul Falah Jekulo Kudus*, under the head KH. Ahmad Basyir. So, *Pondok Pesantren Darul Falah Be-Songo Semarang* is hold by his son in low, Dr. KH. Imam Taufiq, M.Ag, the husband of Hj. Arikhah, M.Ag. Both of them are also lecturers in UIN Walisongo Semarang.

*Pondok Pesantren Darul Falah Be-Songo Semarang* is life skill *pesantren*. It has curriculum and many activities

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<sup>5</sup> Creswell, J.W., *Qualitative Inquiry and research design : Choosing among five approaches*. (Sage Publication: 2007),

<sup>6</sup><http://be-songo.or.id/profil>, retrieved on February 20<sup>th</sup>2016

support that. One of the important skill is language. There are three languages that the students should use there: *Kromo Inggil*, Arabic and English. In order to develop the students' skill in language, *Pondok Pesantren DarulFalah Be-Songo* Semarang gives Arabic and English intensive class beside Arabic and English Week program to smooth the students' skill.

## 2. Time

This research would be conducted on the last week of March and first week of April. It was started on March 23 2016 and finished on April 6 2016.

### **C. Source of Data**

The object of this research is an intensive English teacher of *Darul Falah Be-Songo* in the third grade. Actually, there are four classes at intensive English class of *Pondok peasantren Darul Falah Be-Songo* Semarang. 1a, 1b, 2, and 3. The first grade is focused on grammar. Then the second grade is focused on reading. And the third class is focused on speaking and preparation of TOEFL. To conduct this research the researcher takes the third grade.

### **D. Scope of Study**

Focus of this research is the process of English teaching and learning in *pondok pesantren* Darul Falah Be-

*Songo Semarang* and the implementation of games to motivate students in learning English. Moreover, students' motivation and their response towards learning English by using games are observed in this research too.

### **E. Instrument**

There must be an instrument in a research. It influences the data which are obtained. Instrument means equipments for collecting the data using a method.<sup>7</sup> Based on the statement, instrument plays important role in conducting a research that is to gather the data accurately. The instruments in this research is questionnaire. The questionnaire is to know students' motivation in learning English using games.

### **F. Technique of Data Collection**

There are many techniques which can be used to collect data either primary or supporting data. According to Suharsimi Arikunto, there are five methods in data collection; interview, observation, test, questionnaire, and documentation.<sup>8</sup> However, in this research the researcher used

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<sup>7</sup>SuharsimiArikunto, *ProsedurPenelitian, SuatuPendekatanPraktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 227.

<sup>8</sup>SuharsimiArikunto, *ProsedurPenelitian, SuatuPendekatanPraktek*, (Jakarta: PT. RinekaCipta, 2002), p. 150

two kinds of them namely observation and questionnaire. Which are explained as follow:

1. Observation

Arikunto said that an observation is a way to get information by observing and taking notes systematically about observed phenomenon.<sup>9</sup> In this research, the researcher used classroom observation. It is non observatory observation. In non observatory observation, the researcher did not participate in the activity in the research project.<sup>10</sup> By observing teaching-learning process, the researcher got the data from natural situation. This observation is the way to investigate the sequence of activities in the teaching learning process and also the implementation of games in learning English. The writer also recorded the process of English teaching-learning in the classroom. It used to know the sequence of activity and the implementation of game. The result of this recording used to support the data of the research which is arranged by the writer.

2. Questionnaire

Questionnaire is a number of questions which is used to gain the information from the respondents that deals

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<sup>9</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta: 2013), p.272

<sup>10</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif I*, (Bandung: Rosda Karya, 2007) Edisi Revisi, p. 176.

with their personality report (statement), or everything they know.<sup>11</sup> Basically, it is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics.<sup>12</sup> There will be twenty questions related to the student's motivation.

The writer uses descriptive approach in order to know the students' motivation in learning english using games, based on the result of the test. According to Soedjiarto, there are five criteria of students based on the presentage of the result of the test, they are:

1) Excellent	86 – 100
2) Good	76 – 85
3) Fair	66 – 75
4) Poor	56 – 65
5) Very Poor	0 – 55

Every students are given a score according to the criteria above and the mean score also used these criteria.

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<sup>11</sup>Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), P. 151

<sup>12</sup>Paul J. Lavrakas, *Encyclopedia of Survey Research Methods*, (California: SAGE Publications, Inc., 2008), P. 652

## G. Validity

According to Sugiyono (2013), there are four kinds of data validity test: credibility, transferability, dependability, and confirmability.<sup>13</sup> In this case, the researcher used the credibility type to check the research validity. Data credibility will be intended to prove data that collected appropriately and correctly. Some ways to get credibility are prolong, triangulation, increasing perseverance, checking member or peer discussion, checking the sufficient references, checking and crosschecking description against theoretical interpretations, and member check.

In this research, the researcher used increasing perseverance. It means the researcher will conduct a research accurately and continuously. By that ways, data validity could be got definitely and systematically. In this case, the researcher checks, identifies and analyzes the data. The researcher also reads the references, research result, and documentations that concerned with the research. The researcher's knowledge more increase and wider, so it can be used to check the data whether it is true/believable or not.

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<sup>13</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2013), p. 366.

## H. Technique of Data Analysis

Generally, this study is descriptive qualitative study. The technique of data analysis that the researcher used are as follow:

1. All of the data collected through observation, documentation, and questionnaire was categorized as follows:
  - a. Teaching-Learning process of English at *pondok pesantren* Darul Falah be-*Songo*.
  - b. Students' motivation in learning English by using games.
2. Each data above was described as detailed as the researcher got.

The result of classroom observation used to know the English teaching-learning process at *pondok pesantren* Darul Falah be-*songo*. In this technique, the writer analyze the result of questionnaire which given to the students of the third grade of intensive English class of *pondok pesantren* Darul Falah be-*songo* as follow:

To count the percentage of students, the writer used this pattern:

$$S = \frac{Fx}{N} \times 100$$

Where, **S** = Score

**F<sub>x</sub>** = the sum of correct answer

**N** = total number of test

The tabulation of questionnaire result put into table.

## CHAPTER IV

### RESULT OF RESEARCH AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the research. Pondok Pesantren Darul Falah *Be-Songo* Semarang is life skill pesantren. It has curriculum and many activities support that. One of the important skills is language. There are three languages that the students should use there: *Kromo Inggil*, Arabic and English. In order to develop the students' skill in language, Pondok Pesantren Darul Falah *Be-Songo* Semarang gives Arabic and English intensive class beside Arabic and English Week program to smooth the students' skill. Intensive English class is held every Wednesday night. Meanwhile, intensive Arabic class is held on Friday night.

The researcher held the research on March 23<sup>rd</sup> to April 6<sup>th</sup> 2016. The researcher observed teaching learning English at the class twice. It was on March 23<sup>rd</sup> and April 6<sup>th</sup> 2016. Meanwhile on 30<sup>th</sup> March 2016, she distributed the questionnaire to the 27 students. See appendix 1. The data was obtained from the teaching learning process. The researcher is going to describe the teaching and learning process of English conducted at *Pondok Pesantren* Darul Falah *be-songo* Semarang in terms of teaching materials, teaching methods, and games that the teacher used to teach. Then, the researcher will serve the result of questionnaire

that given to the students. From the questionnaire the researcher measures students' motivation in learning English by using games.

## **A. English Language Teaching at Intensive English Class in Pondok Pesantren Darul Falah Be-Songo Semarang**

### **1. Teaching and Learning Method**

In the teaching and learning method, the teacher implements several methods: those are Audio-Lingual method, Communicative Language Teaching (CLT) method and Task based learning. with applied games as learning activity.<sup>1</sup>

Audio-lingual method is a kind of the first modern methodology. It is used to teach listening and speaking. This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. Audio-Lingual Method drills the students in the use of grammatical sentence patterns. This method can be done by playing a recording of a conversation or monologue in the target language, the students listen and say what they have heard before.

