

Chapter One

Introduction

This chapter presents the introduction of the research. In this chapter explain about the background of this research. There are several important points explained in this chapter-namely background of the research, identification of the problem, limitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research.

Background of the Research

English is one of the compulsory subjects at elementary school until higher level of education in Indonesia; it means all students should learn the subject. However, it is challenging to teach and learn English because in Indonesia, English is learnt as a foreign language where English is not used for daily conversation. Additionally, English is different from Indonesian language. Students also have less exposure to English. Thus, they need to struggle in learning English.

In learning English, students should master both productive skills and receptive skills. Productive skills consist of writing and speaking and receptive skills consist of listening and reading (Hidayati, 2018,). For students in Indonesia, mastering the four skills in English is quite difficult because they have not enough exposure to improve in English. The aspects that influence students to face difficulties in learning English are negative transfer, cultural differences, accent, slang, attitude, environment, grammar and vocabulary and pronunciation (Mohammed, 2018). In addition, another factor affecting students in learning is

motivation but most of the students in Indonesia have demotivation in English. Therefore, to boost students' motivation in learning English, one of the actions that can be done by teachers is implementing learning media. English learning media which can be used are song, movie, and game.

English teachers can use digital game as a medium to teach English to make students interested in learning English. It is supported by Thomas and Clark who stated that the teacher is able to choose a game and use it as medium in learning English because by using game, it can help the student language skills and student can learn by doing, watching and listening (as cited in Nurhayati, 2015). Combining entertainment, technology and education is one of the best motivational tools for the student (Petrov, 2014). According to Shabanah (2010), computer games are systems that involve interaction with a user interface to generate visual feedback on a computer or a video device to utilize fun, play, and competition. The student during playing game with fun and playful can engage the students because games make the learning and teaching processes are not too boring and the student can get the feedback directly.

The implementation of digital game-based learning has a big influence on learning and teaching activities. Before implementing digital game-based learning, the teachers need to make sure the accessibility of the e-learning and the teacher are able to apply digital game-based learning (Marklund & Taylor, 2016). The teachers' beliefs and perception that influence on the teacher learning innovation through digital game-based learning in English class (Hayak & Ungar, 2020). The technical that includes on the implementation of digital game-based learning are the tools to

support game-based learning in English class, the student tool, internet connection, and the field environment. Over time, the implementation of digital game-based learning has developed. At the university level, many lecturers have begun to use it in order to adapt to the era.

The implementation of digital game-based learning is implemented from elementary school until higher education. According to Cárdenas et.al (2020), the implementation of digital game-based learning in higher education is the use of *Kahoot!*, it shows that this application is able to produce significant difference in learning gain as measured by student of EFL scores at low stakes English achievement test. Unfortunately, the use of digital game-based learning can also be ineffective because not all teachers have good skill in technology pedagogical, especially to implement digital game-based learning (DGBL)

The teacher in implementation of digital game-based learning based on their experienced. According to Nugroho and Mutiaraningrum (2020), EFL teachers in university stated that not all of them received professional training to use technology, so it took a lot of time to adapt and take from the teacher experiences. The teacher experiences in implementation of digital game-based learning should get the support with training.

Based on the problems, the researcher wants to conduct research on the teacher's consideration in the implementation of digital game-based learning in English online class based on their experience. It is because the teacher might face some challenges to decide the class using digital game-based learning in English online class. The other case, digital game-based learning is engaging to the students

because they can get the direct feedback, having fun, and can understand the material more quickly.

Studies showed that there were advantages from digital game-based learning. In general, game-based learning is the way to meet the need of the student to raise their goals with digital media (Bonk & Jo An, 2009, p. 43). Therefore, a myriad study was conducted to seek for the impact of digital game-based learning, especially on English learning and teaching. A few of these studies investigated participants' cognitive skills (Vasileva et.al, 2018), student critical thinking (Kiili, 2005), effectiveness (Hongsit & Kamnardsiri, 2017), and student behavior (Hwang & Sung, 2017). However, all the studies focused on investigating students, not the teacher. Thus, there is a need to conduct research on the topic.

The implementation of digital game-based learning for the teacher is familiar, but to imply digital game-based learning need more effort to make sure that the learning and teaching processes can reach the goals. This idea is shared by the studies in digital game-based learning. The digital game-based learning can impact the students' goals in learning English in teacher experience (Yang & Watson, 2016), school support (Becker, 2007), and teacher skill (Ney & Martinez, 2013). Based on the researcher's observation in senior high school in Yogyakarta there are teachers who have a good skill in technology, but there is also teacher with less exposure to technology in learning and teaching processes. The condition at that time made the teacher should adapt with technology to support the learning and teaching processes and to design the activities in English classes.

