

## **CORRELATION BETWEEN THE USE OF GAMES AND STUDENTS' MOTIVATION IN LEARNING ENGLISH**

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### ***Abstract***

*This research aims at analyzing correlation between the use of games and students' motivation. Quantitative method with correlation research design was used in this research. Its population consists of 65 students taken as research sample. Total sampling technique was applied in this research. Two independent variables correlated were the use of games as variable X and students' motivation as variable Y. Questionnaires used to collect data consisted of 40 items, in which 20 items related to the use of games and another 20 items concerning with students' motivation. The data were analyzed by applying computer program of SPSS (statistical package for social science) 18. Findings of the research indicate that the coefficient correlation ( $r_{xy}$ ) is 0.571, with the degree of freedom  $df = N-2$  and the level of significance 0.05 or 5%. Value of  $r$ -table 0.244 indicates that the value of  $r_{xy}$  is higher than  $r_t$  ( $0.571 > 0.244$ ). Thereby, alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected, so there is a significant correlation between the implementation of games and motivation of students at second semester of grade VIII. It means that the more often teachers use games the higher students motivation in learning English.*

**Keywords:** *Correlation, games, and Motivation.*

## A. INTRODUCTION

Indication of teacher's success in teaching is when the students reach the indicators as shown in lesson plan. However, success does not only come from the teachers but there are some factors contributing of the success of students such as interest and motivation. Interest is a tendency of a person, object, or an activity favored by feeling of pleasure. It has a lot of influence on students' learning outcomes. Furthermore, motivation also affects students' wish for leaning. It is the desire to do something because of the goals to be achieved. These goals can encourage students to study hard and make them become diligent in the learning process.

Bettering of students' motivation is one of the activities required in the learning process. In accordance with teachers' role as a motivator, teacher should encourage and attract students into high motivation, because the higher students' motivation the higher students' learning outcome will be. In other words, learning motivation has important roles in boosting students' spirit and achieving learning indicators.

In accordance with the importance of learning motivation, teacher as a motivator in teaching is obliged to create a joyful learning that motivates students such as using

interesting technique or applying new media. One of the techniques currently applied by teachers are games especially in learning English. Games have a great educational value and are used in the classroom to make learners use the language instead of just thinking about learning the correct forms. It also encourages learners to interact, cooperate, create and be spontaneous in using the language.

In relation to the interview taken from an English teacher of SMP Lab school Untad Palu, the teacher explained that games provide a good contribution to the learning process as proved by enthusiastic students in learning English. Games that usually played are hidden words, guessing words, circle and sing, and hangman. Therefore, the teacher does not forget to prepare games before entering classroom. They are usually applied in pre activities or while activities of lesson depending on the goal of the games.

Having a view to the above explanation, the researcher argues that games influence students' motivation and interest in learning English. An uninteresting way of teachers' explanation results in negative respond of students. They get bored and lack of attention to the teaching material. To examine the correlation between the use of games and students' motivation, a

question was specifically addressed in this study as follows; *is there any significant correlation between the use of games and students' motivation in learning English?*

The purpose of this research is to find out whether or not there is any positive correlation between use of games and students' motivation in learning English especially for grade eighth students of SMP Lab School Untad Palu.

### **Games**

Games are a regular part of students' lives, no matter what their grade is. Students play games throughout the day with their friends. One of the few places they play games is in their classrooms particularly in English class. Teacher believes by using games can create an atmosphere that enhance the students' desire to learn the language. Therefore, it can be defined that game is an activity which can increase students interest to learn. Hadfield (1990) states that game is an activity with rules, a goal, and element of fun. Therefore, games are not used just to make the students cheerful but have to be useful objective that the student obtained.

There are many types of games that can be used in English Language teaching. Lewis and Bedson (1999) classify the games into several types

they are; movement games, board games, guessing games, matching games, desk games, and role-play games.

