

CHAPTER I

INTRODUCTION

1.1. Research Background

The implementation of 4C in 21 century learning era is importance in education. The important is based on the branches of 4C who can support education. Rochmawati et al., (2019), stated that the branches of 4C are (1) Critical thinking, it refers to students should think in a different perspective that has a function to solve the problem. (2) Creativity, the term of creativity refers to appear new idea based on the problem which is known by students. (3) Communication, it relates how to use the language in the learning process. (4) Collaboration, it emphasizes how students work together in a group. The mastery of 4C should be done since young learner. It is supported by Ball et al., (2016) that young learner needs the implementation of 4C because it has a purpose to develop the ability of young learner to solve the problem and increase young learner's achievement in post-graduate. In this case, 4C can support young learner to understand the information and knowledge of material especially English for facing the globalization era. The one of English abilities that should be learnt by young learner is listening.

The application of listening is important to develop young learner for understanding English skill and mastering the material that related to listening as media to deliver the material. There are three factors that make young learner should master listening (Brown, 2006), (1) listening for idea. It is the factor that emphasizes young learner implicates listening for understanding the conversation. The use of listening affords to make young learner understands various conversations that occurs between young learner and other people. The ability of listening is able to understand and determine the meaning of the conversation. It is reasonable listening has function to determine meaning because listening is a kind of meaningful and substantial response in communicative purpose (Renukadevi, 2014). (2) Listening for details. Details means that the important information in conversation. The implementation of listening has function to support young learner to get the details of the conversation by understanding the conversation without listening the whole conversation. Renukadevi, (2014) argued that,

listening process contains with comprehension message process to support the hearer to catch up the detail information of conversation. For example, it is about direction, whether, disaster, and etc. (3) Listening and making inference. Sometimes, people do not always say directly what they mean. On the other word, people tend to use connotation meaning in certain conversations. In this case, the ability of listening is needed by young learner to hear the connotation meaning in conversation. As stated by Eken & Dilidüzgün, (2014) listening is equitable to be given from young learner in language teaching especially in understanding connotation meaning. Furthermore, the ability of listening is needed to distinguish the connotation meaning and literal meaning in conversation. So, young learner is able to create a conclusion about the conversation after hearing the connotation meaning. Those of the factors make young learner should master listening because listening is important for implementing in everyday life especially in communicating to each other.

Listening is one of the language skills who emphasize the ability to listen in the learning process. Listening skill is a process that has a purpose to decode sound from the phonemes to text (Linse & David, 2005). Poerwita Sary (2015) stated that, listening is an active skill that consists of three activities such as analyzing the sound, decoding the sound, and conceive meaning and context of the words. Asemota., (2015) said that, listening is a skill who emphasizes the process of identifying sound especially sound components, sound sequence, and the meaning of the sound. Listening also contains several components that make listening is one of the importance skills in language skill. As stated by Ahmadi, (2016) the components of listening are (1) auditory discrimination, (2) aural grammar, (3) certain information that can be listened, (4) remembering process, and how to process the sound becomes a meaning.

Listening creates the process of communication between speaker and listener. Listening is needed as media in communication. Communication is not occurred if the speaker does not listen first. It is reinforced by Eken & Dilidüzgün, (2014) before starting to speak, the speaker needs to listen and silent. It is impossible to speak without listening first. In the process of communication, speaker and listener should understand the conversation. The process of

understanding conversation that implemented listening is listening comprehension. Listening comprehension is the process that focuses on understanding the spoken language especially meaning (Ahmadi, 2016). According to Hamouda (2013), listening comprehension is the interactive and complex process that focuses on constructing the meaning when the listener heard something. In listening comprehension emphasizes the role of the listener to be an active listener. The active listener refers to a person who wants to process the meaning of the speech after hearing something and the process of production the meaning is going to do after the listener finished constructing the meaning. As stated by Ergin in (Bulut & Ertem, 2018), listening comprehension is an aware process of paying attention to sound and image, recognition of auditory sign, and understands the meaning. In this case, listening comprehension emphasizes several processes so; it needs a proper learning process to achieve listening comprehension. The learning process of listening comprehension focuses on to increase students' vocabulary and grammar mastery and the knowledge of phonology (Goh, 2000).