Another method applied in teaching and learning process of English in the third class of pondok pesantren Darul Falah be-songo is Communicative Language

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<sup>1</sup>Observation on Wednesday, 6<sup>th</sup> April 2016.

Teaching (CLT). Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is communicative competence a term introduced into discussions of language use and second or foreign language learning in the early 1970s.<sup>2</sup>

Task based learning is another method applied in teaching and learning in pondok pesantren Darul Falah be-songo. In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students' performance of the task has shown to be desirable.<sup>3</sup> In other words, students are presented with a task they have to perform or a problem they have to solve.

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<sup>2</sup>Sandra J. Savignon, *Communicative Language Teaching:Linguistic Theory and Classroom Practice*, (London: Yale University Press, 2002), p. 1.

<sup>3</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Ed., (New York: Pearson Education Company: 2000), p. 7

## 2. Teaching Material

Teaching materials of English in Pesantren Darul Falah *be-songo* Semarang is unorganized by the syllabus. But every grade has different competence. The first grade is focused on basic grammar. The second grade is reading. Meanwhile the third class is focused on preparation of TOEFL and speaking. Based on the observation at the third grade on March 23<sup>rd</sup> 2016 and April 6<sup>th</sup> 2016, the students' learned about several topics. It is according to the teacher because there isn't handbook. Sometimes the teacher gives handout contained about the material that will be learned or the exercise like in the appendix.<sup>4</sup> But they are more emphasized on the grammar or structure compared with another skills. For detail material will be shown on the table below.

Table 1. Teaching material

No.	Date	Teaching Material	Skill Focus
1.	23 <sup>rd</sup> /03/2016	Relative clause/adjectival clause	Structure

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<sup>4</sup>Observation on Wednesday, 23<sup>rd</sup> March 2016.

2.	6 <sup>th</sup> /04/2016	Something that we can't life without	- Listening - Speaking
		Tenses	Structure

### 3. Teaching Instruction

In order to reach the goals of teaching and learning process , the teacher gave the instruction mostly in English. Start from the opening, conveying the material, giving the task to the students, the closing until give the instruction to play a game. The teacher uses Indonesian language merely when the students look confused to the instructions given. Indonesian language is used to make the students understand the lesson and understand about the the instruction when they play a game clearly.<sup>5</sup> It is to establish English atmosphere at the classroom. In order the students accustomed to listen English and finally they want to use English.

### 4. The Implementation of Games in the English Teaching-Learning Process

Based on the observation, the researcher found some games applied by the teacher in the English teaching-

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<sup>5</sup> Observation on March 23<sup>rd</sup> 2016.

learning process at an intensive English class of pondok pesantren Darul Falah be-songo Semarang.

a. Remember game

It is a kind of individual game. The teacher was applied remember game to smooth students' listening and speaking skill. In this activity the teacher played five short monologues. Each monologue talked about "something that we can't life without".

The steps of game will be explained as follow:

- 1) The teacher played the monologue one by one. Actually, there are five monologues.
- 2) The students have to listen it carefully. In order they can caught the information well.
- 3) After she played a monologue, she gave some question orally. Example of question:  
"What kind of thing that the speaker can't life without?"  
"Why the speaker can't life without those thing?"  
"Then, how about you? What kind of thing that you can life without?"
- 4) The students have to answer it by raise their hand. The answer will be oral too.
- 5) Do the activities till the end of the monologues.<sup>6</sup>

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<sup>6</sup> Observation on Wednesday, 23<sup>rd</sup> March 2016.

According to the activities, this game is very effective to increase students' interest in speaking. They have to answer the question from the teacher and share their idea orally. Moreover they learn to catch the information from the monologue.

b. Gallery Walk

Other game was applied by the teacher is gallery walk. It is a kind of group game. It is used to teach tenses. The teacher uses teaching media to support the game and make it clearer for the students. These teaching media will be shown in the appendix.

Steps of gallery walk in teaching tenses are as follow:

- 1) Students divided into five groups, each group consist of four to five students. The list of group:

Table 2. List of Group

<b>Blue Group</b>	<b>Red Group</b>	<b>Green Group</b>	<b>Black Group</b>	<b>Violet Group</b>
Farid	Salma	Khilya	Amiku	Ulfi
I'an	Yaya	Isma	Ima	Firoh
Nadia	Vicky	Ifa	Ulfa	Izza

Mutia	Ziyana	Muiz	Sri	Rina
	fila		Atmi	

- 2) The teacher gave each group a different color pen as their identity. It was blue, red, green, violet, and black. And she gave a piece paper to each group.
- 3) The teacher instructed the students to make a sentence suitable with what number of tenses that she said. List of questions:
  - “Please make a sentence by the tense number nine!”
  - “Please write the tense number seven!”
  - “Please make a sentence by the tense number two!”
  - “Please the sentence by the tense number fourteen!”
- 4) Every group make a sentence. Then they must walk to the next group without the paper in their hand.
- 5) Then the teacher do over again the instruction with another number of tenses and so on.

- 6) After each group arrived at the first paper which they have, they started to make a correction together.
- 7) They make a correction together.

Usually most of students found the difficulty to remember the tenses. This is caused many rules on it and the application of these rules in the sentence. Therefore, these teaching media is very effective to support the game. Meanwhile, the game will complete the students' understanding on tenses material.

## **B. Students Motivation in Learning English by Using Games**

The researcher distributed the questionnaire to the 27 students in the third class. It would be 20 questions. The questionnaire used to measure students motivation in learning English through games. Based on the questionnaire analysis, students' response in learning English by using games is positive. It includes intrinsic and extrinsic motivation. See appendix.

### **1. Analysis of Questionnaire Result**

In intrinsic motivation the researcher took some indicators. They are challenge, curiosity, and competition and recognition for question number 1 to 12. Meanwhile encouragement from the outside and needs as the

indicators of extrinsic motivation for question number 13 to 20. There are five options in the questionnaire. They are: option A for strongly agree, B for agree, C for neutral, D for disagree, and E for strongly disagree.

Table II. Questionnaire Result

No.	List of Respondent	Score	Rating Quality
1.	R-1	83	Good
2.	R-2	81	Good
3.	R-3	81	Good
4.	R-4	61	Poor
5.	R-5	81	Good
6.	R-6	70	Fair
7.	R-7	73	Fair
8.	R-8	75	Fair
9.	R-9	70	Fair
10.	R-10	67	Fair
11.	R-11	72	Fair
12.	R-12	72	Fair
13.	R-13	71	Fair
14.	R-14	88	Excellent
15.	R-15	85	Good
16.	R-16	68	Fair
17.	R-17	66	Fair
18.	R-18	72	fair

19.	R-19	81	Good
20.	R-20	72	Fair
21.	R-21	78	Good
22.	R-22	80	Good
23.	R-23	66	Fair
24.	R-24	68	Fair
25.	R-25	68	Fair
26.	R-26	70	Fair
27.	R-27	64	Fair

To count the mean score, the writer uses formula:

$$m = \frac{F_x}{N} \times 100$$

**N**

Where, **F<sub>x</sub>** = Sum of total score

**N** = Number of sample

**m** = mean score

$$\text{so, } m = \frac{1983}{27} \times 100$$

27

$$m = 73\%$$

The writer used descriptive approach in order to know the students' motivation in learning English using games, based on the result of the questionnaire. According to Soedjianto, there are five criteria of students based on the presentage of the result of the questionnaire, they are:

1. Excellent	86 – 100
2. Good	76 – 85
3. Fair	66 – 75
4. Poor	56 – 65
5. Very Poor	0 – 55

Every students are given a score according to the criteria above and the mean score also used these criteria.