### **Advantages of Games**

Games are used as techniques in learning. As we all know that students like playing, so by using games as teaching technique the students can be more interested in learning English. Games are not only for fun but also for motivating students to master English fast and easily. Learning by doing is a good way to make them easy to understand English, because by doing fun activities the students find it easy to remember and to learn about the material taught by the teacher. Harmer (1991) explains that teachers not only need to know the types of games but also need to know the benefits of the games themselves. Games have the therapeutic effect that can make students feel challenged in learning, especially at the end of class in which students look bored or sleepy. Teachers need to create a cheerful atmosphere that make students learn without load. McCallum and George (1980: 9) also argues that "students, in the formal atmosphere of game play, are less self-conscious and therefore more apt to experiment and freely participate in using foreign language". Both of the statements above imply that, in teaching English teacher

should be able to create various fun activities, intending to make the student easier to comprehend and memorized the materials.

Games are helpful in teaching English. As elucidated by Hadfield (2005), concerning the positive influence in teaching English that games are activities which are truly enjoyable for both teacher and student. Students become active, and happy prove that they get pleasure from the teacher's explanation. Games make teacher ignore monotonous teaching which create boredom and hatred toward the English subject. Carrier (1985: 6) points out the advantages of games: (1) they give a variety of tools to facilitate the teaching learning process; (2) they are flexible; (3) they make the lesson less monotonous; (4) they raise the students' motivation; (5) they can make students produce language subconsciously; and (6) Games stimulate students' participation and give them confidence. Thus, the games believed to be useful in English learning process.

#### **Disadvantages of Using Games**

Many teachers use games in the classroom as a way to engage students and encourage them to learn while having fun. In many cases, this is exactly what games do but, like every other teaching tool, there are disadvantages to use games in the

classroom. According to study done by Chuang (2007), using games in English learning made children's anxiety increases because they are afraid of being blamed by their team members. In other words, a lot of pressure students got when the games played in group whether pressure from same group or other group. The same argument, that using game in language teaching pointed out by Diana (2010) two disadvantages of using games. First, using games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them. Second, games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabulary. Stojkovic and Jerotijevic (2011) also add some disadvantages of game they are; 1) Discipline issues, learners may get excessively noisy. 2) Straying away from the basic purpose of game play activity perhaps due to inadequate rules instruction resulting in playing too much and the lack of learning. 3) Games are already familiar or boring, students might not get equally involved. 4) Some learners, especially

teenagers, may find games unnecessary and childish. Looking at some disadvantages, teacher who uses games in English teaching should be able to discover appropriate ways to minimize these weaknesses.

### **Motivation**

Motivation is a well-known factor affecting all humans' doing and learning of whatever needs. It affects both success and failure in doing something. It is just like energy to compose a strong desire to acquire something. Brown (2000: 160) defines motivation is probably the most frequently used catch all term for expanding the success or failure of virtually any complex task. It is easy to assume that success of any task is due simply to the fact that someone is "motivated".

Based on the definition, it is assumed that motivation is a psychological condition encouraging someone to do particular purposes. Great desire is really important to support someone in realizing certain purposes. Furthermore, there are some factors helping someone achieve purposes such as family, society and, especially for students' school environment.

In relation to the teaching of English, teachers have an essential role to develop students' motivation. When

students start learning, they cannot determine whether knowledge they get is important for them or not. They just learn based on the school schedule. To influence their motivation in order to be more improved, teachers' ways of teaching should be more improved as well. Kupečková (2010: 11) states "the teacher can increase learner's motivation by choosing different activities or materials and by switching between the activities during the lesson." This statement is evident that motivation does not come only from students themselves but also from teacher. The importance of motivation is also presented by Brophy (2004:6) who emphasizes that student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons, learning activities, and their reasons for doing so.

From the various understanding of motivation, it is understood that motivation is an impulse or motive power from within the individual that gives direction and encouragement in learning activities. So, the role of students' motivation for learning is very important because it support to create effectiveness of learning.

### **Extrinsic and Intrinsic Motivations**

Intrinsic motivation is desire arises from the individual's own personal to perform an activity without any

influence from the outside because this activity is considered enjoyable and satisfying, while extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback (Lucas, 2010; Brown, 2000). In other words intrinsic motivation grew up in innate needs and extrinsic motivation comes from outside willingness. Extrinsic motivation and intrinsic motivation influence learning differently and therefore lead to different learning behavior. Chang (2012) states that intrinsic motivation focuses on the fact that individuals show extra effort in order to satisfy their curiosity, showing interest, and facing challenges. Extrinsic motivation, on the other hand, focuses on the fact that stimuli attraction in external environment, such as tangible or intangible reward, recognition, and encourages individual to perform certain behavior.

