

CHAPTER I INTRODUCTION

1.1 Background of Study

The rapid development of technology in the 21st century gives a significant effect on the world. There have been changes in the various fields such as in the field of technology and communication as well. This phenomenon can be seen from the fourth generation of the industrial revolution which is characterized by the emersion of the supercomputer, smartphone, smart robot, smart cars, etc. that can ease the humans' work (Schwab, 2016). The changes not only happen in the technological and communicational field, but also the educational field. Association (2012) stated that it was enough to master the "Three Rs" (reading, writing, and arithmetic) in the industrial and agrarian economies that existed 50 years ago. Unfortunately, the "Three Rs" are clearly not enough in the current "flat world". Nevertheless, if today's learners want to succeed in this global society, they also need to be professional communicators, creators, critical thinkers, and collaborators. Therefore, there is a term "The 4Cs" that the students should have in the 21st century learning. Communication, collaboration, critical thinking, and creativity are the competencies that belong to the 4Cs itself.

The rapid changing of technology has also created a new generation called 'Gen Z'. Gen Z is the generation born between 1995-2012 (Singh, 2014). People who belong to this generation also known as 'Digital Natives' since electronic gadgets and digital technologies are widely used by them (Singh, 2014). The great fact should be concerned by the teachers is that the nowadays' learners are also involved as part of this generation. Becoming the 'Gen Z's members makes the learners' life

cannot be separated from the use of technology. Those facts can be a reflection for the teacher in preparing teaching medias for the learners. There is a lot of learning medias produced in this world that can be used. Since digital game is one of the most visible impacts of technology in young learners' life, the combination of education, game, and technology are very possible to be combined as a media for learning (Bal, 2019; Buhagiar & Leo, 2018). In this context, gamification is one of medias that can be used to teach the learners properly (Flores, 2015; Jauregi, 2016).

Gamification is a game applicational mechanisms in non-gaming environments that aims at enriching the teaching and learning process (Deterding et al., 2011). It includes game-based mechanics, aesthetics and game thinking. Gamification is able to gain people's attention, stimulate action, support learning, and solve problem (Muntean, 2002; Nehring et al., 2018). In educational context, this media is appropriate to be implemented at elementary and higher education levels (Papp, 2017). The implementation of gamification in learning environment will motivate students' willingness in learning (Kiryakova et al., 2013; Tan, 2014).

A previous study about gamifying Balinese local story to facilitate gen Z in Learning English has been conducted by Nitiasih et al. (2019). This study specifically developed gamification for young learner and it was combined with 5 Balinese local stories such as the story of; "I Sugih and I Tiwas", "I Cupak and I Gerantang", "Manik Angkeran", "Timun Mas", and "Siap Selem". Local story can be described as a story contains events related to everyday experiences which a community encounters (Indiarti, 2017). By adding the Balinese local stories in gamification, it can conserve the Balinese culture. The Balinese local stories were

also added as material since they were close to young learners' life. Besides, there is a lot of moral values that the students can learn from each of the stories.

Furthermore, the previous research was a research and development (R&D) that focused on developing gamification based on Balinese local stories. ADDIE was used as the research's procedures in developing the media. By providing a new and innovative way to learn English, the study found that gamified Balinese local stories could help students to increase their English skills. This previous study also found that the gamified local stories can also improve the students' motivation since they could experience a new environment to learn language especially in learning English.

Since the gamification based on Balinese local stories developed previously was a continued study and had not been implemented yet, this present study intended to find out the effectiveness of the gamification based on local stories when it is utilized to facilitate the students in learning the material. All of the English language skills are very necessary for the learners. But there are some reasons for selecting writing as the skill which was investigated in this study.

Writing is a complicated activity that allows people to express their ideas in a written form (Flynn & Stainthorp, 2006). Not only the adult learners, but the young learners will also use their thoughts, their ideas, and their knowledge subsequently when they try to write something (Jones et al., 2010). Knowing that writing is such a complex activity, it should be exercised and mastered by all the English foreign learners, including the young ones. As we know, at the young age, the human's brain is still flexible in absorbing any bits of knowledge including languages easily

(Sukarno, 2008). Therefore, that period is the best one to be used as the starter for learning writing.

Writing for young learners is more challenging than the older ones. It is because, according to Nunan (2011), the young learners are still lack of writing skill; their writing skill has not been fully developed and even the mechanics of handwriting are still difficult for them. Then, this phenomenon makes teaching writing to young learners is a bit different. For example, the writing exercise can be done either through copying or through guided writing (Scott & Ytreberg, 1990). Copying can be implemented by asking the students to trace dotted lines, copy particular set of words such as animals, things in school, school uniform, etc., and or divide words into different categories. Meanwhile, in giving guided writing activity, the teacher can dictate halves of sentences, then the students should complete the sentences independently (Scott & Ytreberg, 1990). Besides, this activity also can be done by giving *controlled composition*, a guided writing task that focuses on grammar practice and rather on the mechanical system since the students do not need to pay attention to the content, but they have to pay attention to the specific features of written language such as spelling and punctuation (e.g. the students should write sentences and replace the singular nouns into plural (Scott & Ytreberg, 1990).