In order to master listening comprehension, student needs to know difficulties or problems in learning listening. The term of problems in listening refers to internal and external factors that can disturb cognitive procedures of listening comprehension process (Goh, 2000). Ur (1999: 111) mentioned that, there are five problems and difficulties in listening such as first, student difficult to catch the actual sound of the foreign language. It is basic problems that students are faced in learning process especially when learning listening firstly. Gilakjani & Sabouri, (2016) emphasized that this problem will be happened if the material of listening does not have high quality of sound. It is supported by Gilakjani & Sabouri (2016) also stated that the quality of sound is able to affect students listening comprehension. It means that, the bad quality of sound cannot improve students' listening comprehension.

The second problem focuses on students should understand every word. Missing the words in listening comprehension process is a factor of student's difficulties to understand the meaning. Student feels stress when they are not able to understand every word which is means that, they do not know the whole

meaning. Underwood (1989) argued that, this problem is based on the lack of student's vocabulary. The limitation of vocabulary is caused by student does not have any prior knowledge about English material and there is no improvement of student's listening comprehension. The third problem is concern with the speed of the speaker. Students difficult to understand when people speak fast especially native speaker. In contrast, students can understand when people speak slowly. Gilakjani & Sabouri, (2016) added that, listener does not have control to handle the speed of the speaker so, if the speaker speak too fast, listener is difficult to hear and understand the meaning. The speed of every speakers are difference so that, this problem has significant effect to beginner student who learn listening comprehension.

The fourth problem is frequency in listening. Students have a problem with listening something only once. Students need to listen more than once to make them understand the meaning. This problem is occurred because the lack ability of students in listening comprehension (Underwood, 1989). It has an effect to make students should listen more than once to achieve the meaning in listening comprehension process. The fifth problem is duration when doing listening comprehension process. The duration of listening comprehension activity is determined by the student's response in learning process. If the duration of the listening activity is too long, students feel bored and difficult to concentrate in learning. In conclude that, boring situation as a problem in listening comprehension is occurred because the listening activity is not effective for students.

The observation of listening comprehension was done on 5th grade students at Anturan village especially in SDN 1 Anturan, SDN 2 Anturan, and SDN 3 Anturan. The implementation of listening comprehension material was provided on 5th grade. It was based on curriculum 2013 who provided English material from 5th grade. The listening comprehension activities were based on three basic competencies such as 3.3 Adjective, 3.4 Daily Activity, 3.7 Things Around Us. The implementation of three basic competencies were suitable with the material that wanted to teach by the teacher in the class. Besides, the implementation of the basic competencies had function to know the improvement of students' English

especially listening comprehension because students got English material on 5th grade for the first time. After the implementation of listening comprehension activities based on three basic competencies, the result of observation showed that, there were listening comprehension problems related to research by Ur, (1999: 111). The researcher found that (1) students difficult to absorb the foreign language sound. It was caused by the lack ability of students in listening comprehension. (2) The lack of students to grasp the meaning of every word. It was the effect of vocabulary limitation by students. (3) The problem of the speed when listening something. When the researcher showed the video about conversation between two native speakers, students did not understand because the conversation too fast. (4) The frequency to listen something. In this case, students needed more than once to catch up the whole words. (5) The problem was based on situation in the class. Boring situation was found by the researcher when implementation of listening activity.

The whole problems were happened because of several factors. The first factor is the lack ability of student in listening comprehension. There was no improvement of students in listening comprehension. The student was difficult to absorb the English material. This problem was strengthened by the research of Renukadevi, (2014) stated that, the problem occurred because student lack of effort to understand words, the laziness of student to build vocabulary, and there is problem with pronunciation and accent when student recognizes new language. It is supported by students got English course on 5th grade for the first time. The second factor is the teacher did not implement effective strategy when teaching listening comprehension. It created boring situation in the class. Based on research by Renukadevi, (2014) the boring class in listening activity is occurred because of three factors such as student's concentration power, listening stamina of student, and distraction by environment in learning process. The third factor is there was no effective teaching media to support learning process of listening comprehension. The teacher used conventional media to teach English. Related to teaching media, one the media that can use for teaching listening comprehension is mobile phone.

