

## CHAPTER 1

### INTRODUCTION

In this chapter will discuss about background of the study, limitation of the study, research question, and significance of the study.

#### Introduction

##### **A. Background of The Study**

According to Fakhruddin, (2014) Good speaking is distinguished by several elements, the most important of which is fluency. Many students are apprehensive and frequently utilize long pauses when speaking in English. Some students lack the confidence to talk in English in front of others students, particularly their classmates, since they believed their English is inadequate. They are concerned that their Speaking Performance will be judged by other students if they attempt to speak in English. Aminatun, (2020) stated due to a lack of English exposure and practice, students may need to put in more effort to master their Speaking Performance, consequently, students should be in a supportive atmosphere where they may practice their English Speaking Performance. Fakhruddin, (2014) noted that Speaking activities have to provide training opportunities

to practice Speaking in real life in a safe class. A safe class refers to a classroom that makes students feel comfortable learning and expressing themselves without getting judged by their friends, especially during Speaking in English. However, in reality, students with high expectations to speak English fluently are not given a supportive environment that makes them feel low and underestimated because their English Speaking performance is not well practiced.

One way to provide a supportive environment in a fun and interactive way is by applying digital games, Games functioned as a beneficial instrument to help students practice the English language. Game is a useful way to motivate students to practice their English. Another benefit of the use of digital learning stated by Taufik et al., 2019 digital learning can offer learners interactive learning experiences, also enable students to connect learning content to their everyday life.

The use of technology nowadays to support teaching activities is very essential, the teacher needs to include technology to make the learning process more interesting. Nalurita et al., 2020 mentioned that they have developed a framework to assist complex duties to evaluate technology integration in the class known as Technology Pedagogy and Content Knowledge (TPACK). It provides a framework to describe and target the use of technology to improve learning observed by three major components, Technological

Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The framework can be used as a means to do research to identify how technology is integrated on entire learning in school, by observing the correlation among those components in TPACK. Srisawasdi, (2012) described that technology has profound and lasting impacts in classroom as a powerful cognitive tool that can transform how core subject is taught by facilitating both teachers' instructional practices and students' learning processes. Effective learning and teaching requires teacher and student being able to use new technologies; gathering, organizing and evaluating information to solve problems and generates practical ideas in real-world settings.

In the attempt to apply TPACK in the teaching and learning activities, teacher can apply digital games in the classroom, so that the students will get the knowledge that the teacher taught in an interactive way and to engage students to be more relax to speak in English in the classroom without feeling worry if their answer is wrong or make long pauses during speaking with their classmates. The technology in a learning process by using educational game is called Gamification, Indah et al., 2021 noted that Gamification is a game mechanism in order to engage students and solving problems. It can encourage and motivate students to accomplish the goals of their English learning since it exhibits an innovative and captivating learning activity. Based on Regulation of Ministry of Education and

Culture (Permendikbud) Number 22 of 2016, the learning process should take place in an interactive, inspirational, fun, challenging, efficient, and motivate students to take an active role. The key to the success of offline learning is how to make learning fun, and students can stay entertained while learning. Gamification had shown to give positive contribution towards the students motivation in English Language classroom. Moreover, according to Saud et al., 2022 the use of gamification boosts the students' motivation and increase the students writing proficiency. The most vital role of gamification is for motivating student while learning English. According to Muntean, (2011) Gamification intends to combine intrinsic motivation with an extrinsic one in order to raise motivation and engagement. However, the recent study by Fox et al., 2015 discovered that gamification effect students' motivation and performance, and there is an imminent interest in gamification among the students. Gamification also shown its potential as a student motivation tool in the learning process using e-learning on reading comprehension skills. Tiwery, (2020) noted that motivation can be done if young learners are motivated to learn English because they have external reasons, for example, they learn English because they want to get good score at school and they want to please their family.

Moreover, Gamification also have potential to help student to reach their goal. Fatin et al., 2019 stated in a gamification

environment, students are exposed to activities conducted as though they are obliged to collect certain amount points or reach their goals before they could proceed further. Gabriela et al., 2014 stated implementing game in the learning process which purpose is to achieve the high score and engage students in a friendly competitive environment with other learners. Gamification does not only proven to boost the students' motivation but also help students to reach their goals. Furthermore, it is also provides engaging and fun learning environment to help the students to achieve their learning outcomes. This also yields a variety of outcomes, one of which, when utilized appropriately, has a positive result on learning and encouragement, thus it is deemed sufficient to be used in offline classes.