In relation to learning English as a foreign language which is taught as a compulsory subject at school, students learn it thoroughly. So we ask ourselves which motivations are powerful intrinsic motivation or extrinsic motivation? Maslow (1970) claims that intrinsic motivation is superior to extrinsic motivation. It means that learning through intrinsic motivation is more

successful than by extrinsic motivation. But it does not mean that extrinsic motivation is totally useless, because two students learn English with different motivation one student learns English because s/he wants to get good score (extrinsic motivation) and one wants to have good speaking English (intrinsic motivation) is success together. However, intrinsic motivation is more durable than extrinsic motivation, because the students who learn with extrinsic motivation is less enthusiasm to learn as long as s/he has gotten good score.

## **B. METHOD OF THE RESEARCH**

The design of this study is correlation research. The researcher observed the correlation of two independent variables; the use of games and students' motivation in learning English. McMillan and Schumacher (2010:226) explain that two variables are correlated called bivariate correlation. Researcher obtain scores from two variables for each subject and then use the pairs of scores to calculate a correlation coefficient. This research was to find out whether or not there is a positive correlation between two variables.

## **POPULATION AND SAMPLE**

Population is subject located in an area that is qualified and deals with the issues to be studied. Creswell

(2005:145) describes, "A population is a group of individuals who have the same characteristics". This research was conducted at SMP Lab School Untad Palu. The population was the grade eighth students of the second semester in the academic years 2016/2017. They are put into three parallel classes. Researcher choses these classes as the subject of this research because the result of interview of the English teacher was that those classes have used games such as guessing words, circle and sing, circle words, and hangman. Sample for a correlational study is selected by using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size (Gay, Millis and Airasian, 2006: 192). In line with the above statement, total sampling as a technique used in this research. All the population as the sample that is 65 students.

### **Variables of the Research**

Variable needs to be defined operationally. It aims at explaining the meaning of the research variables. This study consist of two variables. Both the variables are independent variables, they are: the use of games (X) that is a technique used by the teacher during teaching English. And motivation (Y) is a condition that affects students to learn English.

### **Procedure of Data Collection**

To collect the data needed, the researcher used questionnaire as instrument. It consisted of two questionnaires they are questionnaire on games and on learning motivation. It was prepared for students to find out their motivation in learning English and their views on the use of games in teaching English as foreign language. Each questionnaire consisted of 20 items of statement. Type of questionnaire used was closed-ended questionnaire. It means respondent only chose the answer that had been provided by me. The questionnaire was written in Indonesian, not in English. Most of the participants are English learning beginners. Also, they could be frustrated to translate and seek the meaning delivered in the questionnaire. If so, it would intervent the validity of data collected. In order to test the validity and reliability of the questionnaire, each item of the questionnaire was examined by using the SPSS (Statistical Package for the Social Sciences) software.

### **Technique of Data Analysis**

The data from questionnaire were measured using Likert type scale. It is a non-comparative scaling technique and are undimensional (only measure a single trait) in nature. Respondents were asked to indicate their level of agreement with a given statement by way of an ordinal scale.

The questionnaire consisted of a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was provided in Indonesian version because most of the students' are English learning beginners.

To know the correlation between the use of game and students' motivation in learning English, the students' questionnaire score on using game and their motivation score were analyzed using "Pearson's Coefficient Correlation" formula. It was used to find coefficient correlation of the two variables. Computer program SPSS 18 was used to calculate the data. To interpret the result of the coefficient value of the correlation ( $r$ ) of two paired variables, the researcher used criteria for evaluation and interpretation of a coefficient.

**Table 1**  
**Interpretation of coefficient correlation of  $r$  value**

Interval correlation	Level of correlation
0.80 – 1.000	Very strong
0.60 – 0.799	Strong
0.40 – 0.599	Strong enough
0.20 – 0.399	Weak
0.00 – 0.199	Very weak

Source: Riduwan, 2008:136.

