CHAPTER I

INTRODUCTION

This chapter contains a general explanation of the research. Those are the research background, problem identification, limitation of the problem, research question, research objective, research significance, and definition of the key terms.

1.1 Research Background

The advanced technological development in the 21st century brings many changes and innovations in any field. Technology influences people's habits and lifestyles (Gunadi et al., 2022). People live in two dimensions of the world, namely, the real world and the virtual world. Likewise, in the education field, education is mostly oriented to technology. Furthermore, the 21st century learning characteristic is emphasized in the four skills to demand any life problem: collaboration, communication, critical thinking, and creativity (Gunadi et al., 2022). Students are expected to be able to gain knowledge individually even though they are still in the guidelines from the teacher (Juanda et al., 2021). Many factors have to be considered to achieve success in learning. One of the factors that are influenced the success of learning is the learning media.

Learning media is anything that can support teachers in transferring knowledge in a planned manner to students (Marpanaji et al., 2018). Puspitarini & Hanif (2019) mentioned that the appropriate utilization of learning media would provide an effective learning process and attract students to more enthusiasm for learning to achieve the learning objectives. In

this era, the teacher can use many learning media because the advanced technology gives the teacher more choices, such as LCD, projector, computer, etc. However, considering the development of smartphones worldwide, the smartphone might be a great opportunity to be used as a learning medium. As stated by Kiryakova et al. (2015), young learners are growing up with technology. Thus they are known as digital native learners due to their exposure to digital tools such as smartphones, especially the Android version.

However, the fact that the researcher got from the classroom observations and interviews conducted in SD Negeri 1 Astina is different. From the information obtained, the English learning process in the class had not utilized the various existing technological media, such as an educational game in the classroom. Teachers only focus on existing textbooks as the main source and media to teach without using interactive media in learning. Therefore, some of the learners were not enthusiastic about following the class. It was also found that students easily feel bored. They did not want to involve in the class. Many students who are engrossed in playing and talking with their seatmates found during the learning is going on. Only a few students listen to what the teacher says, so what is explained by the teacher cannot be well received by students. It can be seen when the teacher offers students to ask or answer about the lesson that has been explained, but it is very rare for students to ask or answer questions. It can be concluded that when the teacher cannot be innovative, the learning cannot be meaningful. The teacher is expected to adapt to the changes in any subject and teach young learners English as a foreign language.

Young learners are framed as learners between the age of five to twelve or elementary students since, in Indonesia, children start their education at the age of seven at the primary level and finish at the age of twelve based on the Indonesian education setting (Kastuhandani, 2014). Rendering English for elementary students as young learners is necessary because these learners are still in the golden age period, where the ability to absorb knowledge is easier than adult learners. Their brain is still flexible to learn any subject or material (Sukarno, 2012). But to teach young learners to have good ability in thinking in the English subject is quite different from how to teach adult learners. Young learners have their characteristics, which the teacher must consider in determining the learning media used to teach young learners in the classroom. Therefore, developing Android English game-based learning media for 6th grade learning is conducted.

The term game is defined as a system designed in an artificial form that involves people becoming players in competition with rules and final results designed in a fun form (Salen & Zimmerman, as cited in Chinyelu & Fomsi, 2019). Since learner likes to play a game on their smartphone instead of reading a book, there is a strong relationship between students and games based on the data obtained in the research conducted by Basler & Dostál (2015). They found that learners spend around eight to ten hours a day playing games rather than studying, especially in their teens. So, games as a learning media raise possibilities of improving education and enhancing the teaching and learning process by focusing on providing a fun learning environment for students (Mee et al., 2021).

Games as a learning medium can engage students in the learning process. The game can create a pleasant learning environment that makes the teachers may lead young learners into a feeling of love towards the English language (Zirawaga et al., 2017). But because many students passively participate in the learning process because there are still many teachers who cannot use technology is the biggest struggle in language learning. Hence, implementing games as a part of the learning process can encourage students to enjoy the class. On the other hand, Furdu et al. (2017) mentioned that using interactive learning media such as games can give learners a better learning experience. An interesting combination of games and education can create a fun learning environment but still in serious ways for learners in the classroom. The habit of teachers who still often use conventional methods in the teaching and learning process results in no significant changes in student outcomes. As mentioned by Boyle et al., as cited in Mee et al. (2021), using games to take part in learning can improve students' cognitive outcomes. Allowing students to get instant feedback on their progress and give rewards instantly for their progress is also one of the advantages of using games in learning, thus making students feel more appreciated (Furdu et al., 2017).