Gamification is beneficial to be applied in any of the skills in language education. One of the uses of gamification technologies in language education is the application of Baamboozle. Furdu et al., 2017 stated that Baamboozle gives instant feedback. Student can easily see their learning progress so that learners know what to do next for better achievement. According to Sa'diyah et al ., 2021, Baamboozle is a game that is almost the same as *Cerdas Cermat*. It is a fun game to play with our class as a bell ringer, check-in, or review lesson. Play from a single device on a projector, smart board, or in an online lesson. No student accounts are needed. It is simple to set up (Krisbiantoro 2020). According to Widoretno et al., 2021 using a digital game in a learning process increases the student's

concentration, develops their logic or thinking, and reduces stress. Baamboozle is an educational web game that provided interactive and interesting games. Andriyani et al., 2021 suggest that using ice-breaking activities on the Baamboozle website can assist educators in providing the best atmosphere for students to achieve their learning objectives. Baamboozle is a learning website based game that aims to create for fun learning that encourage the notion that learning should be playful, assist instructors in reinforcing concepts, and involve all students in the learning process. It is a fascinating learning website based game that enables kids to work together Benner, (2021)

Aside from the benefits at the digital game, there are pro and contra on its application. Furdu et al., 2017 explained that gamification in language teaching and learning provides a better learning experience because it combines the learning activities in a fun way to make student more active and increase high level of engagement between student and teacher. Students see failure as an opportunity, instead of becoming unmotivated or fearfull. However, there is contra on the application of digital game in the language learning. The contra that it is monotonous. Gamification has several rules that lead the students to be monotonous similar to the school experience. Furthermore, Krisbiantoro, (2020) emphasized few advantages of gamification, namely gamification facilitates student learning experiences in the classroom, can involve persistence,

intelligence, practice, and learning with the aim of achieving success, addressing students' emotional needs and providing opportunities to turn negative emotions into positive experiences. It creates fun learning, encourages students to complete their learning activities, helps students more focus and understands the material being studied, as well as gives the students opportunities to compete, explore and excel in class. The development of cognitive, increases the students' participation in the class, motivates, the students increases user interest in using software such as angry bird (for physics lessons), pokemon (for language lessons, science, maps) and minecraft (for architecture lessons), it allows students to receive immediate feedback on their progress in the classroom and gives appreciation for complete assignments. However, there are several disadvantages of gamification such as gamification are predictable and tend to be boring, it becomes meaningless if the learning objectives are not well described or are not yet achieved. Often, playing games can be psychological, rewarding given to students can be used as an external motivation but it is much better if students have internal motivation in learning. Applying games to learning may even create experiences that are adjusted to the rules so that in the end it still feels like the experience of learning at school in general.

Given the unstable situation above, the recent study would like to explore about the use of gamification in language education, namely

the application of Baamboozle in the Speaking class. Moreover, Benner, (2021) claims there is still little research on gamification in the classroom English Language. Therefore, it is worth continuing the study to discover the students' perspectives on the use of gamification, namely Baamboozle.

### **B. Scope of The Study**

In this recent study, the researcher investigated the students' perception on Baamboozle game to support speaking performance.

### **C. Research Question**

1. What are the students' perception on Baamboozle game to support speaking performance?

### **D. Purpose of The Study**

The purpose of this research is to examine the students' perception on Baamboozle game to support students' speaking activities and to discover the use of Baamboozle digital game to increase students' speaking performance.

### **E. Significance of The Study**

The researcher expects that the findings of this study can be useful and to give the insights regarding the benefit of Baamboozle game to support students' speaking



performance. Some of the researcher's expectations are as follows:

1. For the teachers: This study is expected to inform to the teachers regarding to engage students in the class in Speaking activities.
2. For the students: This study is expected to motivate students' speaking class and to help them to have better performance in Speaking.
3. For the researcher: This study is expected to give insights on the benefit of the digital game.

## **F. Definition of Keywords**

### 1) Speaking

Keith and Marrow (in Fauzan: 2019) define Speaking is an activity to produce utterance to oral communication.

### 2) Speaking Performance

Sinaga, (2019) stated the students' speaking performance is the learning process in the appearance of Speaking practice.

### 3) TPACK

Mishra & Koehler (in Nalurita et al: 2020) stated that they have developed a framework to assist complex duties to evaluate technology integration in the class

known as Technology Pedagogy and Content Knowledge (TPACK).

4) Baamboozle game

According to Sa'diyah et al., 2021, Baamboozle is a game that is almost the same as *Cerdas Cermat*.

5) Students' Perception

According to Robbins, (2004) the students' perception is a process by which humans arrange and interpret their sensory inputs in order to provide meaning