After having the value of  $r$  or  $r$ -counted, the researcher analyzed the level of correlation, the value of  $r$ -counted then becomes the determiner. If  $r = -1$  means there is negative correlation,  $r = 0$  there

is no correlation, and  $r = 1$  indicates strong correlation.

### Hypothesis

To know whether there was a significant correlation between the use of games ( $X$ ) and students' motivation ( $Y$ ) of the students, the researcher tested the hypothesis by using formula proposed by Sugiyono (2012:184) as follows:

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

The criteria of testing hypothesis are in the following. If the table of  $r$ -counted was the same as or greater than the value of  $r$ -table, the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_o$ ) was rejected. It means that there was positive correlation between the use of games and students' motivation. In contrast, if the value of  $r$ -table was higher than the value of  $r$ -counted, the null hypothesis ( $H_o$ ) was accepted while the alternative hypothesis ( $H_a$ ) was rejected. It means that there was negative correlation between the use of games and students' motivation.

### C. DATA PRESENTATION AND ANALYSIS

Result of questionnaires were presented and analyzed in this chapter. The result description was taken from the obtained score of each variable item;

they were the implementation of games questionnaire (X) and motivation questionnaire (Y). The total score of each variable became the data for testing hypothesis. However, before presenting the result of the questionnaire, the researcher showed result of validity and reliability of both the questionnaires.

A Validity of both the questionnaires were obtained through trying out the questionnaires. The try-out was conducted at class A of grade eighth, consisting of 19 students. Number of items tested was 40 they were twenty items for variable X and twenty items for variable Y. Having analyzed the questionnaire, she found that all the items were valid either the questionnaire of variable X or variable Y.

To obtain the reliability of these questionnaires, she used SPSS program. The questionnaires were indicated reliable if it fulfilled standard coefficient of *Cronbach's Alpha* that is more than 0.6 or  $\alpha \geq 0.6$ . The result of reliability test proved that the reliability value of variable X was 0.932 and Y was 0.913 or greater than 0.6. It means that the instruments were reliable. Therefore, they can be used in data collection for this study.

### Correlation between the use of games (X) and students' motivation (Y) in learning English.

Value or correlation between the use of games and students' motivation was 0,571. It was then compared with the interpretation degree of correlation suggested by Riduwan. I assumed that there was strong enough correlation between the use of games and students' motivation.

**Table 2**  
**Correlation between Variable X and Variable Y**

Correlations			
		variable X	variable Y
variable X	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	65	65
variable Y	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	65	65

### Testing Hypothesis

Testing hypothesis was conducted to answer the research question as stated in chapter one "is there any correlation between the use of games and students' motivation in learning English?" the question was answered by comparing the value of *r*-table. If the value of *r*-counted is same as or greater than the value of *r*-table, the alternative hypothesis (*H<sub>a</sub>*) is accepted while the null hypothesis (*H<sub>0</sub>*) is rejected, meaning there is a positive correlation. In contrast, if the null hypothesis is accepted and alternative hypothesis is rejected, meaning there is a

negative correlation between the use of games and students' motivation.

Since the  $r$ -counted was between the use of games and students' motivation 0.571, the next stage that she did was determining  $r$ -table. By using degree of freedom  $df = N-2$  with level of significant 0.05 or 5%, she found the value of  $r$ -table was 0.244. She drew the conclusion that the alternative hypothesis was accepted, while null hypothesis was rejected, meaning that there was positive correlation between the use of games and students' motivation.

To know how significant the correlation between variable X and Y, the researcher did a calculation by using the following formula as suggested by Sugiyono (2012: 184).

$$\begin{aligned}
 t &= \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}} \\
 &= \frac{0.571 \sqrt{65 - 2}}{\sqrt{1 - (0.571)^2}} \\
 &= \frac{0.571 \sqrt{63}}{\sqrt{1 - (0.326)}} \\
 &= \frac{0.571 \times 7.937}{\sqrt{0.674}} \\
 &= \frac{4.532}{0.821} \\
 &= 5.520
 \end{aligned}$$

In order to prove whether the correlation between X variable and Y variable were significant or not the value of  $t$ -counted above was compared with the value of  $t$ -table. If the value of  $t$ -

counted was higher than the value of  $t$ -table, means there was significant correlation between X and Y. On the contrary, if the value of  $t$ -counted was lower than  $t$ -table, then there was no significant correlation between X and Y.

