CHAPTER I

INTRODUCTION

1.1 Research Background

Nowadays, technology advancement in 21st century known as industrial revolution 4.0 is developed rapidly. The technology advancement in this 21st century also contribute to the changes education (Orcid, Ozgur, & Orcid, 2019). According to Figueroa (2015) stated that the educational system in the 21st century makes technology has become a huge part in educational system. Moreover, the educational system in the 21st century has also changed the educational paradigms where students and teachers have a different role in the learning process (Almeida & Simoes, 2019). The role of learning process in the 21st century has changed become students-centered. The students' role has significantly changed from merely listener to an active participant where they develop their ideas by exploring the information by themselves (Ashraf, Ahmadi, & Hosseinnia, 2017). It means that the students need to be innovative and creative by using technology in this industrial 4.0. The technology could be digital media such as; mobile phone, laptop, game application, etc.

The technology advancement should cover the skills which have to be mastered by the students in the 21st century. Bedir (2019) argues that 21st century education system provides the required skills that will help students to overcome challenges and become successful in globalization world. According to Hysa (2014) the students should be equipped not only with knowledge but also skills to do the works that cannot be done by machines. Those required skills that must be mastered

by students are known as 4C skills consist of critical thinking, communication, creativity, and collaboration (Goldberg, 2015). One of the 4C skills which can be considered essential in today's eras is communication. The importance of communication is emphasized by Zain, Muniandy & Hashim (2016) who agree that communication is needed to be mastered by the students in order to be successful in globalized world. Since the communication in globalization era is not limited in one country, it is a must for the students to have good communication in English regarding that it is as an international language (Zyoud, 2016). It is also very beneficial for people to communicate or speak orally with other people around the world and for improving their knowledge and skill. Therefore, in other to be fluent in communicating in English, the students are required to master speaking skill

Speaking skill is one of the four language skills that is helpful for communication to make interaction among other people (Tampubolon, 2018). It is a part of oral productive skill where both speaker and listeners are actively involved in the process of interpreting and negotiating meaning (Zain, Muniandy & Hashim, 2016). The students can expess their ideas, feeling and everything in their mind through speaking. The students are expected to be able to communicate fluently and accurately based on the social context. The term to denote one's competency in speaking a language is aptly named speaking competence.

Almeida & Simoes (2019) argue that to acquire speaking competence students must have many aspects of speaking such as pronounciation, structure, vocabulary, content, and fluency to improve their speaking skill. They can increase their sensitivity in recognizing pronunciation errors, enlarge vocabulary, understand how to make sentence in a good structure, and speak fluently in concrete

content (Dewi, Kultsum, & Armadi, 2016). Besides, the students are hoped to be able to convey meanings in spoken English that have certain communicative purpose and text structure (Zyoud, 2016). Unfortunately, most of students are still not capable in speaking, which is considered as an evidence of their incompetencein a language. The problems occur when the students are not fluent in speaking and also fear in making mistakes that make them hard to express their feeling and ideas in their mind.

Furthermore, in reality based on the result of preliminary observation that was done in SD 1 Penarukan, the researcher obtained some problems in learning English. First, the students felt bored and not interested in learning English because the teacher is still used conventional teaching strategy. It could be seen from the teacher who only used textbook for teaching English. The teacher only asked the students to answer questions from book in the written form and performed the text they have memorized. Second, the students were still not fluent in speaking English. They often mispronounced certain word(s), often misunderstood with the questions and the expected answer, did not have good structure, fluency and appropriate organization well. Besides, they rarely practiced their speaking because they were afraid of making mistakes and also in fear of being laughed by their friends because they have no idea about pronunciation and grammar that they use. Thus, they were hard in expressing ideas and feeling through English. Afterword, those problems caused the students are still not fluent and incapable to speak English. In order to increase students' speaking competence that make them able to speak English fluently, the students have to enjoyable and make them confident in practicing their

English. Thus, an innovation teaching media is needed for increasing students' speaking competence.

In accordance with the problems faced through preliminary observation, the thing that needs to be considered is how to increase students' speaking competence effectively which started from young learner. The young learners are children who are around six to ten or eleven years old (Arda & Doyran, 2017). Children tend to have fun and play a lot. Children also have a lot of imagination that make them get lost in playing more than learning (Bakhsh, 2016). The children like to play while they are learning. Meanwhile, the children often get bored and unfocused because of uninteresting learning process. If the children learn in uncomfortable circumstance, they will easily forget the insights that they have learned. In order to make the children interested and engage with the learning process, the teacher must establish a cheerful and meaningful learning environment for teaching.

According to the aforementioned statement, the teacher must consider to choose an appropriate and innovative teaching media for increasing students' speaking competence. Teaching media is one of the significant roles in the learning process. Sari & Nurcahyono (2018), teaching media is a useful tool to increase students' competence in learning. Puspitarini & Hanif (2019) also argue that teaching media is an effective and efficient support tool in achieving the learning objectives if being utilized appropriately in the learning. Besides, the students can understand the material easily, express their ideas and builds an enthusiast atmosphere in the learning process through teaching media (Alomari, Al-samarraie, & Yousef, 2019). Lisa (2019) states that using a challenging teaching media such as a game could motivate students through a contextual and fresh material or

interactive media that can stimulate students from inside. Therefore, one of the teaching media that can improve students' speaking competence through gamification.

In present, Gamification has been developed and implemented as teaching media. Gamification is a media in the form of game thinking based mechanics to attract intention, motivate action, promote learning, and solve problems in the learning process (Rabah & Cassidy, 2018). Gamification is an appropriate teaching media for improving students' English achievement (Nitiasih, Rini, Mahayanti, & Budiarta, 2019). According to Brull & Finlayson (2016), Gamification also helps the students to learn by doing that will eventually improves processes and results. Gamification is considered as an influencial factor that increases students' motivation and also can make the learning situation more fun, attractive and interesting (Alomari, Al-Samarraie, Yousef, 2019). It is because the gamification provides the text that completed by audio and illustrations.

