

CHAPTER I

INTRODUCTION

1.1. Research Background

We all, modern people, live in an age where everything can be facilitated by technology. The development of technology, information, and communication is very influential in all aspects. From a positive perspective, technology can be a great help in the field of education. Teachers can create interesting and innovative teaching media for millennial students, especially young learners. It will motivate students to learn, to become more curious, and to have fun-learning experiences. Moreover, in the future, there will be fewer professions since everything will slowly be replaced by robots. Therefore, young learners are expected to possess Industrial Revolution 4.0's skills, namely: Critical Thinking, Communication, Collaboration, Creativity (Rochmawati , Wijayanto, & Ridlo, 2020). Those skills cannot be replaced by machines.

Smart use of the technology by teachers can solve various problems that occur in the field of education. One of the problems that occurs in Bali is that students face difficulty in comprehending the English text given by their teacher. Obviously, this problem occurs due to various influencing factors. According to Dennis (2008), the aforementioned factors can be classified into two leading factors, namely: the one originating from the students themselves and the one coming from the other people surrounding the students. Vocabulary mastery and students' interest are related to the students' factor, while the other parties' factor is regarding the media used by the teacher.

In Bali, there are many schools that have not fully utilized the technology to create an innovative teaching media. According to Saputri & Wilujeng (2017), teaching media are physical forms which can be used to deliver information or lessons by the teachers which also can stimulate the students to learn. Padmadewi, Artini & Agustini (2017) stated that teaching media is an equipment or a tool that is used by the teachers to teach lessons and to increase the effectiveness of learning process. Pictures, videos, applications, games, and others can greatly be used by teachers to set up an innovative teaching media. Implementing 4C skills in creating a teaching media is also very possible. One of the various techniques that can be applied in the teaching and learning process is Gamification as a teaching media. Gamification is about turning boring teaching and learning processes into engaging educational games. According to Kapp (2012), gamification is effective because it can trigger the students' desire to compete and gain achievement. The productivity and participation of the students can also be increased by using gamification technique. For young learners whose ages around six to eleven, game treatment is excellent choice in order to avoid stress in understanding complex material (Loukotková, 2011; Noemí & Máximo, 2014).

As time passes by, young learners tend to forget the local culture if it is not introduced by the teachers. One of the various ways to introduce culture is with local stories. The moral values of local stories can be applied as lessons in society, thus students can understand various aspects of culture such as religion and belief from them (Soetarno, 2008). In relation to it, young learners can follow technological advances without reducing their understanding of local culture because these two things are very important. In this study, the researcher implemented educational game (gamification) which were developed in the

previous research by Nitiasih, Budiarta, & Mahayanti (2019) entitled “Gamifying Balinese Local Story: Facilitating Gen Z in Learning English”. The gamification used were five Balinese local stories as the storyline, namely: “*Manik Angkeran*”, “*Cupak and Grantang*”, “*Sugih and Tiwas*”, “*Siap Selem*”, and “*Ketimun Mas*”. According to Nitiasih, Budiarta, & Mahayanti (2019), Balinese local stories could make the students comprehend the material faster and also explore their own culture since they frequently hear or read those stories in their living environment.

The researcher had already conducted a preliminary observation in SD Negeri 3 Banjar Jawa. The subject was the 5th grade students. The observation was conducted by interviewing the teacher with the unstructured interview. This preliminary observation was conducted in order to know whether or not the implementation of media technology in this school had been already well-utilized and also to know the capability of the teacher in integrating the technology into the media for the teaching and learning process, especially regarding reading comprehension. The interview data obtained from the preliminary observation showed that the teachers still could not maximize the use of technology in term of media they use to teach. The teacher also said that the characteristic of the students is good, however, regarding reading comprehension, they face some difficulties. Based upon the previously mentioned background, the researcher conducted a classroom action research entitled “*The Implementation of Gamification Based on Balinese Local Stories as A Teaching Media Toward Student’s Reading Comprehension on 5th Grade Studets*” in SD Negeri 3 Banjar Jawa.

1.2. Identification of Problem

Based on the background of the study mentioned previously, the problems could be identified as follows:

- a) The students face some difficulties in comprehending texts.
- b) There is minimum number of teaching media which can attract the students to learn.
- c) The teachers have not sufficiently used technology to create teaching media that support the teaching and learning process in the classroom.

1.3. The Limitation of the Research

Based on the aforementioned background, the researcher limited the research to focus on increasing 5th grade students' reading comprehension in SD Negeri 3 Banjar Jawa by implementing gamification based on Balinese local stories as a teaching media.

1.4. Research Problem

Related to the research background described previously, the researcher formulated the research problem as follows: "How the implementation of gamification based on Balinese local stories as a teaching media could improve the 5th grade students' reading Comprehension?".

1.5. The Aim of the Research

The aim of this CAR (Classroom Action Research) was to improve 5th grade students' reading comprehension by the implementation of gamification based on Balinese local stories as a teaching media. In other words, the purpose of this study was to fix the problem faced by the students in improving their reading comprehension by providing new learning environment using gamification media.

1.6. Research Significance

1.6.1. Theoretical Significance

Theoretically, this study is expected to find out how the implementation of Gamification based on Balinese Local Story as a learning media could enhance the 5th grade students' reading comprehension.

1.6.2. Practical Significance

A. For the teachers

It is hoped that this research can be an input and reference for English teachers in teaching reading so that they can use an appropriate media. Consequently, it is expected that teachers can enhance their students' reading comprehension and make the students' learning achievement better.

B. For the students

The students might get benefit from using the media so that they can be encouraged to improve their English, especially regarding their reading comprehension. As further result, the students are expected to be able to learn effectively and become more interested in learning English and also teacher can maximize the use of teaching media that can improve the students' reading comprehension.

C. For other researchers

It is expected that this study can give related information about Gamification and future researchers who conduct further research in the similar field can use this study as a reference for related research.