

IMPLEMENTATION OF LANGUAGE GAMES (CATHARSIS) TO INCREASE ACTIVITY OF IVA TEACHER AT SD NEGERI 01 METRO PUSAT

Arifin Ahmad

Elementary School Teacher FKIP Pasundan University
arifinahmad@unpas.ac.id

Abstract. Creativity and innovation are needed for teachers in delivering active learning with good quality. Increased activity of a teacher in teaching affects the student learning activities, but in fact the learning system of the teacher of class IVA SD Negeri 01 Metro Pusat is still using lecture method dominantly so that the student learning activity does not increased significantly. The purpose of this research is to improve teacher's activity through the application of game language (catharsis) in class IVA SD Negeri 01 Metro Pusat. The method used in this research is descriptive qualitative through teacher performance observation sheet. The result of data analysis showed that the teacher's activity in cycle I (70%), cycle II (80%), It means there is an increase 10%. While the teacher's activity from cycle II (80%) to cicle III (90%) increased 10

Keywords : activity, teacher, game language (catharsis).

I. INTRODUCTION

In the rapid development of technology such as nowadays make the students in elementary school become so familiar with the world of technology, for technological learners is very fun because interesting things can be obtained easily. Once the disclosure of information to make learners can learn from anywhere and anytime, this is one of the major challenges for a teacher in primary school to be able to present learning fun and in accordance with the needs of today's learners. In line with this, Suyatno (2005: 1) states that, learning should be interesting and fun, because interesting learning means having an intriguing element for students to continue to follow, students have the motivation to continue to follow the learning. Conversely, if the learning by the teacher does not menyenangkan and not in accordance with the needs of learners then the students pay less attention to the material submitted by teachers. To answer the challenges of the development of the teacher must be able to think creatively and act actively to be able to

realize the quality of learning and enjoyed by learners.

To make learning interesting and qualified and enjoyable, the activity of a teacher is also highly demanded, a teacher should be able to concoct the learning that will be done with as much as possible plus an innovation and new ways to get the learning that is liked by learners, thus making learning to read into more interesting.

Reality in the field found that from the observations of researchers in class IVA SD Negeri 01 Metro Pusat, teachers are less active and tend to be passive in teaching. Teachers in grade IVA SD Negeri 01 Metro Pusat still tend to do monotonous learning as just relying on books and just reproduce the lecture in front of the class, it makes learners less passionate and less enthusiastic attention to learning, so that teaching and learning activities of learners tend to less active.

To overcome the problem is required a new innovation in learning that is able to present an active learning situation and fun one of them is implementing the game in learning. The game



that can be used is a language license (catharsis), because the language game (catharsis) makes teachers active in teaching and learners are also happy.

The benefit of using games in learning is not only to make teachers active, but also to learners. because the language game (catharsis) is done by learners who are guided by the teacher. Learners also do so in accordance with the competence to be achieved. In implementing the learning in elementary school, the role of the game in learning is very important because with the game will make learning better and interesting. So that learning can grow the skills of learners with the maximum.

II. LITERATURE REVIEW

1. Understanding of Learning

Activities

The language of learning activity comes from two words, namely activity and learning. Activities in Big Indonesian Dictionary defined as activity, liveliness, busyness. While learning in Big Indonesian Dictionary means trying to know something; trying to gain knowledge and skills (Qodratillah, 2008: 24).

Furthermore, in the Regulation of the Minister of National Education No. 41 of 2007 in (Ekaputra, 2009: 2) on Process Standards for Basic and Secondary Education Units stated that learning activities are activities to process experience and or practice by listening, reading, writing, discussing, reflecting stimuli, and solve the problem.

From the above explanation can be concluded that learning activity means an activity or activity to gain knowledge and skills in a certain way.

2. Definition of Language Game

(Catharsis)

The game is an activity to acquire a certain skill in an exhilarating way. If the skills acquired in the game are of a certain language skill, the game is called a language game. (Soeparno in Djuanda, 2006: 94).

Further according to Hrbrata (2009: 7) understanding of language games is a game to

gain pleasure and to practice language skills (listening, speaking, reading and writing). If a game raises fun but does not acquire certain language skills, then the game is not a language game. Conversely, if an activity to practice a particular language skills, but there is no element of fun then it is not called a language game. Can be called a language game, if an activity contains both elements of fun and practice language skills (listening, speaking, reading and writing).

The game of language has a dual purpose, namely to gain excitement as a function of play, and to train certain language skills as a subject matter. Language games are not meant to measure or evaluate student learning outcomes. Even if imposed, not a good evaluation tool, because the language of the game contains elements of considerable speculation (Soeparno in Djuanda, 2006: 94).

From the above understanding it can be concluded that language games are an interesting set of activities and can practice language skills (listening, speaking, reading and writing).

3. Miscellaneous Language Games

(Catharsis)

1). Stabilo sentence.