The data above shows that only one student has ‘Excellent’ motivation, eight students have ‘Good’ motivation. Seventeen students have ‘fair’, and one student has ‘poor’ and the mean score is 73%. It showed that the motivation of students at Pondok Pesantren Darul Falah *be-songo* in learning English through games is in the level of ‘Fair’. This situation can increase through adding the frequent of games usage in English teaching and learning process.

It can be seen from their attitude and activeness in the classroom. It will be describe as follow:

#### 1. Challenge

Most of them did the exercices but there was some mistakes. They were not speaking English fully to communicate with others in the classroom. It because lack of vocabulary.

## 2. Curiosity

They were pay attention to the lesson. But they looked little bit boring when the teacher explained the material with traditional method. They mood would grow up when they were playing game. Some students were asked when they didn't understand well about the material or game's instruction.

## 3. Competition and Recognition

All of the students want to be mastery in English. They also love to do the game when learning English. It was seen from their activeness in doing the activities. They agree that following intensive English class would increase their English skill.

## 4. Encouragement from the outside

In learning English, the teacher's way to deliver the material is very influence their understanding. It is because variety background of the students. Most of them are not English department students. So they need fun way to attract them in learning English. And they love to do game as learning method.

## 5. Needs

From the questionnaire, it is concluded that most of the students want to mastery in English. They do agree that the teacher always apply games as teaching method. Since game is very fun for learning.

The students' motivation will grow up though increasing the frequency of games' usage in the English teaching-learning process at the third grade of intensive English class of pondok pesantren Darul Falah be-songo semarang. In order all of the students can mastery in English. And the vision of pondok pesantren Darul Falah be-Songo can be reached. It is "Generate great graduated students with religious competence and dependable life skills." For full vision and mission, see the appendix.

Table III. Students' Motivation

No.	Question	Response	Percentage
1.	Apakah anda tertarik untuk belajar bahasa Inggris?	a. Sangat tertarik b. Tertarik c. Kadang-kadang tertarik d. Kurang e. Tidak tertarik	33,33% 40,74% 22,22% 3,7% 0%

2.	Apakah anda senang mengikuti kelas intensive bahasa inggris?	<ul style="list-style-type: none"> <li>a. Sangat senang</li> <li>b. Senang</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak senang</li> </ul>	<ul style="list-style-type: none"> <li>14,18%</li> <li>37%</li> <li>40%</li> <li>7,4%</li> <li>0%</li> </ul>
3.	Apakah anda mampu mengerjakan tugas-tugas yang diberikan oleh tutor?	<ul style="list-style-type: none"> <li>a. Sangat mampu</li> <li>b. Mampu</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak mampu</li> </ul>	<ul style="list-style-type: none"> <li>0%</li> <li>14,18%</li> <li>70,37%</li> <li>14,18%</li> <li>0%</li> </ul>
4.	Apakah anda mampu menggunakan bahasa inggris ketika berinteraksi didalam kelas intensive bahasa inggris?	<ul style="list-style-type: none"> <li>a. Sangat mampu</li> <li>b. Mampu</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>a. Tidak mampu</li> </ul>	<ul style="list-style-type: none"> <li>0%</li> <li>22,22%</li> <li>33,33%</li> <li>44,44%</li> <li>0%</li> </ul>
5.	Apakah anda menguasai semua materi bahasa inggris yang diajarkan oleh tutor?	<ul style="list-style-type: none"> <li>a. Sangat menguasai</li> <li>b. Menguasai</li> <li>c. Kadang-kadang</li> <li>d. Kurang menguasai</li> <li>e. Tidak menguasai</li> </ul>	<ul style="list-style-type: none"> <li>0%</li> <li>7,4%</li> <li>55,55%</li> <li>37%</li> <li>0%</li> </ul>
6.	Bisakah <i>games</i> digunakan untuk kegiatan pembelajaran bahasa inggris didalam kelas?	<ul style="list-style-type: none"> <li>a. Sangat bisa</li> <li>b. Bisa</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak bisa</li> </ul>	<ul style="list-style-type: none"> <li>51,85%</li> <li>40,74%</li> <li>3,7%</li> <li>3,7%</li> <li>0%</li> </ul>
7.	Tahukah anda karakteristik pembelajaran bahasa inggris yang	<ul style="list-style-type: none"> <li>a. Sangat tahu</li> <li>b. Tahu</li> <li>c. Kadang-kadang</li> <li>d. Kurang tahu</li> <li>e. Tidak tahu</li> </ul>	<ul style="list-style-type: none"> <li>0%</li> <li>33,33%</li> <li>18,51%</li> <li>48,14%</li> <li>0%</li> </ul>

	menyenangkan?		
8.	Apakah anda mengetahui tujuan diadakannya kelas intensive bahasa inggris di pondok pesantren Darul Falah be-songo semarang?	<ul style="list-style-type: none"> <li>a. Sangat tahu</li> <li>b. Tahu</li> <li>c. Kadang-kadang</li> <li>d. Kurang tahu</li> <li>a. Tidak tahu</li> </ul>	<ul style="list-style-type: none"> <li>14,81%</li> <li>81,48%</li> <li>3,7%</li> <li>0%</li> <li>0%</li> </ul>
9.	Apakah anda ingin selalu menjadi yang terbaik di kelas dalam mengerjakan tugas bahasa inggris yang diberikan oleh tutor?	<ul style="list-style-type: none"> <li>a. Sangat ingin</li> <li>b. Ingin</li> <li>c. Kadang-kadang</li> <li>d. Kurang ingin</li> <li>e. Tidak ingin</li> </ul>	<ul style="list-style-type: none"> <li>14,81%</li> <li>33,33%</li> <li>37%</li> <li>11,11%</li> <li>3,7%</li> </ul>
10.	Setujukah anda bahwa untuk bisa menguasai bahasa inggris, santri harus belajar giat dan mempraktekkannya dalam kehidupan sehari-hari?	<ul style="list-style-type: none"> <li>a. Sangat setuju</li> <li>b. Setuju</li> <li>c. Kadang-kadang</li> <li>d. Kurang setuju</li> <li>e. Tidak setuju</li> </ul>	<ul style="list-style-type: none"> <li>55,55%</li> <li>44,44%</li> <li>0%</li> <li>0%</li> <li>0%</li> </ul>
11.	Setujukah anda apabila dalam pembelajaran bahasa inggris	<ul style="list-style-type: none"> <li>a. Sangat setuju</li> <li>b. Setuju</li> <li>c. Kadang-kadang</li> <li>d. Kurang setuju</li> <li>e. Tidak setuju</li> </ul>	<ul style="list-style-type: none"> <li>48,14%</li> <li>48,14%</li> <li>3,7%</li> <li>0%</li> <li>0%</li> </ul>

	menggunakan metode- metode yang menyenangkan ( menggunakan <i>games</i> misalnya)?		
12.	Setujukah anda dengan mengikuti kelas intensive bahasa inggris dapat meningkatkan kemampuan anda dalam bahasa inggris?	a. Sangat setuju b. Setuju c. Kadang-kadang d. Kurang setuju e. Tidak setuju	25,92% 66,66% 3,7% 3,7% 0%
13.	Apakah ada yang memotivasi anda untuk belajar bahasa inggris?	a. Sangat ada b. Ada c. Kadang-kadang d. Kurang e. Tidak ada	14,81% 62,96% 11,11% 7,4% 3,7%
14.	Apakah cara mengajar tutor mempengaruhi keinginan anda untuk belajar bahasa inggris?	a. Sangat mempengaruhi b. Mempengaruhi c. Kadang-kadang d. Kurang mempengaruhi e. Tidak mempengaruhi	29,62% 44,44% 25,92% 0% 0%
15.	Apakah anda suka bermain <i>games</i> dalam belajar bahasa inggris?	a. Sangat suka b. Suka c. Kadang-kadang d. Kurang suka e. Tidak suka	29,62% 48,14% 22,22% 0% 0%

