CHAPTER I

INTRODUCTION

1.1 Background of Study

The rapidity of technology advancement in 21st century or renown as industrial revolution 4.0 era has impacted the development of many aspects, including education. Education 4.0 is a new educational that aims to fulfill the needs and potentialities of the fourth industrial revolution. The main concept of education 4.0 is learning by doing (Almeida & Simoes, 2019). It means that the students are encouraged to discover and learn new things based on experimentation. On the other hand, the student's role has significantly changes, from being passive in education 1.0 to more active in education 4.0 (Demartini & Benussi, 2017). Nissim, Weissblueth, Scott-webber, & Amar (2016) also argues that the students are no longer to be seen as a passive receptacle for knowledge, but they are seen as an active participant in the knowledge construction.

The 21st century learning has ultimately transformed today's classroom. This is in line with the current situation where the learner nowadays is a digital native. Individuals who born in the mid-1980s are generally classified as native digital as they have socially matured during the introduction of many of technologies advancement. The emergence of Artificial Intelligence (AI) as the main technology has also eventually altered teaching and learning activities. Teaching and learning activities are conducted by integrating technology as teaching and learning tools, such as; smartphone, laptop and computer. It means that the learning can be an on-

line virtual environment and possible to be conducted through technological which allows distance learning regardless of certain time or place. The 21st century learning also gives a process-supporting system that allows an individual to learn optimally (Hussin, 2018).

In 21st century learning, there are 4 skills that are required by the students, it is called as "4C". 4C consists of communication, collaboration, critical thinking and creativity. In order to survive in the era where critical thinking is needed, students are required to master reading comprehension. Reading comprehension means understanding and making relationship between vocabularies that are used in a written text in order to achieve comprehensive understanding (Takaloo & Ahmadi, 2017). Comprehension is achieved when a reader can respond to, act on, or transform the presented information in a written. Some researches that have conducted found that students should understand 90% of the vocabulary in order to comprehend the text (Hirsch, 2003). Reading comprehension is needed for the students to expand their knowledge and information. Unfortunately, learners still find difficulties in comprehending the text that they read. The problem occurs when the students do not understand unfamiliar words. The failure of understanding a few words brings a negative impact towards students' comprehension (Mckee, 2014).

Another factor that causes the lack of reading comprehension is reading interest. Reading interest plays an important role in helping students to comprehend the text because it is the fundamental factor that directly related to their reading goals (Wigfield, Eccles, Fredricks, & Simpkins, 2015). Reading interest is important as it motivates students to read for enjoyment and satisfaction (Käsper, Uibu, & Mikk, 2018). Some researchers also prove that both reading interest and text

comprehension are positively correlated because the more the students read, the more they understand (Tang et al., 2017; Wigfield et al., 2015). A study conducted by Becker, McElvany, & Kortenbruck (2010) found that reading interest gives continuing positive effects on reading achievement. Their study found that reading interest in fourth grade is positively related to reading achievement in sixth grade. Therefore, Children who have reading interest will see reading as a desirable activity. They tend to read more frequently and it helps them to develop better reading comprehension (Käsper et al., 2018).

According to the aforementioned statement, teaching reading for young learner is necessary since it will create a worthy reading habit (Jinxiu & Zhengping, 2016). In order to build students' reading interest and make them able to comprehend a text, teacher must consider the characteristic of young learners. What is meant by young learner is those who are 5–12 years old (Bakhsh, 2016). Young learners love to play and have fun. Yet, they are also easily got distracted. This statement is also supported by a research that was conducted in 2016 by Sahar Ameer Bakhsh, in Jeddah, Arab Saudi. In his research, he mentioned that the children in the world have the same characteristics. They like to play while they are learning, but they get bored and unfocused very fast if they do not enjoy the learning process. If we look at the nature of learning, the students should not learn in under pressure circumstance. If the students learn in unenjoyable circumstance, they will easily forget the insights that they have learnt. Hence, in order to make the children interested and engage with the learning process, the teacher must establish a cheerful and meaningful learning environment.

However, based on the observation done in SD N 5 Kampung Baru, the teachers still used conventional way to teach English. They only used textbook and work sheet. Moreover, the text book and the work sheet were printed in black and white color. This caused the students lack of reading interest. The students were also less engaging with the learning process because they felt bored and not interested. When the teachers asked the students to raise their hand and participate in discussion, none of them responded it. Thus, a new innovation teaching media is needed.

