

CHAPTER I

INTRODUCTION

A. Background of Study

The advancements in technology have brought about significant changes in various aspects of human activities, particularly within the field of education. Numerous technologies have been identified and validated, showcasing their substantial benefits for both educators and students in the process of learning and acquiring knowledge. These technological discoveries have proven to be instrumental tools, enhancing the educational experience and making it more effective for teachers and learners. According to Gilakjani (2017), current technological developments affect the methods taught in language learning. Language learning is significantly impacted by technological inventions. Technology helps students in adapting their own learning process and they can have access to a lot of information that their teachers cannot provide.

In today's era of technological development, there is a term called information and communication technology (ICT). According to Khan et al (2015) ICT refers to a technology that makes information accessible through communication. ICT is a general term that includes all forms of communication devices including radios, televisions, mobile phones, computer and network hardware, satellite systems, and various services and applications such as video conferencing and distance learning. In education, ICT is the mode of education

that use information and technology of communication to support, enhance, and optimize the transport of information.

Moreover, Hashemi and Kew (2020) stated that applying ICT in education plays a crucial role in presenting opportunities to facilitate the teaching process. Since technology has a significant role in the teaching process, in language learning there are many advantages that students can get. Priyatmojo and Areni (2017) said that the advantages of technology development in learning the language are 1) advanced access to information; 2) paperless materials; 3) digital literacy 4) independent learning 5) a more efficient learning process. Therefore, based on the statements above, technology and education especially in the language learning aspect have a preeminent connection, and with the development of technology, many benefits can be obtained.

Today, where the world has experienced remarkable advancements in technology, there are still some problems that are encountered, including in the field of education. Sometimes, many educators struggle to adapt to this rapid technological development, resulting in them not conducting teaching and learning activities as effectively as they should be in this modern age. As Hepp et. al (2015) said in his journal that the rise of new codes and languages from digital technologies means teachers must follow rules and work together to understand how to use technology in education. Therefore, it is important for educators to continuously adapt to the use of new technologies that can support

more effective teaching and learning activities, leading to even better outcomes.

The evolution of technology nowadays forces us to adapt in our lives, especially in English language learning. While some educators are still in the early stages of understanding and applying technology in teaching, others can eventually utilize its benefits to provide better instruction to their students in teaching English. Therefore, it has resulted to the emergence of various methods of learning English. Learning English continues to evolve following the changing times. This change can be seen in the way of teaching, learning media, learning approaches, etc. Gamification is one of the innovations that has emerged as a method of engaging people in something by using game design and game elements in non-game settings to reach various goals, and it is also used in language learning. Referring to Huotari and Hamari (2017) gamification is a design approach that uses playful design in different contexts to create familiar gaming experiences to support different activities and behaviors. In learning, the implementation of this concept is believed to rise students' motivation, participation, and students' understanding towards the materials in the lesson. Common platforms that are used in language learning as an implementation of gamification are quizzes, Kahoot, Duolingo, etc.

The implementation of gamification methods also emerges as a method that ultimately provides a good solution for teachers in teaching their students. Gamification methods will be able to be a way for teachers to explain complex English material to their students, especially beginner English learners.

Kayımbaşıoğlu and Hacı (2016) emphasize that by integrating gamification principles effectively, educators can create engaging and motivating learning experiences that foster a deeper understanding and retention of the subject matter. Therefore, gamification methods greatly assist students in gaining a deeper understanding of specific topics in their lessons, particularly in English language learning.

English lessons encompass four primary skills: speaking, listening, reading, and writing. These skills are supported by four fundamental learning aspects: grammar, vocabulary, spelling, and pronunciation. This research specifically hones in on the aspect of grammar, recognizing its essential role in facilitating effective understanding of English language. Based on (Parupalli and Rao, 2019) grammar holds significant importance, and it is crucial for modern, well-trained educators to employ diverse teaching techniques while recognizing the pivotal role grammar plays across various English Language Teaching (ELT) methodologies. Learning grammar helps put words together in sentences so that communication is clear. It provides rules about how to use words correctly, such as where to place them in a sentence and how to ensure they agree with each other. By following grammar rules, it is possible to speak and write in a way that others can understand easily. Therefore, understanding and mastering grammar is crucial for success in language learning and communication. In this study, the focus is on the simple present tense in grammar, considering that it's the most commonly used concept in everyday life.

This research was conducted at MTSs Nur Ihya'iddin, located on Jl. Raya Batakan Km.12 in Sungai Riam Village, Pelaihari District, Tanah Laut Regency. The school is situated in a mountainous area and is quite far from the center of Pelaihari city. It is a junior high school with a semi-boarding school system. The school has four classes: two ninth-grade classes, one eighth-grade class, and one seventh-grade class. Although there is a good level of enthusiasm for learning English, students' understanding of the subject is still limited. Therefore, a specialized teaching method is needed to better match the students' learning styles. This need forms the basis for this research.

Based on the gamification methods principle, This study developed a specially designed game aimed at teaching and learning the simple present tense, allowing for the teachers and students utilizing this media for teaching and learning simple present tense. “Hero’s Quest : Mastering the Timeless Tense” is a educational game that is evolving into a groundbreaking teaching and learning application, ready to revolutionize our approach to teaching and learning English language

As mentioned in surah Yunus verse 101 about the benefits of technology :

قُلْ انظُرُوا مَاذَا فِي السَّمٰوٰتِ وَالْاَرْضِ وَمَا تُغْنِي الْاٰيٰتُ وَالنُّذُرُ عَنْ قَوْمٍ لَا يُؤْمِنُوْنَ

In accordance with this verse, as human beings should be able to seek benefits from anything, because Allah already sent us everything with its various functions and many uses for mankind. Therefore researcher did this

study with the title “Developing A Fun Simple Present Tense Game to Enhance Students’ Simple Present Tense Understanding”

B. Definition of Key Terms

To help readers understand this study better, the researcher includes explanations of important words and phrases.

1. Gamification

The process of adding games or game-like elements to something (such as a quest) to encourage engagement. Huotari and Hamari (2017) stated gamification is a design approach that uses playful design in different contexts to create familiar gaming experiences to support different activities and behaviors. In this research, gamification means the method of changing the material of simple present tense into the educational game.

2. Developing a fun simple present tense game

The development process of an educational game designed to teach and reinforce the simple present tense, utilizing the Research and Development method within the ADDIE model. It elucidates the step-by-step process of creating the game within the ADDIE framework.

3. Simple present tense

Simple present tense is a grammatical structure that is part of grammar. Pereira and Mosa (2017) explain that the simple present tense is used to talk about things that happen regularly, like habits or routines, and can apply to past, present, and future situations. In this research, the simple

present tense covers of material based on the student worksheet book of 8th grade MTsS Nur Ihya'iddin, which is the basic of simple present tense.

C. Research Questions

Based on the background information provided, this study aims to explore the answers to the following question:

1. How is the process of designing a fun game for learning simple present tense?
2. How are the teacher's impressions following her experience after utilizing a fun game for learning simple present tense?

D. Objectives of Study

The objective of this study is to find out:

1. Exploring the process of a fun game for learning simple present tense.
2. Investigating the teacher' impressions following their experience after using a fun game for learning simple present tense.

E. Significance of Study

The result of this study provides the following benefits:

1. For teachers, they can use this product to assist in their instruction of the simple present tense.
2. For students, they can learn simple present tense by using the product of this research.
3. For readers, the findings of this study can inform knowledge about the process of designing a fun game for learning simple present tense.

4. For the researchers, hopefully, this study will be a reference for researchers who want to research the process of a fun game for learning simple present tense.