Many previous studies conduct the same issues about developing games for educational purposes. The previous research by Khoirunnisya et al. (2021) developed educational games for learning media in Junior High Schools. From this research, they developed a game concerning the ADDIE model using construct 2 as the software to create the game. Wijaya, T. T., & Pereira, J. (2021) also studied the development of learning media for students learning

mathematics using the ADDIE model. But, there is no previous research that developed an educational game for 6th grade students on Android for English learning. So, the gap of this present research is developing Android English game-based learning media for 6th grade elementary school students based on the topic in the 6th grade syllabus and learning material.

Moreover, the development of an Android English game for 6th grade students is in the form of a mobile phone application, especially for Android users. Thus, this research needs to be conducted to determine whether Android English game-based learning media is valid and feasible and give learners a new learning experience by using the game on their own Android. Therefore, the novelty of this present research was Android game-based learning as the product conducted in SD Negeri 1 Astina in 6th grade students.

1.2 Problem Identification

Based on the research background above, it identifies some problems that were found in SD Negeri 1 Astina as the setting of this research as follows:

a. The lack of knowledge or information by the teacher about teaching methods and media in the learning process

b. The teacher cannot utilize technology as learning media in learning maximally, and the teacher only focuses on the textbook

c. The learning cannot create a fun environment for students

d. Only a few students are involved in the classroom because the learning media used is monotone

1.3 The limitation of the Problem

This research is focused on developing Android English game-based learning media in the mobile phone application for 6th grade elementary school students. The quality of the product evaluated in this research for a better way of learning English for students. The product development used the Design and Development (D & D) design and the ADDIE model proposed by Richey & Klein (2007).

1.4 Research Questions

Based on what has been described above, the research question can be formulated as follows:

a) How to develop Android English game-based learning media for 6th grade primary school students?

1.5 Research Objective

There are two purposes of this present research following:

1.5.1 General Objectives

The general objective of this study is to develop Android English game-based learning media for elementary schools, specifically in 6th grade.

1.5.2 Specific Objectives

The specific purposes of this research are:

a. To identify the procedures for developing Android English game-based learning media for 6th grade elementary school students.

b. To analyze and evaluate the quality of Android English game-based learning media for 6th grade elementary school students.

1.6 Research Significance

This study is useful both theoretically and practically.

1.6.1 Theoretically

a. This study is expected to contribute to future research on the same topic regarding developing Android English game-based learning media for 6th grade elementary school students.

b. The study's results are expected to add knowledge and information as a source related to the development of Android English game-based learning media for 6th grade elementary school students.

1.6.2 Practically

a. **For Students**

1) Increase the enthusiasm of students in following English class

2) Provide a new learning experience for the students by learning and playing at the same time

b. **For Teachers**

1) Give various learning media for the teacher in English learning

2) It can provide a new learning method and media to support the learning process

3) Improve teachers' performance in teaching English

c. **For Researchers**

This current research can be used as a reference to add knowledge or information for those interested in developing game-based learning media.

1.7 Definition of Key Term

Defining the key term is important to give the researcher guidelines in conducting the research. There are two definitions of key terms: conceptual and operational. The conceptual and operational definition could be elaborated as follows:

1.7.1 Conceptual Definition

a) **21st Century Learning**

According to Panggabean et al. (2021) 21st century learning is the development of the students' valuable which is emphasized in 4c skills communication, creativity, collaboration, and critical thinking. Further, 21st century learning is oriented to technology.

b) **Young Learner**

The term young learner is defined as students between the ages of seven and twelve. It means that students are categorized as young learners if they start to receive a formal education (Pustika, 2021). Furthermore, students who are not in puberty yet can also be as young learners (O'Grady et al., 1989, as cited in Dewi, 2012).

c) **Game as Learning Media**

The game as a learning media can support the learning process and create a fun and meaningful learning process in the classroom (Zirawaga et al., 2017). However, the term game or gamification is still new in the educational field. The game's use in the learning process can attract students to be more enthusiastic in following the learning based on some aspect of the game, such as challenge, reward, and points (Tuqa & Lutfi, 2014).

1.7.2 Operational Definition

a) **21st Century Learning**

In 21st century learning, the teacher can ignore the use of technology. Using technology also can help the students in developed their 4c skills. This research aimed to develop innovative learning media through digital games that the teacher can use.

b) **Young Learner**

In Indonesian education, young learners are framed as students in elementary school because these students are between 7-12. The subject of this research is students in 6th grade students where their ages between (11-12). The game's development follows the characteristics of 6th grade students.

c) **Game as Learning Media**

Some aspects of the game can encourage students to follow the lesson, namely challenge, reward, point, etc. The development of Android English game-based learning media for 6th grade students in elementary school contained the aspect that existed in a game. The game provides challenges, rewards, points, and fantasy for students.