By considering the young learners' characteristics and the problems faced by the learners, creating fun and fascinating learning media for reading comprehension is required by integrating the reading text and technology. In present, Gamification has been developed and implemented as an integrated teaching media. Gamification is a media-based on a prototype in the form of a game that aims to be a media in the learning process. Gamification is an adoption of game mechanics and dynamics that aims to solve problems, engage people and improve the learning process (Mert & Samur, 2018). Zicherman and Cunningham (2011) also argue that gamification is a game thinking and mechanics process that can promote students' engagement toward the learning process. Gamification creates fun and interesting learning because the reading text in the game is completed by illustration. Several experts also support that in education, gamification gives the students instant feedback towards their progress in the classroom and acknowledgment of an accomplished task (Kapp, 2012). Considering that the students nowadays are always keep in touch with technology and the benefits acquired by using gamification, the present study used gamification as a media for teaching reading comprehension.

Since the present study is focusing on students' reading comprehension, the content of Gamification is based on Balinese local stories. Local story is a story that is developed in a certain area. Local story is the expression of culture that has a connection with human life's aspects including religion, beliefs, laws, economic activity, and the social value of the society (Soetarno, 2008). Local story is chosen as the material since it is in a form of narrative and it has moral value that students can learn. Narrative story can attract young learner to read, as they tend to like story. Nitiasih, Mahayanti, & Budiarta (2019) has been developed gamification based on Balinese local stories. Those stories were; *I Ketimun Mas, I Cupak* and *Gerantang, Manik Angkeran, Siap Selem, and Sugih* and *Tiwas* (Nitiasih et al., 2019). Since this study is a continue study, the five storied mentioned were implemented for reading comprehension.

Similar researches had been conducted in the field of gamification. Nitiasih et al (2019) has conducted a study about gamifying Balinese local story to facilitate gen Z in Learning English. The design of this research was a research and development (R&D). Thus, it focused in developing gamification based on Balinese local stories. The researchers used the ADDIE model as the research's procedures in developing the media. The result of the study found that gamified local stories can help students to improve their English skills by providing a new and innovative way to learn English. Pre-test and post-test result showed significant difference between before and after the treatments were given to the students. The gamified local stories can also improve the motivation of the students because they can have a new environment to learn language especially in learning English. Furthermore,

this study revealed that through local story, students can learn their culture and learn about character education.

A study entitled "Gamification In English Teaching In Primary Education" proved that gamification is an innovative media, which is useful for teaching languages as it works with several issues such as effort, engagement, and motivation. Gamification is also able to generate positive results in the learning process of a foreign language. It also supported by a study conducted by Meckler, Brühlmann, Tuch and Opwis (2017) entitled "Towards understanding the effects of individual gamification elements on intrinsic motivation and performance". The study found that gamification is able to increase the students' performance and motivation.

In contrast, there is no study about the use of gamification based on Balinese local stories for young learner's reading comprehension. Thus, conducting this research is needed in order to determine whether gamification based on Balinese local stories as teaching media can affects young learners' reading comprehension. The present study was conducted in SD N 5 Kampung Baru, particularly for the fifth grade students. Hence, the novelties of present study were the Balinese local story as the content of gamification and reading comprehension as the measured skill.

1.2 Problem Identification

According to the background of the study mentioned above, there were two problems obtained by the young learners in reading:

1). The students lack of reading interest which cause the lack of reading comprehension.

2). The media used by the teacher for teaching reading to young learners was still not interesting and less engaging.

1.3 Problem Limitation

The limitation of this study is to investigate the significant effect of gamification based on Balinese local stories on fifth grade students' reading comprehension. One experimental group was used in this study. The study aimed to compare the result between pre-tests and post-tests in experimental group.

1.4 Research Problem

Based on the background of the study, the research problem was formulated as follows:

Is there any significant effect of using gamification based on Balinese local stories as teaching media on fifth grade students' reading comprehension?

1.5 Research Objective

The objectives of this research was to investigate whether or not there was significant effect on the use of gamification based on Balinese local stories as teaching media on fifth grade elementary school students' reading comprehension.

1.6 Research Significance

1.1.1   Theoretical Significance

This study is expected to be able to give information about the effect of using gamification based on Balinese local stories towards fifth grade students' reading comprehension.

1.1.2   Practical Significance

a. For students

This research is expected to give meaningful and cheerful learning experience for the students. Thus, they will be motivated to learn since they are able to learn not only from the book but also from games.

b. For teacher

This research is expected to help the English teacher to create a fun learning circumstances and give the teacher a portrayal of implementing gamification based on Balinese stories for reading comprehension.

c. For other researchers

This research was expected to be a reference for the other researchers to conduct other related researches by using gamification based on local stories in learning process. This research expected that gamification could be evaluated and improved by other researcher.