Unfortunately, most of the students including the young ones perceive that writing skill is more difficult to be mastered than other skills like listening and reading (Berman & Cheng, 2010). It is completely not equal to what has been expected. This reality might happen because of the technique or the media used by the teacher which cannot motivate the learners in developing their writing skill (Bal, 2019). For example, the teacher only utilizes a coursebook as a mean in teaching

writing without combining it with another engaging media. It should be avoided since the overuse of the coursebook could decrease the young learners' motivation in learning (Puskás, 2016). As consequence, the ongoing issue will still exist if the teacher fail to provide appropriate learning and teaching media (Kusumawardhani & Nurhayati, 2019).

From the preliminary observation that had been conducted in several schools in Singaraja - Buleleng, especially in eastern part of Singaraja, it was found that the teacher often used coursebook and rarely provided students with engaging media. It caused the students lost their motivation when the teacher asked them to write sentences in English. They often felt bored in the process of learning to write in English as well. And the biggest problem they faced was that they were lack of vocabulary mastery. It was hard for them to try to write when they did not know the translation of certain word to be involved in their sentences. The aforementioned statements indicate that the use of proper and engaging teaching media is importantly required (Rofiq et al., 2019).

Gamification based on Balinese Local Stories that has been developed by Nitiasih et al. (2019) is one of the medias that can be used in English learning especially for teaching writing in the classroom. As stated previously, this gamification is a digital game that uses 5 Balinese local stories. Since this digital game provides text of the story, the students can learn many new vocabularies and how to write (by focusing on the mechanical system such as spelling, punctuation, capitalization of the text) in a good way through reading the text in a fun way. This gamification can also develop their vocabulary mastery by playing the game which asks them to do some tasks such as arranging scrambled words, matching word with

picture, and etc. Vocabulary mastery and the knowledge of mechanical system are very necessary for them in writing (Saygılı, 2013). Further, this digital game can attract the student's attention since it is completed with various illustrations and sounds. Thus, the process of teaching writing is greatly helped by the gamification.

There are several similar foregoing researches conducted in the field of gamification. A research had been conducted by Bal (2019) entitled "Use of Digital Games in Writing Education: An Action Research on Gamification". This research purposed to examine the contribution of gamification toward the students' writing skill. The result showed that gamification positively improved the students' motivation toward writing activity. Another study had been conducted by Maslac et al. (2017) entitled "Influence of Gamification on Student Engagement in Education". As can be seen from the title, this study investigated the effect of gamification toward the students' engagement in learning. It was found that gamification could give a positive effect on student engagement in the classroom. Thus, it indicates that gamification is one of the medias that can be used as an interesting media in the teaching and learning activity, including writing class.

Contrarily, there is no research about the use of gamification based on Balinese local stories for young learner's writing skill. Hence, to examine how effective the digital game composed by Nitiasih et al. (2019) was, this study was purposed at investigating the effectiveness of gamification based on Balinese Local Stories toward the 5th grade students' writing skill. This study was conducted in SD Negeri 1 Banyuning, Singaraja-Bali. The sample were 31 students the 5th-graders. One Group Pretest Posttest was used as the method in collecting the data in gaining the

effect of the Gamification based of Balinese Local Stories toward the students' writing skill.

1.2 Problem Identification

Based on the background of the study mentioned above, there were several problems obtained by the young learners in term of writing. For example, the students felt that writing was hard to do since they were lack of vocabulary mastery. They also often felt bored as they had limited motivation in writing. This might happen since the media used by the teacher for teaching writing to young learners were still less engaging.

1.3 Problem Limitation

This research investigated the significant effect of Gamification Based on Balinese Local Stories toward the students' writing skill. The process of data collection was taken at the 5th-grade students of elementary school at SD Negeri 1 Banyuning.

1.4 Problem Statement

The problem statement formulated in this study was: Is there any significant effect of using gamification based on Balinese local stories as a teaching media toward fifth grade students' writing skill?

1.5 Research Objective

The objective of this study was: investigating whether or not there was a significant effect of Gamification Based on Balinese Local Story as a teaching media toward 5th grade elementary school students' writing skill.

1.6 Research Significance

The result of this study was expected to give some benefits in terms of theoretical significance and practical significance.

1.6.1 Theoretical Significance

The theoretical significance of this study is to give information about the effect of the Gamification Based on Balinese Local Story towards the students' writing skill.

1.6.2 Practical Significance

a. For the Teachers

This research is expected to bring positive and meaningful benefits to the teachers, especially for English teachers in gaining knowledge about the use of Gamification Based on Balinese Local Story as a media in teaching writing.

b. For the Students

This research is expected to give a meaningful and fun experience to the students in learning, especially in building their English writing skill.

c. For Other Researchers

This research is expected to bring contributions to other researchers who are going to conduct a similar study as the present study.