

# CHAPTER I

## INTRODUCTION

This chapter contains the background of the study, the formulation of the study, the objective of the study, the significance of the study, the scope of the study, and the definition of key terms.

### 1. Background of the Study

In the era of globalization, the world has undergone significant transformations in various sectors, including education. Globalization has led to a more interconnected world where exchanging knowledge and cultural practices is commonplace. This global integration has emphasized the importance of effective communication skills, particularly in English, which has become the lingua franca in many international contexts. As a result, there has been an increased emphasis on English language education, especially in non-native English-speaking countries like Indonesia. This era is marked by the continuous expansion of technology and the widespread incorporation of innovative and influential technological achievements into everyday life [1]. The revolution in various aspects of human life, including education, underscores the potential of AI to personalize learning experiences and provide tailored feedback, as well as adaptive instruction to meet the individual needs of learners. The emergence of innovations in several digital platforms aimed at enhancing student participation and engagement in classroom learning and creating positive classroom behaviour is referred to as gamification [2].

The concept of gamification has become a benchmark across business industries and educational settings, emerging as a trending research topic in recent years. Over time, it has been successfully implemented for business purposes. In business settings, game elements like objectives, competition, engaging narratives, and progression are utilized to retain clients. It is primarily used to enhance student engagement and achievement for educational purposes. Dicheva, Dichev, Agre, and Angelova [3] suggest a five-step process for integrating gamification into education: (1)

understanding the target audience and the concept, and (2) defining learning objectives. Observations at SMKN 1 Jatirejo during active student years 2018-2020 revealed that students in the Multimedia Department faced several challenges in English language writing. Firstly, students needed more time to compose articles in English. Secondly, they often felt confused when starting to write, struggling to find ideas for essays. Thirdly, a lack of motivation was also a significant issue. Fourthly, they found it challenging to produce well-structured, grammatically correct writing. The difficulties in writing encompass four areas: 1) fear of starting, 2) uncertainty about when to start, 3) organization, and 4) language. This indicates that writing is a more challenging skill compared to others.

In EFL (English as a Foreign Language) education, prioritizing writing skills is essential. Writing is a vehicle for expression, critical thinking, and a pathway to deeper understanding. However, traditional methods of teaching writing often struggle to engage students and encourage the development of meaningful skills.

From the above problems, the researcher provides initial solutions for understanding the problem using Gamification text media with folklore themes. The use of gamification texts is closely related to the cognitive abilities of students, which can increase creativity and attention [4]. Media allows teachers to transfer material and help students understand the learning topic. Also, the media can increase motivation in the teaching and learning process. Media use can increase learning effectiveness, foster interest, and increase student learning motivation [5]. Researchers hope to enhance the effectiveness of writing narrative texts.

English as a Foreign Language (EFL) education, there has been a growing interest in exploring innovative approaches to enhance student engagement and motivation, particularly in the context of writing narrative texts. In this digital era, gamification has emerged as a promising strategy to address these challenges by integrating game elements into educational practices. However, the effectiveness of gamification, specifically in enhancing narrative writing

skills among EFL students, remains an area warranting further investigation. Understanding the impact of gamification on writing proficiency is crucial for educators and researchers alike to design effective pedagogical interventions catering to EFL learners' diverse learning needs. [2] Therefore, this study aims to delve into gamification's effectiveness in enhancing EFL students' narrative writing skills, shedding light on its potential as a pedagogical tool in the EFL classroom.

Furthermore, the researcher uses the theme of culture and local wisdom lifting Indonesian folklore. The world is getting more sophisticated day by day. Technology has advanced so much that some ancient things, such as folklore, have begun to be abandoned. The author wants to restore something that has become a legend in Indonesia to not be forgotten but still maintain the technology. Folklore is very popular among children [6]. Children love folklore because it raises animal stories, humour, and traditional magic. Although ancient, folklore has become part of 18 character education, according to the Ministry of Education and Culture, because it raises the value of love for the homeland [7]. From this statement, it can be seen that folklore can be used as a theme in learning media.