16.	Apakah dengan menggunakan <i>games</i> membuat anda lebih bersemangat dalam mengikuti pelajaran yang akan disampaikan oleh tutor?	<ul style="list-style-type: none"> <li>a. Sangat bersemangat</li> <li>b. Semangat</li> <li>c. Kadang-kadang</li> <li>d. Kurang bersemangat</li> <li>e. Tidak bersemangat</li> </ul>	<ul style="list-style-type: none"> <li>14,81%</li> <li>59,25%</li> <li>25,92%</li> <li>0%</li> <li>0%</li> </ul>
17.	Apakah lingkungan sekitar mempengaruhi anda dalam belajar bahasa inggris?	<ul style="list-style-type: none"> <li>a. Sangat mempengaruhi</li> <li>b. Mempengaruhi</li> <li>c. Kadang-kadang</li> <li>d. Kurang mempengaruhi</li> <li>e. Tidak mempengaruhi</li> </ul>	<ul style="list-style-type: none"> <li>14,81%</li> <li>37%</li> <li>25,92%</li> <li>14,81%</li> <li>7.40%</li> </ul>
18.	Apakah anda mengerjakan tugas karena ingin mendapatkan nilai?	<ul style="list-style-type: none"> <li>a. Sangat benar</li> <li>b. Benar</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak benar</li> </ul>	<ul style="list-style-type: none"> <li>0%</li> <li>0%</li> <li>70,37%</li> <li>0%</li> <li>29,62%</li> </ul>
19.	Apakah anda sangat ingin menguasai materi bahasa inggris yang diajarkan oleh tutor?	<ul style="list-style-type: none"> <li>a. Sangat ingin</li> <li>b. Ingin</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak ingin</li> </ul>	<ul style="list-style-type: none"> <li>62,96%</li> <li>33,33%</li> <li>0%</li> <li>3,7%</li> <li>0%</li> </ul>
20.	Apakah anda ingin tutor menggunakan <i>games</i> setiap menyampaikan materi?	<ul style="list-style-type: none"> <li>a. Sangat ingin</li> <li>b. Ingin</li> <li>c. Kadang-kadang</li> <li>d. Kurang</li> <li>e. Tidak ingin</li> </ul>	<ul style="list-style-type: none"> <li>3,7%</li> <li>33,33%</li> <li>59,25%</li> <li>3,7%</li> <li>0%</li> </ul>

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

In this chapter, the researcher would like to draw some conclusions of what have been discussed in the previous chapter. In addition, some suggestions are also given in the hope that it will be useful and helpful. From all the data analysis about students' motivation in learning English by using games (A Descriptive Study at the Third Grade of Intensive English Class of Pondok Pesantren Darul Falah Be-*Songo* Semarang) it can be concluded:

#### **A. Conclusion**

1. English teaching-learning at Pondok Pesantren Darul Falah be-songo Semarang divided into three classes. According to the observation at the third grade, the researcher found that the material was unorganized by the syllabus. The teacher gave them handout and exercise. The teacher gave the instruction mostly in English. The teacher uses Indonesian language merely when the students look confused to the instructions given. Some methods used in English teaching-learning at Pondok pesantren Darul Falah be-songo are Audio Lingual method, Communicative Language Teaching (CLT), and Task Based Learning method which applied games as learning activities. The games applied in the English

teaching-learning process are remember game and gallery walk. Remember game used to teach listening and speaking. Moreover, gallery walk used to teach tenses.

2. Based on the previous chapter, the writer concluded that students' motivation of Pondok Pesantren Darul Falah besongo Semarang in learning English using games are in the level of 'fair'. With the mean score of students is 73%. The data shows that only one student has 'Excellent' motivation with the score of 88, eight students have 'Good' with the score 78-88, seventeen students have 'fair' with the score 64-75, and one student has 'poor' with the score of 61. It can be seen from their attitudes and activeness in the classroom. It will be increase by adding the frequent of games usage in the English teaching and learning process. Based on the questionnaire result, students' response in learning English by using games was very positive.

## **B. Recommendations**

After drawing the conclusion, then the researcher presents some recommendations as follow:

1. For the readers, by reading this thesis the readers can get larger knowledge about teaching learning English using games.

2. For English teachers. This thesis is hoped as the reference of game variety in teaching learning English to improve students' motivation.
3. For the researcher. The researcher recommends to other researchers that they should do some related researches in another object and in deeper, further, and better techniques.
4. For Pondok Pesantren Darul Falah *be-songo* Semarang. Hopefully, this thesis as reference to catch students' English language interesting. Also, to improve the students' skill in English language skill.

### **C. Closing**

The researcher do thanks to Allah for everything. The researcher can finish this thesis because of His help, direction and mercy. Therefore, the researcher hopes this thesis will be useful for readers especially for the researchers for references on further research.

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## Appendix 1

### List of participant

No.	Name
1.	Aisatul Maghfiroh
2.	Aizatul Fiqiyah
3.	Amiku Rifkiatun
4.	Atmimil Khusnayaini
5.	Ayudewi Azizatun Nikmah
6.	Durrotul Yatima
7.	Fiki Iffah
8.	Ihda Shofiatun Nisa'
9.	Khilyatussaadah
10.	Khozanatul Asror
11.	Marisa Labiq Azzuhri
12.	Muizzatus Saadah
13.	Munfaridatur R.
14.	Mutia Azizah
15.	Nadia Kusuma Ningrum
16.	Nisrina Faradisa
17.	Nur Afifah
18.	Nur Ismah
19.	Nurul Filasufah
20.	Rina Nevi
21.	Salma Khoirunnisaa' A.
22.	Siti Rismakhu Afliya
23.	Sri Indah Cahyani
24.	Ulfa Rohmah
25.	Ulfiyatul FZ
26.	Vita Nor Hidayah
27.	Ziyana Wahyu Liana

## Appendix 2

### Handout and exercise

***LOOK at these sentences, reduce the adjectival clauses in the rest of the sentences below.***

1. When we think of rituals, we imagine things involve formal ceremonies, like marriage.
2. They usually mark events which society sees as important, such as marriage.
3. Another event which is seen as socially important is becoming an adult (coming of age, or maturity).
4. For example, circumcision rituals, which are used for mostly boys, traditionally mark adulthood.
5. A less formal maturity ritual, which girls use today, is covering their hair for the first time.
6. Like brides, people who are going to a football match often prepare for hours before the big event.
7. So sporting events, which are definitely socially important, may also be seen as rituals.
8. Small things may also be socially important – people who are shaking hands are performing a ritual.
9. Rituals do not have to be social things – someone is reading before bed is also engaged in ritual.
10. Think of sportsmen who are known to have specific behaviour patterns before big matches.

### Table of Tenses

	<b>Simple</b>	<b>Continous</b>	<b>Perfect</b>	<b>Perfect continous</b>
<b>Present</b>	V1+ s/es	Is/am/are + Ving	have/has + v3	have/has been + Ving
<b>Past</b>	V2	Was/were + Ving	had + V3	had been + Ving
<b>Future</b>	Will v1	Will be + V ing	will have+ V3	will have been + V ing
<b>Past future</b>	Would v1	Would be + V ing	Would have + V 3	Would have/has + V ing

## Appendix 3

### Guideline of Observation

<b>No.</b>	<b>Aspect of the observation</b>	<b>Result</b>
1.	Teaching material	
2.	Skill focus of the material	
3.	Teaching method	
4.	Learning activity	
5.	Type of games	

## Appendix 4

### Observation result

March, 23<sup>rd</sup> 2016

No.	Aspect of the observation	Result
1.	Teaching material	Relative clause/ adjectival clause
2.	Skill focus of the material	Structure
3.	Teaching method	Task based learning
4.	Learning activity	<ul style="list-style-type: none"><li>- The teacher distributes the exercise about adjective clause</li><li>- The students do the exercise with read the instruction on it.</li><li>- After they are finished, they make a correction together with the teacher.</li><li>- The teacher explain the material.</li></ul>
5.	Type of games	No game