Mobile phone is one of teaching media who can be used to teaching english especially listening comprehension. The research by Kodir Al-Baekani & Ridwan, (2018) proven that, student tends to interest using mobile phone to learn listening comprehension. It is supported of the research by Hwang et al., (2014) & Rahimi & Soleymani, (2015) argued that, the use of mobile phone in learning process could increase student's listening comprehension significantly. In addition, the whole students of 5th grade in Anturan village had mobile phone but the use of mobile phone as teaching media did not do by the teacher and the students in learning process. The use of technology especially mobile phone as teaching media needs to increase students listening comprehension. The application that can support mobile phone as a teaching media to support listening comprehension is Gamification.

Gamification is a media-based on a prototype in the form of a game that has a purpose to be a media in the learning process. Gamification is about a process of game thinking and game mechanics that has a purpose to increase user engagement and problem solving (Zichermann & Cunningham, 2011). According to Kapp, (2012), Gamification applies game thinking, game-based mechanics, and aesthetic that has a purpose to develop learning process, increase students' motivation, engage students' behavior, and solve a problem in the learning process. According to Zichermann & Cunningham (2011), the use of Gamification is unique because it has game content but the implementation is in a non-gaming context. The function of Gamification in non-gaming context creates motivating, effective, fun, and enjoyable learning experience (Baptista & Oliveira, 2019). The combination of game and knowledge in Gamification has function to support the education. It is the reason of Gamification is suitable to be an effective teaching media.

Teaching media is a tool or equipment who is used as the media to increase the effectiveness and efficiency of learning process in the class (Padmadewi, et.al, 2017: 105). The use of Gamification is effective and efficiency as a teaching media for implementing 21st century learning who is proven by Gamification can improve the creativity and critical thinking of students when they are playing the game meanwhile the communication and collaborative is improved when students

play the game in a group especially when they need to discuss how to pass every level in Gamification. In this case, the implementation of Gamification was related to English achievement. The research from Dehghanzadeh et al., (2019) & Yanes & Bououd, (2019) argued that, the implementation Gamification had positive effect toward English achievement in learning process. It can be concluded that, Gamification is an effective media to achieve English especially listening comprehension.

Gamification had been developed by Nitiasih et al., (2020) The form of Gamification was audio-visual media that consisted of animation story and game. The animation story contained of animation picture, text, and audio. Meanwhile, the game emphasized to pass the level and score. In addition, the content of Gamification was local story. The local story is a story that develops in a certain area. The local story is the expression of culture through speech that has a relationship with the aspect of human life for example religion, beliefs, laws, economic activity, and the social value of the society (Soetarno, 2008: 11). The local story is a traditional literature who delivers by person to person through orally. The Gamification used five Balinese local stories such as *I Ketimun Mas*, *I Cupak* and *I Gerantang*, *Manik Angkeran*, *Siap Selem*, *I Sugih* and *I Tiwas*. The use of Balinese local stories had function to deliver the moral value that could be implemented in daily life with different language and learning process. The collaboration between Gamification and Balinese local stories could create a different situation in learning process, especially in listening comprehension.

The use of Gamification is effective for learning process. It is supported by the previous studies of Alomari et al., (2019) & Antonaci et al., (2019), that Gamification has positive effect for learning process especially in motivation and engagement students. It was also strengthen by the research from Papp, (2017) & Mekler et al., (2017) argued that Gamification had significant effect toward students' motivation and performance in learning process. Furthermore, related to listening comprehension, Gamification is suitable media to teach listening comprehension because the form of Gamification is audio-visual media who can assist or improve students' listening comprehension in learning process. In addition, there is no study about Gamification related to listening comprehension

in learning process. So, the study of using Gamification toward listening comprehension is needed to know about whether Gamification has effect to other objects besides motivation and engagement. This research focuses on the significant effect of the implementation from Gamification based on Balinese local stories toward the listening comprehension, especially for young learner. The researcher conducted a researcher on 5th grade of SD N 2 Anturan.