Stabilous sentence is a language game that is performed by marking with "highlighter" or the like in the wrong sentences in the text of the discourse. Wrong sentences are deliberately created so that students can understand the correct and false sentences in the text of the discourse carefully. The purpose of games is that learners can read quickly, carefully, and understand the sentence. The tool used is the discourse paper (Djuanda, 2006: 98).

2). Complete the sentence

Completing the sentence is a language game that is done by completing the missing sentences of his words in the text of the discourse. The missing word in the text of the discourse comes with the words provided but the word provided to fill more of the missing word with the purpose of being a liar. The purpose of games is that learners can read clearly and



accurately. The tool used is a discourse paper. (Suyatno, 2005: 80-81).

3). The word of discourse

The word of discourse is a language game that is done by expressing a word derived from the text of discourse. The word said by the initial group then by another group is rewarded with a word relating to the word of the early group. The purpose of games is that learners can read the discourse carefully. The tool used is a discourse paper (Djuanda, 2006: 99).

**4. Learning Steps
with Language Games (Catharsis)**

1) Initial Activity

- a. Teachers plan and Prepare semester program, syllabus, lesson plan and Student Worksheet.
- b. The teacher opens the lesson and motivates the students and imparts apperception and informs the learning objectives.

2) Core Activities

- a. Learners form several groups, then the teacher gives an explanation.
- b. The teacher explains and gives examples of games.
- c. Learners are given the opportunity to ask questions if anyone does not understand.
- d. Learners read the text of discourse by using the language game (catharsis).
- e. Teacher walks around and facilitates learners' difficulties
- f. Learners work on the language game (catharsis).
- g. Each group collects the work of the group.

3). End activities

- a. Students with teachers make conclusions.
- b. Students are given strengthening and motivation by the teacher (Adaptation of Arsyad, 2004: 46).

From the above explanation can be concluded that in carrying out reading learning with game language (katarsis), there are three main things done that is initial activity, core activity and cover activity.

III. RESEARCH METHODS

In this study the method used is qualitative through classroom action research. The location of this research is held in SD Negeri 01 Metro Pusat, Metro City of Lampung Province. he subject of this research is a teacher of class IVA SD Negeri 01 Metro Pusat.

Data collection technique used in this research is nontes technique used to know teacher performance response to learning through game of language (catharsis). Data collection techniques used in this study is to use data collection tools, namely observation records (observation). Data analysis technique used is qualitative analysis for learning activity data from observation sheet.

IV. RESULTS AND DISCUSSION

Teacher activity in the implementation of learning process using game language (catharsis) can run well although still need an increase so that learners more active when learning activity and skill result can be more improved. Based on the observations of researchers can be seen recapitulation of increased teacher activity in the process of learning the reading skills of learners in learning using the game of language (catharsis) as follows.

Table 1. Recapitulation of percentage improvement of teacher performance in learning process.

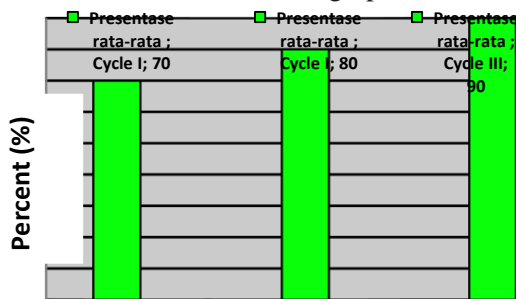
No	SIKLUS					
	I		II		III	
	A (%)	B (%)	A (%)	B (%)	A (%)	B (%)
1	66,67	73,33	80	80	86,67	93,33
Average	70%		80%		90%	

Based on data analysis each cycle obtained the average percentage of the increase in student learning activities cycle I 70.69%, cycle II by 80% and in the third cycle of 89.31%. The average percentage of students' reading skill



improvement in cycle I was 32 students (74,42%) increased to 36 students (83,72%) in cycle II and increased again to 39 students (90,70%) in cycle III. The average percentage of the increase in students' learning outcomes in cycle I were 31 students (72.09%) had reached the completeness of study, there were 35 students (81.40%), and in cycle III there were 38 students (88.37%) achieve learning mastery.

The percentage of teacher performance in cycle I was 70% increased to 80% in cycle II, increased by 10% and from cycle II increased again in cycle III to 90%, increased by 10% again. Based on this it can be seen that the percentage of each cycle has increased, from cycle I to cycle II, and from cycle II to cycle III. This can be clarified on the graph below.



Graph 1. Recapitulation of increased teacher activity in the learning process.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the exposure of data and discussions that have been described then it can be concluded that learning to use language games (catharsis) can increase the activity of teachers in the class IVA SD Negeri 01 Metro Pusat in teaching.

Based on the conclusion of the above research results, the following suggestions can be given.

1. Teachers should always hold the principles in implementing the language game (catharsis) in learning

2. Teachers should practice and keep on trying to use language games (catharsis) in learning because the language game (catharsis) in learning is not enough once mastered
3. We encourage teachers to discuss and exchange ideas with colleagues in order to improve the quality of learning.

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