April, 6<sup>th</sup> 2016

<b>No.</b>	<b>Aspect of the observation</b>	<b>Result</b>
1.	Teaching material/ topic	something that we can't live without
2.	Skill focus of the material	<ul style="list-style-type: none"><li>- Listening</li><li>- Speaking</li></ul>
3.	Teaching method	Audio lingual method
4.	Learning activity	<ul style="list-style-type: none"><li>- The teacher played some monologue one by one related to the topic "something that we can't live without"</li><li>- The students have to remember the information that they heard.</li><li>- The teacher gave some questions</li><li>- The students have to raised her hand up to answer the question and deliver her idea.</li></ul>
5.	Type of games	Remember games

No.	Aspect of the observation	Result
1.	Teaching material	Tenses usage
2.	Skill focus of the material	Structure
3.	Teaching method	Communicative language teaching
4.	Learning activity/games	<p>Gallery walk</p> <ul style="list-style-type: none"> <li>- Teacher draw tenses table on the whiteboard</li> <li>- The teacher gave number in each cells of the table</li> <li>- The students divided into five groups consist of four to five students.</li> <li>- The teacher mentioned a number and the students have to make a sentence based on the tense that she said.</li> <li>- After each group made a sentence, they have to go to their friend's paper and make a sentence as the teacher said again</li> <li>- The game will be stopped when they touch down their own paper at the first.</li> <li>- The teacher and students make a correction together by read aloud the sentence one by one in each group.</li> </ul>
5.	Type of games	Create game

## Appendix 5

### Questionnaire

#### QUESTIONNAIRE/ANGKET GAMES UNTUK MEMOTIVASI SISWA DALAM PEMBELAJARAN BAHASA INGGRIS

##### **A. Informasi tentang penyebaran angket**

1. Angket ini disebarakan peneliti, murni untuk menyelesaikan skripsi dalam memperoleh gelar sarjana Pendidikan Bahasa Inggris.
2. Tidak ada hubungan atau pengaruh terhadap prestasi atau nilai anda.
3. Agar diisi dengan sejujur-jujurnya.
4. Informasi yang diperoleh dari anda sangatlah penting bagi kami guna menganalisis Motivasi para santri dalam belajar Bahasa Inggris.
5. Hasil isian akan terjaga kerahasiaannya.

##### **B. Petunjuk pengisian**

1. Sebelum mengisi, kami mohon kesediaannya untuk membaca cara pengisian terlebih dahulu.
2. Setiap pertanyaan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu silanglah pada pilihan yang telah disediakan
3. Contoh:
  1. Apakah tugas-tugas dari tutor membuat saya bersemangat lagi belajar bahasa inggris?
    - a. Sangat sering
    - b. Sering
    - c. Kadang-kadang
    - d. Kurang
    - e. Tidak pernah

### C. Identitas santri

Nama :.....

NIS :.....

### D. Soal angket

#### • Motivasi Intrinsik

Motivasi intrinsik yaitu dorongan atau semangat belajar (melakukan sesuatu yang berasal dari santri itu sendiri).

#### ❖ Challenge (Tantangan)

1. Apakah anda tertarik untuk belajar bahasa Inggris?
  - a. Sangat tertarik
  - b. Tertarik
  - c. Kadang-kadang
  - d. kurang
  - e. Tidak tertarik sama sekali
2. Apakah anda senang mengikuti kelas intensive bahasa inggris?
  - a. Sangat senang
  - b. Senang
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak sama sekali
3. Apakah anda mampu mengerjakan tugas-tugas yang diberikan oleh tutor?
  - a. Sangat mampu
  - b. Mampu
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak bisa sama sekali
4. Apakah anda mampu menggunakan bahasa inggris ketika berinteraksi didalam kelas intensive bahasa inggris?
  - a. Sangat mampu
  - b. Mampu
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak bisa sama sekali

#### ❖ Curiosity (Rasa ingin tahu)

5. Apakah anda menguasai semua materi bahasa inggris yang diajarkan oleh tutor?
  - a. Sangat menguasai
  - b. Menguasai
  - c. Kadang-kadang
  - d. Kurang menguasai
  - e. Tidak menguasai sama sekali

6. Bisakah *games* digunakan untuk kegiatan pembelajaran bahasa Inggris di dalam kelas?
  - a. Sangat bisa
  - b. Bisa
  - c. Kadang-kadang bisa
  - d. Kurang bisa
  - e. Tidak bisa sama sekali
7. Tahukah anda karakteristik pembelajaran bahasa Inggris yang menyenangkan?
  - a. Sangat tahu
  - b. Tahu
  - c. Kadang-kadang tahu
  - d. Kurang tahu
  - e. Tidak tahu sama sekali
8. Apakah anda mengetahui tujuan diadakannya kelas intensive bahasa Inggris di pondok pesantren Darul Falah Be-songo Semarang?
  - a. Sangat tahu
  - b. Tahu
  - c. Kadang-kadang
  - d. Kurang tahu
  - e. Tidak tahu sama sekali

❖ **Competition and Recognition (kompetisi dan pengakuan)**

9. Apakah anda ingin selalu menjadi yang terbaik di kelas dalam mengerjakan tugas bahasa Inggris yang diberikan oleh tutor?
  - a. Sangat ingin
  - b. Ingin
  - c. Kadang-kadang ingin
  - d. Kurang ingin
  - e. Tidak ingin sama sekali
10. Setujukah anda bahwa untuk bisa menguasai bahasa Inggris, santri harus belajar giat dan mempraktekkannya dalam kehidupan sehari-hari?
  - a. Sangat setuju
  - b. Setuju
  - c. Kadang-kadang setuju
  - d. Kurang setuju
  - e. Tidak setuju sama sekali
11. Setujukah anda apabila dalam pembelajaran bahasa Inggris menggunakan metode-metode yang menyenangkan (menggunakan *games* misalnya)?
  - a. Sangat setuju
  - b. Setuju
  - c. Kadang-kadang setuju
  - d. Kurang setuju
  - e. Tidak setuju sama sekali

12. Setujukah anda dengan mengikuti kelas intensive bahasa inggris dapat meningkatkan kemampuan anda dalam bahasa inggris?
- a. Sangat setuju
  - b. Setuju
  - c. Kadang-kadang
  - d. Kurang setuju
  - e. Tidak setuju sama sekali

• **Motivasi Ekstrinsik**

Motivasi ekstrinsik yaitu dorongan atau semangat belajar (melakukan sesuatu) yang tidak berasal dari santri itu sendiri, melainkan dipengaruhi oleh faktor luar.

❖ **Encouragement from outside (Dorongan dari luar)**

13. Apakah ada yang memotivasi anda untuk belajar bahasa inggris?
- a. Sangat ada
  - b. Ada
  - c. Kadang-kadang ada
  - d. Kurang
  - e. Tidak ada sama sekali
14. Apakah cara mengajar tutor mempengaruhi keinginan anda untuk belajar bahasa inggris?
- a. Sangat mempengaruhi
  - b. Mempengaruhi
  - c. Kadang-kadang mempengaruhi
  - d. Kurang
  - e. Tidak tertarik sama sekali
15. Apakah anda suka bermain *games* dalam belajar bahasa inggris?
- a. Sangat suka
  - b. Suka
  - c. Kadang-kadang
  - d. Kurang suka
  - e. Tidak suka sama sekali
16. Apakah dengan menggunakan *games* membuat anda lebih bersemangat dalam mengikuti pelajaran yang akan disampaikan oleh tutor?
- a. Sangat semangat
  - b. Semangat
  - c. Kadang-kadang semangat
  - d. Kurang semangat
  - e. Tidak semangat sekali
17. Apakah lingkungan sekitar mempengaruhi anda dalam belajar bahasa inggris?
- a. Sangat mendukung
  - d. Kurang mendukung

