CHAPTER I
INTRODUCTION

1.1. Research Background

The development of technology gives many effects on various aspects in human life. The developments of technology in the 21st century, as known as the 4.0 industrial revolution, are very helpful in the education field. There are many kinds of technology that can use by teachers like computers, LCD and also internet. ICT can support teachers in the learning process in education 4.0. According to Azmi (2017), the use of ICT allows students to develop positive attitudes and increase the student's interaction and communication. The use of ICT can also increase the efficiency of the learning process and help teachers to achieve the objectives of the learning process. There is new concept that include in education 4.0 that is learning by doing (Almeida & Simoes, 2019). Education 4.0 has changed the role of students, in education 4.0 the students should be more active in the learning process (Demartini & Benussi, 2017).

In this era, students should be able to use the technology because students are Z generation. According to Dolot (2018), Z generation refers to people who are in the world that provide by internet connection, and also digital media such as smart phone and laptop . Z generations are easier to share the information with others because they helped by the technology. They are also easier to communicate with others although they in a long distance. Their communication process is continuous because they use various communication devices. By using different mobile devices, they can comment or give opinions by using blogs, and internet forums and they share photos (Dolot, 2018). Generation Z not only as a user, but they can create and control the content in their mobile phone. This means students who as generation Z are ready to implement the ICT in the 21st century learning process.

The implementation of 21st century learning should support by technology. According to Paige (2009), the adaptation of 21st century curriculum should be blend knowledge, thinking, innovation skills, media, Information and

Communication Technology (ICT) literacy, and real life experience in the context of core academic subjects.There are four skills demanded in the 21st century that are critical thinking, problem solving, collaboration, and creativity. The adaptation of 21st century curriculum should be combining of innovation skills, knowledge, media, information and Communication Technology (ICT) literacy that related to the context of academic. In the learning process, the teachers can implement Artificial Intelligence (AI) in the learning process. By using existence of Artificial Intelligence (AI) as the technology, it can changed teaching process. Teaching process through technology should support by tools, such as; smart phones, laptops and computers. It means teaching process can be an online learning process. The use of technology in learning process has change the traditional learning that is teacher centered become student centered. With the presence of technology, learning is not only done in schools but it can be done anywhere independently. When students learn independently, their self-regulation has important role to support students to achieve their goal in lerning.

Self- regulation is ability of the students to manage their plearning process individualy. According to Toharudin et al., (2019), Self Regulation is the students' ability in managing their own learning without being dependent on others. Students who self-regulate their will be motivated and be confident in their learning process. Self-regulation of students is often described as decisive and strategic in monitor their progress (Matric, 2018). To develop this self-regulation cycle, it could be supported by technologies (Toharudin et al., 2019). To build self-regulation of students can be done with various approaches such as, by using web-based learning, using multimedia, application and learning online. It means that the used of application as a media could support the students to form their self-regulation. There are many applications that can use by the students for support their learning process and one of them is gamification.

Gamification is kind of application that can use as a media in learning process. According to Alsawaier (2018), Gamification is the application that contains of game features, mainly video game elements, into non-game context for the purpose of promoting motivation and engagement in learning process. Gamification provides fun component that helps to transform the students'

attitudes toward learning process (Alsawaier, 2018). Gamification had been developed by Nitiasih, Mahayanti, and Budiarta (2019). This gamification contains of fun components so it makes gamification suitable for young learner and this gamification can support their self regulation because young learners have sensitive stage of self regulation in their learning process. By using gamification the student especially young learner can play the game and they will improve their critical thinking because there are some challenge in that game. Based on that advantages Gamification can support self regulation of the student. This also support by the content of gamification that used based on five Balinese local stories such as Timun Mas, Cupak Gerantang, Manik Angkeran, Siap Selem and Sugih Teken Tiwas. Those Balinese local stories are suitable for young learner because those stories are familiar for the students and that form in narrative form that makes the student easier to understand the story.