1.2. Identification of Problem

Listening is one of the language skills that should be mastered by students. In contrast, listening is difficult to learn because it has several problems and difficulties that affects to decrease students' ability in the learning process. The problems and difficulties have relationship with student's ability, situation in the class, and teaching media especially the lack of media use technology is not maximal. A proper media is needed to teach students about listening comprehension. Gamification based on Balinese local story is one of the suitable media in teaching listening skill. Thus, based on the background, there are problems that can be identified:

1. Students are lack of ability in listening comprehension.
2. Students need a proper media to learn listening.
3. Students are implemented by ineffective strategy in learning listening comprehension.

1.3. Research Scope

The scope of this study is to investigate the significant effect of Gamification based on Balinese local story as a teaching media toward the 5th grade of students' listening comprehension at elementary school. The researcher conducted in one group. Furthermore, the study aimed to compare the result between pre-test and post-test in every meetings.

1.4. Research Problem

Based on the background of the study, the statement of the problem of this research is formulated as follow:

Is there any significant effect from the use of Gamification as a teaching media toward the 5th-grade students' listening comprehension at elementary School?

1.5. Research Purpose

Based on the statement of the problem, the purpose of the study is:

To investigate the significant effect of Gamification toward students' listening comprehension.

1.6. Research Significance

1.6.1. Theoretical Significance

The theoretical significance of this study is expected to give the information about the gamification as a teaching media in the learning process and the significant effect of gamification as a teaching media toward students' listening comprehension at elementary school.

1.6.2. Practical Significance

a. For teachers

This research is expected to give information about gamification based on Balinese local stories that teacher can use as the teaching media in the learning process especially listening course.

b. For Students

This research is expected to increase students' motivation and enthusiastic in learning process especially listening course. Students can learn by themselves about a listening course when playing the gamification.

c. For other researchers

This research is expected to be a reference that has a function to help the other researchers when conducting research related to gamification in the learning process.

1.7. Definition of Key Terms

1.7.1. Conceptual Definition

a. Listening Comprehension

Listening comprehension is the way of listener to grasp the meaning from the auditory media that has function to increase the comprehension of listener toward what speaker is said (Hasan, 2000).

b. Gamification

Based on Educause (as cited in Huang et al., 2019), gamification is an application who is implemented as importance element in non-gaming context that has function to motivate user's behavior in learning process.

c. Local Story

According to Tarini et al., (2018) local story is a story that is developed and delivered by society who has culture and characteristic that becomes the identity of the society.

d. Teaching Media

Briggs et, al. (as cited in Suprianti, Mahayanti, & Kusuma, 2018) stated that teaching media is tools and equipment in the form of printed and audiovisual that has function to deliver message and stimulate student to learn.

e. Young Learner

According to Pinter (as cited in Mahayanti et al., 2017) young learner is a person which age is 6-12 years old that gets the knowledge in primary school and special treatment because they have specific characteristics. In this research used 5th grade student of SD Negeri 2 Anturan. Based on the age, the 5th grade of SD Negeri 2 Anturan is young learner that specific age is 11 years old.

1.7.2. Operational Definition

a. Listening Comprehension

Listening comprehension is process to understand about the meaning of the sound from the speaker to the listener.

b. Gamification

Gamification is game platform that can be combined with local story to teach about English.

c. Local Story

Local story is media to deliver the unique story based on the culture in that place.

d. Teaching Media

Teaching media gives the opportunity to teacher to create the different situation in teaching especially English. Related to students teaching media can make students feel different situation rather than use conventional situation.

e. Young Learner

The 5th grade students of SD Negeri 2 Anturan are young learner that the age is 11 years old.