- b. Mendukung
- c. Kadang-kadang
- e. Tidak mendukung sama sekali

❖ **Needs (kebutuhan)**

18. Apakah anda mengerjakan tugas karena ingin mendapatkan nilai?
- a. Sangat benar
  - b. Benar
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak sama sekali
19. Apakah anda sangat ingin menguasai materi bahasa inggris yang diajarkan oleh tutor?
- a. Sangat ingin
  - b. Ingin
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak sama sekali
20. Apakah anda ingin tutor menggunakan games setiap menyampaikan materi?
- a. Sangat ingin
  - b. Ingin
  - c. Kadang-kadang
  - d. Kurang
  - e. Tidak sama sekali

*\*Thanks for your participation*

## Appendix 6

### Questionnaire result

NO.	Respondent	A	B	C	D	E	Score
1.	R-1	8	7	5	0	0	83
2.	R-2	7	9	3	0	1	81
3.	R-3	7	8	4	1	0	81
4.	R-4	0	6	9	5	0	61
5.	R-5	9	7	4	0	0	85
6.	R-6	3	9	4	3	1	70
7.	R-7	0	13	7	0	0	73
8.	R-8	5	10	1	3	1	75
9.	R-9	2	11	4	1	2	70
10.	R-10	4	6	5	3	2	67
11.	R-11	5	8	2	4	1	72
12.	R-12	4	8	4	4	0	72
13.	R-13	1	12	4	3	0	71
14.	R-14	10	8	2	0	0	88
15.	R-15	10	5	5	0	0	85
16.	R-16	1	9	7	3	0	68
17.	R-17	4	3	8	5	0	66
18.	R-18	3	9	5	3	0	72
19.	R-19	8	6	5	1	0	81
20.	R-20	5	6	5	4	0	72
21.	R-21	9	4	5	0	2	78
22.	R-22	7	8	3	2	0	80
23.	R-23	1	9	5	5	0	66
24.	R-24	2	5	12	1	0	68
25.	R-25	0	9	10	1	0	68
26.	R-26	0	11	8	1	0	70
27.	R-27	1	7	8	3	1	64

## Appendix 7

### Picture of intensive class





	Simple	Continuous	Perfect	Perf. Cont.
Present	U (s)	U <sub>ing</sub>	U <sub>s</sub>	U <sub>ing</sub> U <sub>s</sub>
Past	U <sub>d</sub>	U <sub>ing</sub> U <sub>d</sub>	U <sub>d</sub> U <sub>s</sub>	U <sub>ing</sub> U <sub>d</sub> U <sub>s</sub>
Future	U <sub>ll</sub>	U <sub>ll</sub> U <sub>ing</sub>	U <sub>d</sub> U <sub>ll</sub>	U <sub>ll</sub> U <sub>ing</sub> U <sub>d</sub>
Future			U <sub>ll</sub> U <sub>ll</sub>	U <sub>ll</sub> U <sub>ll</sub> U <sub>ing</sub>

Handwritten notes on a whiteboard detailing English verb tenses. The board is divided into four columns: Simple, Continuous, Perfect, and Perf. Can. The rows represent different time periods: Present, Past, Future, and Future Perfect.

	Simple	Continuous	Perfect	Perf. Can
Present	U (s)	U <sub>ing</sub>	U <sub>s</sub>	U <sub>s</sub> Can
Past	U <sub>d</sub>	U <sub>ing</sub>	U <sub>d</sub>	U <sub>d</sub> Can
Future	U <sub>ll</sub>	U <sub>ll</sub> be U <sub>ing</sub>	U <sub>d</sub> U <sub>ll</sub>	U <sub>d</sub> U <sub>ll</sub> Can
Future Perfect	U <sub>ll</sub> have U <sub>d</sub>		U <sub>d</sub> U <sub>ll</sub> have U <sub>d</sub>	U <sub>d</sub> U <sub>ll</sub> have U <sub>d</sub> Can

## **Appendix 8**

### **Visi dan Misi Pondok Pesantren Darul Falah Be-Songo**

#### **VISI**

Berakhlak Mulia dengan Kompetensi Keagamaan yang dan  
Kecakapan Hidup yang Handal

#### **MISI**

1. Melaksanakan pembelajaran agama islam dengan mengutamakan pengalaman untuk mewujudkan lulusan yang memiliki keteguhan spiritualitas dan keluhuran akhlak.
2. Melaksanakan pembelajaran yang mengembangkan kemampuan befikir kritis dan kreatif melalui diskusi, debat ilmiah dan pemecahan kasus.
3. Mengembangkan kegiatan pelatihan ketrampilan untuk mewujudkan lulusan yang memiliki kecakapan hidup agar mampumenghadapi tantangan zaman.<sup>1</sup>

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<sup>1</sup> <http://be-songo.or.id/profil>, retrieved on June 11<sup>th</sup>2016

## Appendix 9

### Curriculum of Pondok pesantren Darul Falah Be-Songo

- **Bidang Keagamaan dan Kitab Kuning**
  1. Tauhid: kitab *Tijanud Durori*, *Aqidatul Awam*, dan *Kifayatul Awam*.
  2. Fiqh: kitab *Fathul Qorib*, *Safinatun Naja*, dan *Hidayatul Mujtahid* dan
  3. Akhlak Tasawuf: *Minhajul Abidin*, dan *Ihya' Ulumuddin*.
  4. Hadits: kitab *Arba'in Nawawi* dan *Bulughul Maram*
  5. Tafsir maudhu'i Al-qur'an
  6. Tartil dan tahfidz Al-qur'an
- **Bidang Keilmiahan**
  1. Halaqah dan Bahsul masa'il
  2. Pelatihan jurnalistik, ICT
  3. Kursus bahasa asing (Bahasa Arab dan Bahasa Inggris)
  4. Aktifitas website
  5. Studium general
- **Bidang Kecakapan Hidup**
  1. Sulam: benang, pita, dan kruistik
  2. Rajut
  3. Flanel
  4. Baki lamaran
  5. Menjahit
  6. Memasak

7. Membatik
  8. Holtikultura
  9. Kecantikan
  10. Ketrampilan manik-manik
- **Bidang Hidmah dan Masyarakat**
    1. Membantu pelaksanaan posyandu
    2. Membantu operasional Madrasah Diniyah
    3. Bakti lingkungan
    4. Mengikuti kegiatan di Musholla: sholat berjamaah, dzibaan, tahlil, kultum pada bulan ramadhan.
    5. Mengentaskan buta aksara Al-qur'an
    6. Mengikuti kegiatan masyarakat.
  - **Bidang Kecakapan Lain**
    1. Pelatihan MC, resolusi konflik, mediasi, kesehatan reproduksi, dan gender mainstreaming.
    2. Khitobah
    3. Tilawah
    4. Seni rebana
    5. Mengenal masakan daerah
    6. Strategi planning<sup>2</sup>

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<sup>2</sup><http://be-songo.or.id/profil>, retrieved on June 11<sup>th</sup>2016

## Apprndix 10

### Schedule of Pondok Pesantren Darul Falah Be-Songo



**PONDOK PESANTREN**  
**DARUL FALAH BE-SONGO SEMARANG**  
Sekretariat Perum Bank Niaga B.13 Telp. Fax. 024-7615246  
Ngaliyan Semarang  
Website: [www.be-songo.or.id](http://www.be-songo.or.id) Email:  
[pesantrenlifeskill@gmail.com](mailto:pesantrenlifeskill@gmail.com)

