

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In today's era, the English language is very important to be taught because English is the greatest common language spoken universally. Around 1.35 billion people worldwide spoke English natively and as a second language and as a foreign language in 2021 (Szmigiera, 2021). Therefore, English is used in almost every aspect of life, especially in technology and science development. English's rise as a World language is now undeniable. Nunan (2020) argued that the spread of English enabled unrestricted access to the modern worlds of science, information and communication technology (ICT), money, power, international communication, and intercultural understanding, as well as entertainment and a variety of other fields. This makes the digital native generation either natively or as a second language or foreign language around the globe must learn English, including in Indonesia.

According to the Education First (2021) EPI (English Proficiency Index) report, Indonesia earned a score of 466 and a rank of 80 out of 112 countries, which places us 14th out of 24 countries in Asia. In recent years, Indonesia's ranking has tended to deteriorate gradually. Indonesia was rated 32nd in 2016 with an intermediate range of competence and fell to 80st in 2021. As previously mentioned, it continued to decline in 2021, eventually falling to the 80th position, which is considered to be in the low range of proficiency.

In Indonesian public schools, English appears to be taught and learned solely as a foreign language (Sulistiyo, 2016). This means that most English learning and teaching takes place in classrooms rather than in everyday communication. In Indonesia, English students do not have easy access to using English to communicate outside of the classroom. As a result, English language teaching and learning in Indonesia faces unique obstacles that are not encountered in nations like India, where English is more widely spoken.

Potential factors for the low efficiency of EFL teaching and learning in Indonesia were found by Mbato (2013). First, EFL learning occurs mostly in the classroom, with the students receiving little exposure to English for communicative purposes. Second, the learning materials and the teacher presented in class are the only sources of learning. Third, students may not be motivated to learn English because there is a stereotype that it is just a school curriculum requirement. This supports Sulistiyo (2016) who states that English in Indonesia is a compulsory subject, which implies that students must learn the language for examination purposes. As a result, students have poor motivation because it is less engaging. Thus, according to Kassing (2011), the EFL teacher in such a country is required to fulfill two responsibilities at once: teaching English and making the teaching-learning process as engaging as possible so that students are motivated to learn. Here, teacher creativity and critical thinking to choose the method, strategies, and teaching media is very urgent.

Besides that, the 21st-century education system is expected to go hand in hand with technological developments to meet the demands of the

sophisticated characteristics of the digital native generation, in this case, 21st century- students. The digital immigrant generation must adapt and begin to open up space for new things related to technology in the classroom. Because digital natives are media savvy, they benefit from a diversity of instructional delivery regardless of content to better suit their requirements (Prensky, 2001). Teachers may improve their educational environment by reaching these students through interactive experiences that inspire and actively involve them in the learning process (Parker, 2015).

This indicates that there must be a change or modification of teaching strategies to fit the 21st-century students' characteristics. The too-formal class, textbook-oriented teaching, and less-engaging media (which mostly use Whatsapp) are old options that must be left behind and replaced by suitable things related to technology. Thus, English can be more suitable, fun, engaging, and meaningful for the digital native generation. Therefore, the way to examine a suitable learning strategy that is using technology-based, meaningful, suitable to the students' characteristics in the 21st century, and adored by the students, must be considered in educational research.

The purpose of teaching 21st-century skills to students is to “develop their ideas”, test and share those ideas, and incorporate feedback from their teachers and peers to further develop their ideas (Md, 2019). This type of teaching and learning is best reflected in the Problem-Based-Learning (PBL) method. PBL is an educational method that exaggerates actual learning opportunities for students, with an emphasis on teaching through real-world scenarios and problem-solving (Lapek, 2018). Teachers introduce a situation

to their students in PBL environments that they are interested in or can relate to. The students are then tasked with identifying problems within the provided context, brainstorming solutions, testing their answers, and communicating their findings. Students build their 21st-century skills through the problem-solving process in PBL. As it is known, PBL is an instructional methodology in which the primary objective is to improve learning by requiring students to solve problems (Nurrohma & Adistana, 2019). This method covers the 21st-century students' demands as self-regulated people; must have problem-solving skills, critical thinking, creativity, collaboration, communication, and digital literacy (Mutohhari et al., 2021).

Despite fitting with students' characteristics, the teaching strategies also should be fun, engaging, and technology-based. It is because, in 2021, most of the students are from the digital native generation. One interesting option to research is the use of video games. There is growing evidence to support the belief that video games may be excellent learning tools in the language-learning as a means of creating more dynamic and exciting classrooms. Students are expected to 'develop new knowledge and skills' as a result of such involvement. Given the high levels of involvement and language exposure inherent in gameplay, a recent study suggests that students can enhance their reading, writing, and listening abilities by playing the video game (Qasim, 2021). In addition, video games aid in the development of learner autonomy by providing a sense of realism, greater motivation, student-centeredness, cultural affiliation, and anxiety reduction (O'Brien & Levy, 2008).