This study investigates the application of digital game-based English learning without regulating the overall learning process in online learning, which means the regulation does not apply in all meeting. In addition, digital game-based English learning in English is rare in some examples in Indonesia because the skills of teachers in designing digital game-based learning still need to be developed. However, teachers can use digital game-based learning to motivate students to learn English in an easy way. Furthermore, that the research produced information about the suitability of the application of game-based learning to the success of learning activities.

Identification of Problem

The English teachers have the different way to decide and choose a game which can be applied in their classes. During the pandemic covid-19, learning and teaching processes is done online either synchronously or asynchronously. However, during the learning process the teacher have the issues when implement digital game-based learning.

Firstly, the English teachers' competency in digital skill becomes the dominant aspect that every teacher should have during online learning. In fact, not every teacher has the digital skill as needed in this situation and it affects the students' interest in learning English. The English teachers struggle to arrange the English online learning materials because they do not know how to make the engaging and interesting material with modern technology tools.

Secondly, teachers should set the goal in English learning and teaching processes. However, during the pandemic, it is difficult to reach the goal because

the materials given by teachers are not achievable to the students. The teacher just sends the materials and video explanation in the online learning platform and sometimes the videos are not attractive so that it makes students bored during the online learning.

Delimitation of the Problem

Based on the background of the research and issues above, the researcher only focused on the teachers' consideration and the way to apply game-based learning in English class during online learning mode. The research conducted at Pare, Kediri in one of the institutions.

Research Questions

The researcher formulates two research questions in this study. The research questions are presented below:

1. What are English course teachers' considerations to choose game-based learning in English online class?
2. How do English course teachers implement game-based learning in English online class?

The Objectives of the Research

Based on the research questions, the purposes of this study are presented as follows:

1. To find out the teacher's consideration to choose digital game-based learning in English online class.

2. To know how the teacher implements digital game based-learning in English online class.

The Significance of the Research

The research was undertaken to find out the implementation of game-based learning in online classes during the Covid-19 pandemic era. The result of the research can benefit many sectors as follows This study can be beneficial for teacher, pre-service teacher, other English course, and other researcher. The explanation is presented below:

For teachers. By reading this study, teachers knew the information about the implementation of game-based learning in English online class and the teacher can use the research as references to implementation digital game-based learning in online class. In addition, this research might help teachers in implementing English game learning materials and exercises.

For pre-service teacher. From this study, the pre-service teacher can use the result about implementation and considerations in implementation of digital game-based learning in English online class. This research focus in the implementation of digital game based-learning that the pre-service teacher commonly used in online learning weather synchronous or unsynchronous meeting. However, the result from this study might help the pre-service teacher in designing game-based learning.

For the institution. The result from the data mentioned that the student was enthusiast when played game and the teacher consideration before implemented digital-game based learning is the passive student. However, the other English

course might be facilitating the learning process with supportive online learning tools. The facilitation from the course might help the student and the teacher in learning process using game learning.

For future researcher. This research can be used as a reference for other researchers who want to conduct a study using the same topic which is about game-based learning. The result of the data has some topic that can be the new topic in the next research.

The Organization of the Chapter

This research contains five chapters. Chapter one is about the background. In this chapter, the researcher explains the topic being investigated in this study which is about the implementation of English digital game-based learning in online class. The next part is identification of the problem in which the researcher presents some problems related to game-based learning. The researcher then limits the problems and explains it in delimitation of the problem. After limiting the problems, the next two parts are research questions and objectives of the research. The next part is significance of the study which talks about the benefits which gained by some parties and the last part of this chapter is organization of the research.

The second chapter of this study consists of literature review, review of related studies, and conceptual framework. Literature review in this research discusses theories related to the implementation of digital game-based learning in English class. There are several contents which are discussed in this chapter such as the definition and framework of digital game-based learning, the kinds of digital

game-based learning tools that can be implemented in English online class—and teachers' consideration in using game-based learning in English online learning.

Chapter three discusses the research methodology which used in this research. There are four sections in this chapter. The first part is research design in which the researcher presents the approach used in this research. The next part is research setting in which the place and time are explained. Then, research participants are also explained. It is about the people getting involved in this research. The next part is the data collection method which describes how the researcher collected the data. Finally, the data analysis explanation steps or procedure of the data collection.

Chapter four consists of findings and discussion that provide the answer for research questions. The findings contain the explanation from the participants about the implementation of digital game-based learning in English online class. The discussion is linked by the relevant studies with similar topics.

Chapter five consists of conclusion and recommendations. The first part of this chapter is conclusion in which the researcher concludes all the parts of this study. In the second part, the researcher provides some recommendations addressed for some parties.