#### JADWAL PENGAJIAN DAN PELATIHAN PESANTREN DARUL FALAH BESONGO SEMESTER GENAP TAHUN 2015-2016

##### A. JADWAL PENGAJIAN DAN PELATIHAN

<b>KELAS</b>	<b>MATERI</b>	<b>PENGAJAR/NARA SUMBER</b>	<b>HARI</b>	<b>JAM</b>	<b>RUANG</b>
1	1. Al-Arba'in an-Nawawiyah	Miftahul Ulum, S.Pd.I	Senin/BS	05.00-05.45	Madin
	2. Al Jurumiyah	Faruq Abdul Baqi	Senin/BI	19.00-20.30	Madin
	3. Husunul Hamidiyah	Ahmad Hakim, MA, AH	Selasa/BS	05.00-05.45	B-5
	4. Khitobah/Halaqoh	Sie. Pendidikan	Selasa/BI	19.00-20.30	Madin
	5. Adab 'Alim wa al-Muta'allim	M. Syariful Anam, S.Th.I, M.SI	Rabu/BS	05.00-05.45	Madin
	6. English Intensive Class	Imro Atus Sholihah	Rabu/BI	19.00-20.30	B-5
	7. Fatkh al-Qarib	Hanita Masyitah	Kamis/BS	05.00-05.45	Madin
	8. Khitobah Pagi	Sie. Pendidikan	Jum'at/BS	05.00-05.45	Madin
	9. Tarqiyah al-Maharah al-Arabiyah	M. Yusuf Alfaruq, S.Pd.I	Jum'at/BI	19.00-20.30	A-7
	10. K-1: Manik-manik	Rofiatus Sholihah, S.Psi.I & Siti Durrotun Nafisah, S.Sos.I	Sabtu	08.00-09.30	Madin
	11. M-1: Masakan Sayur	Hj. Arikhah, M.Ag	Ahad	16.00-17.30	B-13
	12. Tahfizd al-Qur'an	Nilna Rifda, AH	Ahad/BA	16.00	Madin

	13. Tilawah	Hasan Asy'ari, S.Pd. I	Sabtu/BI	19.00-20.00	Musholla
	14. Sorogan Fatkh al-Qarib	Nur Ismah	Sore	16.00-17.30	B-9 & A-7
2	1. Qowaidun Nahwiyah wa Ashorfiyah	Luthfi Rahman, M.S.I, MA	Senin/BS	05.00-05.45	B-9
	2. Sullam al-Taufiq	Drs. K. Ali Munir Basyir	Senin/BI	19.00-20.30	B-9
	3. Bulugh al-Maram	Kasan Bisri, MA	Selasa/BS	05.00-05.45	B-9
	4. Khitobah/Halaqoh	Sie. Pendidikan	Selasa/BI	19.00-20.30	B-9
	5. Minhaj al-Abidin	H. Ahmad Tajudin Arafat, M.Si	Rabu/BS	05.00-05.45	B-9
	6. English Intensive Class	Ubaidah Hidayati, M. Pd	Rabu/BI	19.00-20.30	B-9
	7. Kifayah al-Awam	Miftahul Ulum, S.Pd.I	Kamis/BS	05.00-05.45	B-9
	8. Khitobah Pagi	Sie. Pendidikan	Jum'at/BS	05.00-05.45	B-9
	9. Tarqiyah al-Maharah al-Arabiyah	Muhammad Akmaluddin, S.Th.I, M.S.I	Jum'at/BI	19.00-20.30	B-9
	10. K-2: Menyulam	Hj. Arikhah, M. Ag	Sabtu	13.00-14.30	A-7
	11. M-2: Kue Basah	Hj. Sugiyarsi Roosmarin	Ahad	08.00-09.30	A-7
	12. Tahfizd al-Qur'an	Nilna Rifda, AH	Ahad/BA	16.00	B-9
	13. Tilawah	Hasan Asy'ari	Ahad/BI	19.00-20.00	Musholla
3	1. Fatkh al-Majid	Ahmad Hakim, MA, AH	Senin/BS	05.00-05.45	A-7
	2. Bulugh al-Maram (meneruskan)	Kasan Bisri, MA	Senin/BI	19.00-20.30	A-7
	3. Mau'idhoh al-Mu'minin	Muhammad Akmaluddin, S.Th.I, M.S.I	Selasa/BS	05.00-05.45	A-7
	4. Khitobah/Halaqoh	Sie. Pendidikan	Selasa/BS	19.00-20.30	A-7
	5. 'Uqud al-Lujjain	Dr. H. Imam Taufiq, M. Ag	Rabu/BS	05.00-05.45	A-7
	6. English Intensive Class	Anisa Arifiani, S. Pd	Rabu/BI	19.00-20.30	Madin
	7. Bidayah al-Mujtahid	Dr. H. M. Arif Royani, Lc., M.Si	Kamis/BS	05.00-05.45	A-7
	8. Khitobah Pagi	Sie. Pendidikan	Jum'at/BS	05.00-05.45	A-7
	9. Tarqiyah al-Maharah al-Arabiyah	M. Syariful Anam, S.Th.I, M.SI	Jum'at/BI	19.00-20.30	B-5
	10. K-3: Menjahit	Dra. Hj. Anri & Siti Aminah	Sabtu	08.00-09.30	A-7
	11. M-3 : Aneka Roti	Hj. Sugiyarsi	Ahad	08.00-09.30	B-13

		Roosmarin			
	12. Tahfizd al-Qur'an	Nilna Rifda, AH	Ahad/BA	16.00	C-9
4	1. Riyadhus Sholihin	Dr. H. M. Arif Royani, Lc., M. Si	Senin/BS	05.00-05.45	B-5
	2. Mau'idhoh al-Mu'minin	Miftahul Ulum, S.Pd.I	Senin/BI	19.30-21.00	B-5
	3. Ilmu Kalam/Aswaja	Misbah Khoiruddin Zuhri, MA	Selasa/BS	05.00-05.45	Madin
	4. Khitobah/Halaqoh	Sie. Pendidikan	Selasa/BI	19.00-20.30	B-9
	5. 'Uqud al-Lujjain	Dr. K.H. Imam Taufiq, M. Ag	Rabu/BS	05.00-05.45	A-7
	6. English Intensive Class	Rifatun Hasanah, S.Pd	Rabu/BI	19.00-20.30	A-7
	7. Bidayah al-Mujtahid	H. Ahmad Tajudin Arafat, M.Si	Kamis/BS	05.00-05.45	B-5
	8. Khitobah Pagi	Sie. Pendidikan	Jum'at/BS	05.00-05.45	A-7
	9. Tarqiyah al-Maharah al-Arabiyah	Dr. H. Fakhruddin Aziz, Lc., M.SI	Jum'at/BI	19.00-20.30	Madin
	10. M-4: Pesta dan Usaha Perikanan	Hj. Sugiyarsi Roosmari & M. Maftuh, S.Psi.I	Ahad	08.00-09.30	Madin
	11. K-4: Menjahit	Dra. Hj. Anri Nur Ahmadi	Ahad	14.00-16.30	A-7
	12. Tahfizd al-Qur'an	Nilna Rifda, AH	Ahad/BA	16.00	C-9
	13. Pengabdian				
UNGGULAN	1. Mabahits fi 'Ulum al-Qur'an	Dr. H. Imam Taufiq, M.Ag.	Senin/BS	05.00-05.45	B-17
	2. Bahsul Kutub	Mishbah Khoiruddin Zuhri, MA	Senin/BI	19.30-21.00	B-17
	3. Ilmu Kalam/Aswaja	Mishbah Khoiruddin Zuhri, MA	Selasa/BS	05.00-05.45	Madin
	4. Bahsul Kutub	Luthfi Rahman, M.SI, MA	Selasa/BI	19.30-21.00	B-17
	5. Adab al-'Alim wa al-Muta'allim	M. Syariful Anam, S.Th.I, M.SI	Rabu/BS	05.00-05.45	Madin
	6. Al-Syamil al-Muhammadiyah	H. Ahmad Tajudin Arafat, M.Si	Rabu/BI	19.30-21.00	B-17
	7. Majmu'ah	Sie Pendidikan	Kamis/BS	05.00-05.45	B-17
	8. Tadrib al-Lughoh	Team	Jum'at/BS	05.00-05.45	B-17
	9. Fiqh al-Qaqi'	Dr. Arif Royyani, Lc., M.SI	Juma't/BI	19.30-21.00	B-17
	10. K-U: Manik-manik	Rofiatius Sholihah, S.Psi.I & Siti Durrotun	Sabtu	08.00-09.30	Madin