By using 0,05 level of significant ( $\alpha$ ), and 63 degree of freedom  $df = n - 2 \rightarrow 65 - 2 = 63$ , the value of  $t$ -table was 1.998. Since the  $t$ -counted was 5.520 which was higher than the  $t$ -table, she assumed there was a positively significant correlation between the use of games (variable X) and students' motivation (variable Y). Briefly, the alternative hypothesis ( $H_a$ ) of the research was accepted. Thus it can be assumed, the more often teacher applies games in teaching the higher students' motivation in learning English.

The result of this study indicated that the use of games and students' motivation was a positively correlate. It is in line with the theory put forward by Carrier et al (1980: 6) that apply games in the classroom has several advantages;(1) give a variety of tools to facilitate the teaching learning process; (2) they are flexible; (3) make the lesson less monotonous; (4) they raise the students' motivation; (5) make students produce language subconsciously; and (6) stimulate students' participation and give them confidence. In relation to the questionnaires, she assumes that there

was a positive effect on games to the students both extrinsically and intrinsically. Judging from extrinsic side, students got some reward from the teacher through the games. Those rewards could be a kind of gift, high score or another gift from teacher that stimulated the students to be more active in learning since they felt proud of getting high score and were recognized as smart students in the classroom. This drove them into comfortable learning circumstance because games reduce monotonous teaching and learning technique.

Mostly, the students start their willingness from extrinsic motivations then the intrinsic motivation. However, let us have a view of intrinsic motivation. The indicators of questionnaires showed that students agree that games are very kindly useful for daily life in terms of studying English. It also helped students comprehend the material.

Students generally have high motivation and confident when they understand the material well. This also happened with students as well, they feel happy when they understand the material. Again, games bring positive effect and strong correlations to the students' motivation in studying English. Various kinds of games provided by the teacher seem to attract

the students to be more challenged because games are challenging matter that activate students' cognitive and psychomotor.

Curiosity will also support the comment about games. The students agree that their curiosity was appeared right away when engaged in challenging games. They were waiting more and more for the next challenging games. The students could automatically relate their understanding and the material which is given by the teacher through the games. Curiosity includes the student's motivation, spirit and willingness in studying English.

At last, the students' opinion through the questionnaire showed that the implementation of games were able to relax the students. The students feel happy, they even could reduce their feeling of anxiety during the teaching and learning process, and most importantly they did not get bored anymore. Sometimes, teacher domination created a frustrating learning circumstance that drives the students feel stress. Thus, games reduced such frustrating teaching and learning process. Games also reduced students' stress and were understandable, and ease the students in memorizing the material including vocabularies. Having increased vocabularies, students would be more motivated to speak English with

no hesitation instead. The students who were deeply impressed by games would influence their entire attitude in studying English not to mention their willingness to come early to school would motivate each other. With games, students found joyful and interesting situation in classroom. Therefore, games in the classroom reduced communication gap among teacher and students. The students were engaged in good and relax communication, and interaction with the teacher in terms of English as learning material.

#### **D. CONCLUSION**

The level of correlation between variable X and variable Y was *strong enough*, which means that there was a positive correlation between variable X and variable Y since the value of r-counted (0.571) is greater than the value of r-table (0.244). It answers the research question and can prove the objective of the research that there is a positive correlation between the implementation of games and students' motivation in learning English. It proves the hypothesis, meaning that there was a significant correlation between the variables. In which the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

Suggestion, teacher should apply joyful and interesting technique;

one of the techniques is games. Teacher may apply various kinds of games that stimulate the students' willingness to study. Games present many advantages for both teacher and students. Students who are playing games should be effort to win, automatically they acquire the language involving vocabularies, meaning and grammar (based upon the games' type). Teacher did not feel frustrated during the teaching and learning process since the students are enjoying the games.

Future researchers should conduct the study on the improvement of English teacher's teaching media, since it is important for teacher to develop their teaching media because teaching needs improvement, also the study which is focused on the making of good English lesson.

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