Moreover, there are a lot of gamification that have been developed by experts. Gamification based on Balinese local story has been developed by Nitiasih, Budiarta, Mahayanti (2019). There were several Balinese local stories as the storyline that have been developed such as *I Cupak* and *Gerantang, Manik Angkeran, Siap Selem, and Sugih* and *Tiwas, I Ketimun Mas.* This game was developed based on the characteristics of young learners where the students learned about vocabulary, arrange the word, focus to find the best way in labyrinth, and choose the word based on given clue. All of the games were packed in the form of adventure games of Balinese local story.

Local story is a cultural expression of a society that developed through language in which has a connection with human life's aspects including religion, beliefs, laws, economic activity, and the social value of the society (Firdaus, Faizah, & Abdul Manaf, 2013). It is important to know about the culture in their society especially because they need to know about their culture more. Besides, the students in this era tend to be close with technology and teaching media, and they also need to improve along with the technology development. Thus, since the present study is a continued study and now the five stories mentioned were implemented for students' speaking competence.

Similar researches had been conducted in the field of gamification. Nitiasih, Budiarta, Mahayanti (2019) has been conducted a study about gamifying Balinese local story to facilitate gen Z in Learning English. The design of this research was a research and development (R&D). Thus, it focused in developing gamification based on Balinese local stories. The researchers used the ADDIE model as the research's procedures in developing the media. The result of the study found that gamified local stories can help students to improve their English skills by providing a new and innovative way to learn English. It can be seen from the pre-test and post-test result showed the significant difference between before and after the treatments were given to the students. Besides, the gamified local stories can also improve the motivation of the students because they can have a new environment to learn language especially in learning English. Furthermore, this study revealed that through local story, students can learn their culture and learn about character education.

Some researchers have conducted study in field of gamification to investigate the effect of gamifiction on students in learning English. The study conducted by Wichadee & Pattanapichet (2018) entitled "Enhancement of Performance and Motivation Through Application of Digital Games in an English Language Class" proved that the students had strong positive spirit towards digital games media in learning. Besides, the gamification as a media is not only used to increase students' motivation but also used to enhance students' learning outcomes. The other supported study conducted by Papp (2017) entitled "Gamification Effects on Motivation and Learning: Application to Primary and College Students" proved that students could expressed, increased motivation, engagement at both the primary and college level as well as improved learning. The study found that gamification is able to increase the students' performance and motivation.

Nowadays, this present study is an umbrella research which focused on the implementation of Gamification based on Balinese local stories as a teaching media which has been designed. There is no study about the use of gamification based on Balinese local stories for young learners' speaking competence. Thus, conducting this research is needed in other to investigate whether gamification based on Balinese local stories as teaching media can affects young learners' speaking competene. Besides, the novelties of this present study were the Balinese Local story as the content of Gamification, students' speaking competence as the measured skill and SDN 1 Penarukan as the setting of this study. This present study was conducted in fifth grade in SDN 1 Penarukan in academic year 2019/2020.

1.2 Problem Identification

In the problem identification based on the preliminary observation, there are two problems found in SDN 1 Penarukan. Firstly, the teaching media used by teacher for teaching English to the students in the classroom was still not interesting. The teacher only used text book in learning English. The teacher asks students to read and do exercises from the book. Thus, it is hoped that gamification based on Balinese local stories as a teaching media can be useful used by teacher in teaching and learning process. The students can learn English during play in the same times. Besides, second reason why this research supported to be conducted was the students still not fluent and incapable in speaking English. They often mispronounced certain word(s), often misunderstood with the questions and the expected answer, did not have good structure, fluency and appropriate organization well. Besides, they rarely doing speaking practice because they were fear in making mistakes and also fear of being laughed by their friend. It is because they have no idea about pronunciation and grammar that they use. Thus, they were hard in expressing ideas and feeling through English. Afterword, those problems caused the students are still not fluent and incapable to speak English. Therefore, based on those supporting reasons, this research wants to conduct Gamification based on local stories as a teaching media toward fifth grade elementary students' speaking competence.

1.3 Problem Limitation

The limitation of this study is to investigate the significant effect of gamification based on Balinese local stories toward fifth grade students' speaking

competence. One experimental group was used to compare the result between pre-tests and post-tests in this study.

1.4 Research Problem

Regarding to the problem, the research question were formulated in order to answer the problem. The formulates of the research questions are as follows;

1) Is there any significant effect of gamification based on Balinese local stories as a teaching media on fifth grade students' speaking competence?

1.5 Research Objective

The research objective of this research was to investigate whether or not there is significant effect of gamification based on Balinese local stories as a teaching media on fifth grade elementary students' speaking competence.

1.6 Research Significance

1.6.1 Theoretical Significance

This research are expect to give information about the effect of using gamification based on the Balinese Local stories as a teaching media towards fifth grade students' speaking competence.

1.6.2 Practically

Practically, the significance of this study was for the students, teacher, and the other researchers who have same interest. The practical significances of this study are as follows;

1. **For Students**

This research is expected to be able to encourage students' motivation and also active in learning process as well as supporting them to learn English through gamification application.

2. **For Teacher**

This research is expected to be able to provide knowledge for teacher in order to get more sources by use media the application of gamification in learning process. Moreover, this research also expected to develop an innovative and interesting media which appropriate to encourage students' motivation in learning English.

3. **For Other Researcher**

This research is expected to be able to be used as a source of reference or information for further researchers that do related research about developing gamification teaching media based on local story.