Besides the numerous video games available, one of the games that should be considered for use in the world of education, especially TEFL is Scribblenauts Unlimited. The use of Scribblenauts Unlimited video games in language learning classrooms is justified because this game is classified as a COTS (Commercial Off the Shelf) video game that can be used for educational purposes. Fisher (2014) as cited in Green II (2020) states that although Scribblenauts is mostly a fun game, it may also be used educationally.

The combination between the PBL method and Scribblenauts Unlimited video game can be a silver lining as teaching strategies that is adored by the student, technology-based, and meaningful. However, this game is still very rarely studied in English learning research, especially for TEFL. Therefore, it is necessary to experiment on whether the use of this video game has an effective effect on learning English. Thus, this research investigates the implementation of Problem Based Learning using Scribblenauts Unlimited video games in Teaching English in an Indonesian vocational public school, SMK Negeri 1 Sawan, and also dig into the English teachers' opinion about it in this school.

1.2 Problem Identification

According to the research background, English learning in Indonesian public schools mostly has not been adjusted to the characteristics of the students in the 21st century. It is quite monotonous, too formal, textbook-oriented, and less engaging. Although ideally the technology should be blended with education nowadays, the class still rarely use engaging and fun

IT in EFL, such as video game. As a result, the students are less-engaged to learn English.

Thus, the implementation of Problem-Based Learning using Scribblenauts Unlimited video game can be a good option to face this phenomenon. Because it relates with the 21st century students' characteristic and demands, technology based, and also engaging. However, PBL means for the 21st century learner is to prepare students for a global society marked by high-speed communications, complex and rapid change especially in workplace. This requires students to employ numerous strategies when solving a problem and to examine alternative points of view. Moreover, the students nowadays are digital natives who cannot be separated with technology, so it is in line with the use of video game.

Regarding to this, the researcher would like to investigate how the implementation of Problem Based Learning using Scribblenauts Unlimited video game gives effects in English learning achievement in SMK Negeri 1 Sawan and also to investigate an English teacher's opinion in SMK Negeri 1 Sawan about the implementation of it further.

1.3 Research Limitation

Based on problem identification, this research is limited on investigating the effect of implementing Problem-based Learning using Scribblenauts Unlimited video game for English learning achievement in SMK Negeri 1 Sawan and also investigating the an English teacher's opinion of implementing Problem-based Learning using Scribblenauts Unlimited video game. In addition, the investigation leads to the result of the analysis of the significant difference before and after this video game is

implemented for the students' English learning achievement. An English teacher's opinions toward this video game implementation are also analyzed to lead the researcher to the conclusion of the acceptance whether this video game implementation in English learning is worth it or not. Besides that, the English learning achievement is limited to reading skill and vocabulary mastery, and the softskill of critical thinking, creative thinking, and problem-solving. Therefore, the researcher implements the Scribblenauts Unlimited video game to get the analysis result that fulfills those limitations.

1.4 Research Questions

Based on the background of the study above, the statement of the problem of this study can be formulated as follow.

- 1) Is there any significant effect between before and after being taught by using Scribblenauts Unlimited video game on eleventh-grade students' English learning achievement at SMK Negeri 1 Sawan?
- 2) What are the English teacher's opinions about the implementation of Problem-based Learning using Scribblenauts Unlimited video game for teaching English at SMK Negeri 1 Sawan?

1.5 Purpose of the Study

Based on the two research questions stated above, this study has two purposes as follows :

- 1) To investigate the effect between before and after being taught by using Scribblenauts Unlimited video game on eleventh grade students' English learning achievement at SMK Negeri 1 Sawan.

- 2) To investigate an English teacher's opinions at SMK Negeri 1 Sawan about the implementation of PBL using Scribblenauts Unlimited video game for teaching English.

1.6 Significance of the Study

The findings of this study are expected to have several positive implications for the quality of English language teaching and learning. There are two kinds of significance made by this study, that is the theoretical significance and practical significance.

1.6.1 Theoretical Significance

The theoretical significance of this study is to enrich theoretical studies on the implementation of PBL using Scribblenauts Unlimited video game in teaching and learning English as a foreign language.

1.6.2 Practical Significance

a. For Students

This research is used to help students, especially senior high school students, gain their engagement in learning English and prepare themselves for 21st-century problem solving and critical thinking skills by the implementation of PBL using Scribblenauts Unlimited video game in SMK Negeri 1 Sawan.

b. For Teacher

This research can enrich English teachers' creativity and innovation using teaching media in teaching English. In addition, it can be also guidance on how to implement Scribblenauts Unlimited video game in teaching activities with a mixture of Problem-based learning methods.

c. For Researcher

This research can provide the data to proceed more deeply in teaching English with Scribblenauts Unlimited video game. Because this game is rarely researched yet in the field of English language education research. So the data, and the result of this research must be so beneficial for future researcher who want to do more classroom research with this game.