The use of gamification text media in learning has been researched by [8] and demonstrated success in enhancing students' reading proficiency. Desi aims to investigate the impact of incorporating non-printed Gamification texts into extensive reading programs on students' reading comprehension. Students who majored in engineering at the Surabaya Polytechnic were targeted. Non-printed Gamification text (NPMT) and linear text (LT) are available in the community and are used to test which mode is most effective in enhancing students' reading skills. In an extensive reading program for one semester, two groups of engineering students from Surabaya Polytechnic were faced with NPMT and, in addition, LT. To assess students' reading ability, TOEIC pretest and posttest are conducted. A t-test analysis conducted with SPSS version 23 for Windows revealed significant achievement differences between those exposed to NPMT and LT after the reading program ended. The NPMT group outperformed the LT Group in terms of

reading proficiency. Using non-printed Gamification text in extensive reading can help students enhance their reading comprehension. The only difference is in the skills taught; Desi's research focuses on reading skills for the TOEIC test, whereas current research focuses on writing skills in narrative texts for classroom teaching and learning activities.

Based on the above background, this study explains the impact of narrative text teaching by utilizing folklore through gamification. This study also identifies how Gamification texts can help students write narrative texts using folklore in Class X-DKV at SMKN 1 atirejo.

## **2. Formulation of the Study**

- 2.1 How does gamification impact Student Engagement and motivation in enhancing EFL writing narrative text?

## **3. The Purpose of the Study**

- 1.1 To find out the effect of gamification to enhance EFL writing narrative text
- 1.2 To determine whether or not gamification effect Student Engagement and motivation in enhancing EFL writing narrative text

## **2. Significances of the Study**

### **2.1 Theoretical**

This research is expected to support the folktale theory used in the gamification learning process in order to enhance students' ability to write narrative texts.

### **4.2 Practical**

The selection of folklore themes using gamification in this study can be used as a reference by English teachers to teach EFL students writing narrative text.

## **3. Scope of the Study**

In terms of activities, this study teaches the skills of writing folklore and gamification. Based on its content, this study looks at the generic structure of a narrative text. The general structure of a narrative text is orientation,

complexity, and resolution. The evaluation of writing is guided by five main factors. Important considerations include content, organization, vocabulary, language use, and mechanisms. As a result, the researcher wants to focus exclusively on the use of folklore through gamification to enhance the writing skills of EFL students.

#### **4. Definition of Key Terms**

##### **4.1 Gamification:**

In language education, gamification refers to the integration of game elements and mechanics into the learning process to enhance student engagement, motivation, and retention of language skills. This approach leverages concepts such as points, levels, badges, and challenges to make language learning more interactive, enjoyable, and immersive for learners. By incorporating elements commonly found in games, such as rewards for completing tasks, progression through levels, and opportunities for competition or collaboration, gamification transforms the language learning experience into a dynamic and motivating journey. Through gamified activities, students are encouraged to actively participate, practice language skills, and receive immediate feedback, fostering a supportive and engaging learning environment that encourages continuous enhancement and achievement in language proficiency.

##### **4.2 Narrative Texts**

text whose structure contains orientation, complication, resolution, and re-orientation about fantasy stories, fairy tales, folktales, and animal stories that aim to entertain readers.

##### **4.3 Engagement**

encompasses the active involvement, commitment, and investment demonstrated by students in educational activities, reflecting their deep connection and sustained interest across cognitive, emotional, and behavioral dimensions.

#### **4.4 Motivation**

conversely, signifies the driving force behind students' behavior, influencing their willingness to engage in learning activities and pursue academic goals. Motivation can arise from intrinsic factors, such as personal interest or enjoyment, as well as extrinsic factors, including rewards or social recognition. Together, engagement and motivation play critical roles in shaping students' learning experiences and outcomes, impacting their level of effort, persistence, and overall academic success.

#### **4.5 EFL Student**

an individual who is learning English as a Foreign Language, typically in a context where English is not the primary language spoken. EFL students are often non-native speakers of English and may reside in countries where English is not widely spoken or used as the dominant language. These students seek to acquire proficiency in English for various purposes, such as academic study, career advancement, or personal enrichment. EFL instruction focuses on developing the student's listening, speaking, reading, and writing skills in English, often through structured language courses, immersion programs, or self-study methods tailored to meet their specific learning needs and goals.