		Nafisah, S.Sos.I			
11.	M-U: Masak Lauk	Hj. Arikhah, M.Ag.	Ahad	16.00-17.30	B-13
12.	Tahfizd al-Qur'an	Ahmad Hakim, MA, AH	Ahad/BI	19.30-21.00	Musholla

## B. KEGIATAN RUTIN BERSAMA (SELURUH SANTRI)

NO	MATA KEGIATAN	WAKTU	TEMPAT
1	Jama'ah	Maghrib, Isya, Subuh	Ma'had masing2/jadwal
2	Tadarus Al Qur-an	Ba'da Maghrib	Ma'had masing2
3	Dzibaan	Ahad malam Senin	Ma'had masing2/jadwal
4	Halaqoh /Khitobah	Selasa malam Rabu	Ma'had masing2/jadwal
4	Membaca Asma'ul Husna	Kamis Malam Jumat	Ma'had Masing2
5	Yasinan dan Tahlilan	Kamis Malam Jumat	Ma'had masing2/jadwal
6	Istighotsah	Malam Jumat Kliwon	Ma'had Masing2
7	Tahajudan	Malam Jumat	Ma'had Masing2
8	Ngaji Tafsir Maudhui	Sabtu Ba'da Shubuh	Musholla (semua asrama)
9	Roan Reguler	Sabtu jam 06.00	Ma'had Masing2
10	Rebana	Ahad Pagi	Madin
11	Senam	Ahad jam 06.00	Lapangan
12	Nariyahan	Akhir Bulan Qamariyah	Ndalem
13	Roan Kubro	Awal Bulan Miladiyah	Lingkungan Sekitar
14	Demo Masakan Daerah	1 Bulan sekali/kelas	B-9
15	Pelatihan Gender Mainstreaming	1 Semester Sekali	A-7 / MADIN
16	Pelatihan Jurnalistik	1 Semester Sekali	A-7 / MADIN
17	Pelatihan Resolusi Konflik	1 Semester Sekali	A-7 / MADIN
18	Pelatihan Mediasi	1 Semester Sekali	A-7 / MADIN

19	Pelatihan Kepemimpinan	1 Semester Sekali	A-7 / MADIN
20	Pelatihan Kespro/HIV-AIDS	1 Semester Sekali	A-7 / MADIN
21	Pelatihan Public Speaking	1 Semester Sekali	A-7 / MADIN
21	Al-Kulliyah 'Ammah	1 Semester Sekali	B-9 / MADIN

Semarang, 27 Pebruari 2015  
Pengasuh

**Dr. H. Imam Taufiq, M.Ag**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : Un.10.3/D.1/TL.00./1166/2016

Semarang, 23 Maret 2016

Lamp : -

Hal : Permohonan ijin riset

A.n. : Titik Nur Hidayati

NIM : 123411016

Yth:

Pimpinan Ponpes Darul Falah Be-Songo Semarang  
di Semarang, Jawa Tengah

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Titik Nur Hidayati

NIM : 123411016

Alamat : Wonosalam Demak

Judul Skripsi : **Games to Motivate Students in Learning English**

(An Descriptive Study at the Third Grade of Intensive English Class in  
*Pondok Pesantren* Darul Falah Be-Songo Semarang)

Pembimbing : Nadiyah Ma'mun, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diijinkan melaksanakan riset selama 2 minggu, mulai dari tanggal 24 maret 2016 sampai 6 april 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,

Wakil Dekan Bidang Akademik



Dr. H. Fatah Syukur, M. Ag.

NIP. 19681212 199403 1 003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**PONDOK PESANTREN  
DARUL FALAH BE-SONGO SEMARANG**

Sekretariat Perum Bank Niaga B.13 Telp. Fax. 024-7615246 Ngaliyan  
Semarang

Website: [www.be-songo.or.id](http://www.be-songo.or.id) Email: [pesantrenlifeskill@gmail.com](mailto:pesantrenlifeskill@gmail.com)

---

**SURAT KETERANGAN PENELITIAN**  
Nomor: 02/PEN/DAFA-B9/IV/16

Yang bertanda tangan di bawah ini Pengasuh Pondok Pesantren Darul Falah Be-Songo Semarang, dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : Titik Nur Hidayati  
NIM : 123411016  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Pendidikan Bahasa Inggris (PBI)  
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul "Motivating Students in Learning English by Using Games (A Descriptive Study at the Third Grade of Intensive English Class of *Pondok Pesantren Darul Falah Be-Songo Semarang*".

Waktu Pelaksanaan : 24 Maret s.d 6 April 2016

Tempat : Pondok Pesantren Darul Falah Be-Songo Semarang

Demikian surat keterangan penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 8 Juni 2016

Pengasuh

Dr. KH. Imam Taufiq, M.Ag



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
PUSAT PENGEMBANGAN BAHASA

Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

# شهادة

Un.10.0/P3/PP.00.9/1369/2016

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالب/الطالبة : TITIK NUR HIDAYATI :

تاريخ و محل الميلاد : Demak, 19 September 1994 :

رقم القيد : 20160143501 :

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٩ أبريل ٢٠١٦

بتقدير: جيد (٣٥٦)

وحررت له الشهادة بناء على طلبه.

٢٧ أبريل ٢٠١٦

مدير،

محمد سميف الله الحاج

رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

تمتاز : ٥٠٠ - ٤٥٠ :

جيد جدا : ٤٤٩ - ٤٠٠ :

جيد : ٣٩٩ - ٣٥٠ :

مقبول : ٣٤٩ - ٣٠٠ :

راسب : ٢٩٩ وأدناها

رقم الشهادة : 22016501





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
**PUSAT PENGEMBANGAN BAHASA**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

# Certificate

Nomor : Un.10.0/P3/PP.00.9/0436/2016

Certificate Number : 12016190

*This is to certify that*

**TITIK NUR HIDAYATI**

Student Register Number: 20160142190

the TOEFL Preparation Test

*conducted by*

*the Language Development Center of State Islamic University (UIN) "Walisongo"  
Semarang*

*On January 20th, 2016*

*and achieved the following result:*

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
43	46	50	463

*Given in Semarang,  
January 20th, 2016*  
*Director,*  
*H. Muhammad Saifullah, M.Ag.,*  
00321 199603 1 003



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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

## PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **TITIK NUR HIDAYATI**  
NIM : **123411016**  
Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

.....**85**..... ( .....**4,0 / A**..... )

Semarang, 7 Desember 2015

Ketua,



*Sholihan*  
**Dr. H. Sholihan, M. Ag.**  
NIP. 19600604 199403 1 004

## CURRICULUM VITAE



Name : Titik Nur Hidayati  
Student Number : 123411016  
Birth : Demak, 19<sup>th</sup> September 1994  
Address : Jogoloyo, Rt.02 Rw.06  
Wonosalam Demak  
E-mail : [titiknh19@gmail.com](mailto:titiknh19@gmail.com)

### **Educational Background:**

#### A. Formal Education

1. SDN Wonosalam Demak
2. MTs NU Jogoloyo Demak
3. MA NU Banat Kudus
4. Education and Teacher Training Faculty Walisongo State  
Islamic University Semarang

#### B. Non-Formal Education

1. Asrama Al Husna Kudus
2. Pondok Pesantren Darul Falah Be-Songo Semarang

Semarang, June 8<sup>th</sup> 2016  
The Writer,

**Titik Nur Hidayati**  
**NIM. 123411016**