

Chapter One

Introduction

In this chapter, the researcher explains several things. The first is the research background which contains general information related to this research topic, identification of the problem, and delimitation. Research questions that will aid the analysis will also be presented in this chapter. In addition, research objectives will help identify the specific goals or objectives to be researched. The importance of the analysis will also show the benefits of this research for certain people. Lastly, the chapter organization, showing a description of each chapter will be presented.

Background of the Research

Learning activities are processes of someone gaining knowledge, skills and understanding through various activities and methods prepared for learning activities. Learning activities can be adjusted to suit the objectives, learning materials and student learning styles. According to Kosanke (2019), learning activities are efforts made by a teacher to produce a process of acquiring knowledge and knowledge. A diverse approach to learning activities can help facilitate better understanding and significant skill development. In learning activities, a teacher wants learning activities that are interesting for his or her students so that learning activities do not seem boring, and can increase students' learning motivation, especially young learners. One way for teachers to create interesting learning activities is with the gamification method.

Gamification is an interaction activity between students that is packaged in a game and produces fun interactions so that the experience is memorable for students. According to Putra and Priyatmojo (2021), the main concept of gamification is adding

game activities to learning activities. With gamification, learning activities in the classroom will be more impressive for students because teachers no longer use traditional teaching methods which make students bored more quickly with learning activities. Apart from that, the presence of gamification in learning activities can help students improve skills and solve problems. Malamed argued that the gamification of learning has also helped students develop problem-solving and higher-order thinking skills (as cited in Putra & Priyatmojo, 2021, p. 22).

Currently, gamification learning methods are widely used in the world of education, because according to Wulantari et al., (2023), gamification is one of the innovative methods that received significant attention. Of the several educational institutions that use gamification learning methods, one of them is the English language course institution in Yogyakarta. At this institution, almost all learning activities use gamification learning methods. It is believed that the gamification learning method can make it easier for students to accept the material presented by the teacher in class. With the gamification learning method, it is hoped that teachers be able to create a relaxed and enjoyable classroom atmosphere, so that students gain memorable experiences from ongoing learning activities. In addition, gamification can increase student concentration, motivation, engagement, and also positive experiences (Oliveira et al., 2023) . Even though they often use gamification learning methods when teaching, of course the teachers who teach at this English language course encounter several difficulties with the use of gamification learning methods. Even though it has been well prepared before teaching, when it is implemented in the classroom there are still several obstacles that hinder the implementation of the gamification learning method.

Research related to gamification has been carried out by Putra and Priyatmojo (2021). Their research focuses on students' perceptions of the use of gamification methods in English classes. In this research, students believed that the use of the gamification method was very effective and could make learning activities more enjoyable. Apart from that, the research also states that the gamification teaching method makes students more active, reduces boredom, and can increase students' learning motivation without reducing students' understanding of the material.

The second research on gamification was carried out by Prathyusha (2020). This research shows that the use of gamification methods in language learning can motivate and foster student inspiration, this is because students feel challenged and have many goals to achieve. Although there has been a lot of research discussing the benefits of using gamification from the student's perspective. In this research, the researcher focuses on the implementations and the challenges regarding the use of gamification in English classes. especially for young learners in one of the English language course institutions.

The reason for conducting this research is because the gamification method gives many ways to engage the students during learning activity. According to Willig et al (2021), gamification provides a variety of ways to engage students in new ways. Gamification is also believed to be able to break away from traditional learning methods. It is hoped that teachers can know how to implement gamification methods in the classroom. Apart from that, the researcher also hopes that teachers can pay attention to what are the challenges that faced when using the gamification method in class so that, when the teacher wants to use this method, the teacher can prepare learning activities well so that the gamification method can run well in the class. So, this research aims to

explore teachers' perceptions regarding the use of gamification methods in English classes for young learners.