Papp, (2017), had conducted a research about gamification the title was "Gamification Effects on Motivation and Learning: Application to Primary and College Students". This study aimed to identify the effect of gamification on student's motivation and learning in the class. The result was the students' motivation and engagements were increased at both the sample. In other side, there is no study about gamification that used local stories as the content. Thus, conducting this research is needed to find out the effect of gamification based on Balinese local stories as teaching media toward fifth grade student's self-regulation in productive skills. Productive skills can call active skills means that skills of produce information from people who use the language in spoken or written form (Golkova & Hubackova, 2014). This research also aimed to find out the student's responses about the implementation of gamification based on Balinese local story in their self-regulation.

1.2. Identification of the Problem

Self-regulation is the ability of the students which are they can control their emotions, thoughts, and behaviors that are acceptable and produce positive results in their learning process. There are some common problems that students often face if they are unable to control their self-regulation such as stress and

frustration. It happens because students cannot handle their emotion in learning process. To solve this problem they need fun media that has function to control their emotion. Sometimes students, especially young learner interest with something that they like likely video game. Gamification based on Balinese local story can be an interesting media for students where gamification has features that resemble with video games and might help reduce student emotions. Based on the background, there is problem that can be identified:

1. Students need an interesting media that can reduce their emotion.

1.3. Research Scope

The limitation of this research is to investigate the significant effect of gamification based on Balinese local story as a teaching media toward the fifth grade students' self-regulation in productive skills. The researcher conducted in one group. Furthermore, the research aimed to compare the result between pre-test and post-test in every meetings and also to know the student's response about the use of gamification based on Balinese local story in their self-regulation

1.4. Research Problem

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

Is there any significant effect of the use of gamification based on Balinese local stories as a teaching media toward fifth grade students' self-regulation in productive skills?

What are the student's responses about the use of gamification in their self-regulation?

1.5. Research Purpose

The purposes of this research are:

1. To investigate the significant effect of gamification based on Balinese story as a media toward fifth grade students' self-regulation in productive skills of the students.

2. To know fifth grade students' response about the use of gamification in their self-regulation.

1.6. Research Significance

1.6.1. Theoretical Significance

The theoretical significance of this research can support the theory of teaching English for young learners in which on this era students are expected to be able to master English language through gamification as a media.

1.6.2. Practical Significance

The practical significance of this research can help the students to learn English through gamification as a fun media. For the teacher, this research can give information about gamification and the teacher can use gamificatian based on Balinese local story as a media in learning process. For other researcher, this research can help them to find the information that related with gamification.

1.7. Definition of Key Terms

1.7.1 Conceptual Definition

a. Self-regulation

Self-regulation is the ability of regulate own emotions, cognition, and behavior to respond the internal or environmental demands (Ludwig et al., 2016).

b. Gamification

Gamification is an application that implements game features, mainly video game elements, into non-game context for the purpose of promoting motivation and engagement in learning process which non-game context refers to pedagogical context (Alsawaier, 2018).

c. Local Story

Local story is story that developed in society that have main content such as values, messages, laws, regulations, and the subjects (Umaya et al., 2017).

d. Teaching Media

Media are the tool for delivering instruction or delivering content to the learners, to achieve effective instruction (Naz, A. A., & Akbar, 2010)

e. Young Learner

According to Pinter (2011), categorizes young learners into three groups of age: (1) preschool; (2) primary school years; and (3) early adolescents. Pre-school level is children who are aged 3- 5 years old.

1.7.2. Operational Definition

a. Self-regulation

Self-regulation is student's ability to control their outcomes in learning process.

b. Gamification

Gamification is platform that formed in game that can use by the teacher as media in learning process.

c. Local Story

Local story is story that developed based on the culture in that society.

d. Teaching Media

Teaching media is tools that can use by the teacher to deliver the material in learning process.

e. Young Learner

Young learner is category of learner at age 6-12 years old.