

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The advancement of technology in the 21st century has definitely transformed today's education. It is in accordance with the current situation where the learners nowadays are digital natives. 'Digital Natives' or 'Generation Z' are the generations who were born between 1995– 2012 and they are familiar with digital things and socially matured throughout the introduction of technological advancement (Singh, 2014; Stickel, 2017). Meanwhile, according to Prensky (2001), teachers, who are categorized as digital immigrants as they were born and grew up before the introduction of technological advancement, are saddled with the responsibility of exploring creative ways to enhance students' academic performance. This 21st century demands the appliance of innovative teaching media by incorporating technology as learning tools.

Besides, there are 4 skills needed by the students in this 21st century education. It is well-known as "4Cs" which consists of communication, collaboration, critical thinking, and creativity. To survive in this era where communication skill is needed, students are required to master English as the prime means for global communication. Starting from the middle of

2013, the school-based curriculum in English learning is based on the functional, transactional, and interactional perspective of the nature of the target language (Mattarima, 2011). Consequently, this curriculum doesn't only emphasize what the students can know or understand about language but also what they can do with it or can use it. Moreover, the success of learning a language is measured in terms of the ability in practicing a conversation in that language (Gudu, 2015). Mastering the art of speaking will show a high level of understanding toward other competencies such as reading, listening and writing (Leong & Ahmadi, 2017). For that reason, the teaching of speaking skill has become increasingly important in English as a foreign language context.

However, the process of learning English does not occur as it is expected by the system that demands the students to actively engage and participate in the classroom through speaking activity. Most of Indonesian EFL students are passive in English teaching and learning process (Mattarima, 2011). The causes of this issue are supported by the theory from Ur (1996) which stated that the difficulties in speaking English as foreign language happen because students are so worried about making mistakes, getting critics from the teacher and they also have lack motivation to express themselves due to the teacher's teaching method. From the preliminary observation that had been conducted in SD Negeri 4 Kaliuntu, it was found that those difficulties also have been felt by the students there. The teacher still uses the textbook and worksheet as the teaching media. The students

also rarely hear and practice the pronunciation of the words. It makes the students felt bored and less engaging with the learning process.

To overcome those difficulties, teaching methods of speaking for young learners need attention as Cameron (2001) found that teaching how to speak English to the young learner is more effective than to older learner since they have a greater ability to understand and imitate the pronunciation of the new words that they have heard. Young learners' ability is just like a sponge, they can absorb new language easily (Derakhshan, 2015). What is denoted as young learners are those who are 5–12 years old (Bakhsh, 2016). In teaching young learners, the teacher must consider their characteristics. Bakhsh (2016) stated that children around the world basically have the same characteristic; love to play while they are learning. They should not learn in under pressure circumstances as they can easily get bored and unfocused. If they do not enjoy the learning process, they also will easily forget about what they have learnt. Therefore, the teacher should create a cheerful yet meaningful learning environment to make the children interested and engage in the learning process.

By considering the problems faced by the learners, and also knowing that young learners nowadays are digital natives who have the same characteristics, creating an enjoyable and attractive learning media for speaking skill is required by integrating the material and technology. One of the alternative teaching media that can be implemented is gamification. Gamification is a media that use game-based mechanics aesthetically and

game thinking to engage people, motivate action, promote learning and develop student's problem-solving skill (Kapp, 2012; Mert & Samur, 2018; Zicherman & Cunningham, 2011). Gamification creates fun and fascinating learning because it is completed with colorful illustrations and the audio of the games. They can enjoyably read the story and imitate the pronunciation of each word. Because of that, the students can gain more vocabularies because it promotes language acquisition and makes the students more relax and enjoy learning (Taghizadeh et al., 2015). The more they gain the vocabularies, the more they can comprehend the text (Hirsch, 2003; Takaloo & Ahmadi, 2017). Thus, gamification is such an appropriate method because it is in line with the nature of young learners' comprehension that comes not only from an explanation, but also from what they hear, see, and have a chance to touch and interact with (Lee, 2015).

The content used in educational gamification should be not only entertaining but also educating. One of suitable material that can be developed is a local story. Local story is such kind of cultural expression that was born, developed from traditional societies (Firdaus, et. al., 2013). Using local stories can help young learners learn and use English authentically with their background knowledge of their hometown, which is still limited because of their young age and inexperience (Imaniah, Nargis, & Tangerang, 2017). Local story is chosen as the material since it is in a form of narrative and it conveys a variety of moral values that students can learn. Narrative story can attract young learners as they use stories to

construct meaning (Scott & Ytreberg,1992). Gamification based on Balinese local stories such as *I Ketimun Mas*, *I Cupak* and *Gerantang*, *Manik Angkeran*, *Siap Selem*, and *Sugih* and *Tiwas* has been developed by Nitiasih, Mahayanti, & Budiarta (2019). Since this present study was a continual study, the five stories mentioned were implemented for speaking skill.

Several related studies have been conducted to investigate the effectiveness of gamification. A study entitled “Gamification In English Teaching In Primary Education” by García (2017) proved that gamification can successfully generate positive results in language teaching as it works with several issues such as effort, engagement, and motivation. Gamification is an innovative and useful media in the learning process of a foreign language. It is supported by Meckler, Brühlmann, Tuch, and Opwis (2017) in their research entitled “Towards Understanding the Effects of Individual Gamification Elements On Intrinsic Motivation and Performance”. The study found that gamification can promote students’ motivation and performance in the classroom.

However, there is no study about the use of gamification based on Balinese local stories for young learner’s speaking skill. Hence, conducting this research is needed to determine whether gamification based on Balinese local stories can be an effective teaching media to improve young learners’ speaking skill. The present study was conducted in SD Negeri 4 Kaliuntu, particularly for the fifth-grade students. Thus, the novelties of the present

study were the Balinese local stories as the content of gamification and speaking skill as the measured skill.

1.2 Identification of the Problem

Based on the aforementioned background, there were several problems obtained by the young learners in speaking skill;

- 1). The students are so worried about making mistakes and getting critics from the teacher.
- 2). The media used by the teacher for teaching speaking to young learners was still not interesting and less engaging.

1.3 Limitation of the Study

This study was limited for the fifth-grade students of SD Negeri 4 Kaliuntu. This study was focused on investigating the significant effect of gamification based on Balinese local stories as teaching media on elementary school students' speaking skill. The group was taught speaking by using gamification based on Balinese local stories as a teaching media. The study was focused on analyzing the increase of pretest and posttest in every meeting.

1.4 Statements of the Problem

Based on the explanation above, the research problems can be formulated as follows:

1. Is there any significant effect of gamification based on Balinese local stories as teaching media towards fifth-grade elementary school students' speaking skill?

1.5 Purpose of the Study

Based on the research problems above, here are some objectives of the study:

1. To investigate whether or not there is a significant effect of gamification based on Balinese local stories as teaching media towards fifth-grade elementary school students' speaking skill.

1.6 Significance of the Study

1.6.1 Theoretical Significance

The theoretical significance of the study is expected to be able to give information about the effect of using the gamification based on Balinese local stories.

1.6.2 Practical Significance

1. For students

This research is expected to be able to enhance students' motivation to be more active in learning, improve their English speaking skill and learn local culture through gamification application.

2. For teachers

This research is expected to be able to provide knowledge for teachers about the application of gamification in learning and then using it as the media in the teaching and learning process both inside and outside the classroom.

3. For other researchers

This research is expected to be able to be used as a reference for further researches. Through this research, it is also expected to inspire other researchers to develop another gamification-based media to improve students' speaking skill.