As young learners possess certain characteristics, teachers need certain ways to implement gamification. Additionally, teachers must also face challenges in implementing gamification. Due to the facts, the researcher intends to investigate how the teachers implement the gamification and examine the challenges they encounter when they teach young learners gamification. One example of implementing gamification is the use of the domikado game. According to Nurhalisah (2022), This game is implemented in opening activities and in core activities. In the domikado game, all students make a large circle and sit cross-legged, both hands are placed on their thighs, overlapping each other. Place their left hand under the right palm of the player on the left, while the right hand is placed on top of the left hand of the player next to them. Play while accompanied by the domikado song and clap your hands to the friends next to you and so on. “Domikado Mikado eska eskado, eskadobea beo cut, one, twothree, four,five, six, seven, eight, nine, ten!!!” When the song has reached the last lyric (ten), the child whose hand is about to be patted by a friend next to them must dodge, if they fail, they are considered to have failed and are out of the game.

The example of the challenge of the use of gamification is students easily get bored when play the same game. Students tend to get bored when teachers use the same games or ones they have already played when teaching. According to Hypmami (2022), Students get bored when teachers use the same games repeatedly. So, teachers must provide new games so that students do not get bored easily.

Identification of problems

Based on discussions with teachers who teach at this institution, there are several challenges they face. The first challenge faced is young students who have different characters. Sahira et al., (2022) said each student has a different character. Therefore, teachers must understand the character of each student they teach. The second challenge is changes in students' moods. Teachers at this institution said that students often experience changes in mood that make them not want to participate in learning. Hadjarati and Haryanto (2020) explain that teachers must pay attention to how to increase student motivation because student motivation is unstable. This is due to changes in students' moods. The final challenge faced by teachers is the difficulty of making students understand the instructions given by the teacher, especially for lower-level students. Considering that this institution uses English in class, it is difficult for some students to understand what the teacher is instructing. Teachers also find it difficult to make students understand what is being instructed. Margaretha and Wacana (2015) said, some students are confused by what the teacher is instructing

Delimitation of The Research

Research discussing gamification is very broad in scope. To limit this research, researcher chooses two issues from the three issues mentioned above. To be more specific, this research is delimited to teachers' perceptions regarding the use of gamification in English classes, especially for young learners by highlighting two issues. The first is implementing gamification and the second is the challenge of implementing gamification. This research conducted at one of the English language course institutions. Participants in this research were English teachers who taught at this English language

course institution. The findings of this research presents the perceptions of English teachers in using gamification in teaching English, especially to young learners at an English language course institution in Yogyakarta.

Research questions

Based on the background above, this research formulates two research questions regarding English teachers' perceptions of the use of gamification in teaching, especially teaching young learners :

1. How did the teachers in an English course implement gamification for teaching English to young learners?
2. What are the challenges faced by teachers in an English course in implementing gamification for teaching English to young learners?

The Objectives of the Research

Based on the research questions above, this research has several objectives, namely:

1. To find out how the teachers implemented gamification for teaching English to young learners.
2. To investigate the challenges of implementing gamification for teaching English to young learners.

The Significance of the research

It is hoped that the research carried out provide more benefits and knowledge for teachers and future researchers.

Teachers

The gamification learning method is currently one of the frequently used learning methods. Therefore, teachers can use this research to find out how to implement gamification method for teaching young learners and to highlight the challenges that can be faced when using gamification for teaching young learners and to get more ideas for the more varied strategies.

ELED Students

The results of this research can be used by ELED students as reference material when undergoing teaching practice in elementary, middle and high school and implementing gamification.

Future researchers

The results of this research can be used by other researchers who are interested in researching the same topic. It is hoped that the results of this research can also be used as a reference from a different perspective for those conducting research on the same topic.

Organization of the Research.

This research contains five chapters. The first chapter explains the research background, research identification, problem limitations, research questions, research objectives, research significance, and organization of the research.

Chapter two is a literature review. In this chapter, there is a definition of gamification. This chapter explains theories related to a general overview of gamification as one of the frequently used learning media.

Chapter three is methodology. This chapter explain how this research was conducted. This chapter explains research design, research settings, participants, data collection method, data collection instrument, data collection procedures, and data analysis.

Chapter four contains findings and discussion. This chapter presents the results of data analysis and discussion.

Chapter five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researcher. Recommendations are given to teachers, and another researcher.