

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is a very influential thing in various sectors. In the economic sector, business people need good communication in order to get the desired client. While in the legal sector, it often requires smooth communication in order to create bilateral relations between the destination countries. As well as the education sector, where students that study abroad need to communicate to others. In this case, English is the language most used to communicate in the world.

The first international language mostly used is English. Based on Richards & Rodger, 1986, many people around the world use English to communicate in many important international meetings. Mastery of English is very important because almost all global sources of information in various aspects of life use this language. Crystal (2000; 1) mentions that English is a global language. This statement represents the meaning that English is used by various countries to communicate with other countries around the world. So, as an International language, learning and understanding English is an unavoidable necessity.

So, learning English will be much more mastered if students learn English at an early age. In Indonesia, students have been taught English since elementary, middle, and high school. In learning English, they learn about four skills, they are reading, listening, speaking and writing. Among the four skills, speaking is the most needed skill to be able to communicate well.

Unfortunately, speaking skill is the skill less attractive to students for several reasons. It is because the student is afraid of making mistakes when they are speaking, or embarrassed by friends and some of students do not have a good vocabulary. This condition happened to the students of SMA Negeri 3 Ponorogo. Many students at

SMAN 3 Ponorogo do not feel confident to speak English. Even though they know the correct grammar but they tend not to want to say it out loud. Teachers also do not pay much attention to the speaking ability of their students. Teachers prefer to discuss LKS books which mostly discuss reading and listening material.

Most English teachers teach using a teacher-centered approach. Where the teacher gives a lot of explanations and many examples of material but does not give students the opportunity to try practice. Whereas speaking skill material is material that students have to practice speaking a lot. Because it is expected that speaking skills in learning English can train self-confidence, pronunciation, and intonation. So they can use English as a medium of communication with other people.

Here, the researcher tries to find a solution that is considered appropriate to overcome their speaking difficulties. So that students no longer have significant difficulties when communicating using English with their friends. Likewise, the other people we talk to will easily understand the content of the message conveyed. To overcome these conditions, the researcher used appropriate and convenient methods when applied in class so that they could grow their confidence when speaking in English. The method that teachers can use in learning activities that are suitable for students is gamification.

The teachers can direct game movement during learning measure which can include the investment of the students during the way toward learning. Other than that, Gooch, Vasalou, Benton, and Khaled (2016) attested that teachers can give the students a few awards for their endeavors to expand their inspiration for taking part in the class movement. It resembles the utilization of game components in the learning interaction or known as gamification.

Gamification is the utilization of game similitudes, game components and thoughts in a non-game setting that means to expand students' inspiration and responsibility, and

to impact students' conduct in the learning interaction (Marczewski, 2013). In the instruction, gamification implies that game components (for example focuses, pioneer sheets, and identifications) are utilized in non-game learning settings to build students' inspiration and commitment (Villagrasa, Fonseca, Redondo, and Duran, 2014).

There are a few researches about the execution of gamification. A few researchers found that gamification can increment students' commitment. They tracked down that those happened on the grounds that prizes and leaderboards in gamification empower understudies to see their work freely and they can contrast their advancement and different colleagues (Seaborn and Fels, 2015). The identifications that they got as remunerations after they did exhausting jobs likewise will make them seriously intriguing and drawing in during learning measure. Moreover, another study found that gamification isn't just increment understudies' commitment, yet additionally it expanded understudies intellectual in a line with the all arranged of the gamification (Hill and Brunvan, 2018). García & Alvaro (2017) investigated gamification in teaching English in simple training and the end result became that gamification become an revolutionary technique that might be beneficial in language teaching as it involved a variety of factors along with attempt, involvement, and motivation and all of the elements that performed an important role in the purchase of different linguistic capabilities. Flores (2015) investigated the usage of gamification to improve second language learning and the result was that using gamification in second language studying contributed positively to the scholar mastering enjoy.

According to the statement above, the researcher is interested in doing Classroom Action Research on improving students' speaking English ability using gamification method at SMA N 3 Ponorogo.

B. Statement of the problem

According to the background above, focus of the study in this research is the teacher method in creating a communicative English speaking learning. Hence, statement of the research question are:

1. Is Gamification method improve the activeness in speaking learning process in class XB at SMAN 3 Ponorogo?
2. Is Gamification method improve the interest in speaking learning process?
3. What are the results of implementing gamification in improving students' speaking ability?

C. Purpose of the study

The purpose of the study are:

1. To improve the activeness in speaking learning process in class XB at SMAN 3 Ponorogo
2. To improve the interest in speaking learning process in class XB at SMAN 3 Ponorogo
3. To improve students' speaking ability using gamification method in class XB at SMAN 3 Ponorogo

D. Benefit of the study

The result of this examine is fully predicted to provide a few theoretical and practical benefits for the subsequent parties:

1. Theoretically, this take a look at affords useful and referential contributions in giving standard know-how of the manner to give an alternative technique on English studying.
2. Practically, the result of this look at is useful:
 - a. For the researcher, the research can give a practice in developing her expertise and ability in evaluating English mastering

- b. For English instructors, the end result of the take a look at can offer useful statistics in selecting and comparing various English getting to know strategies before making choice to use it in classroom practices.
- c. For other researchers, the studies can give widespread information of the way to evaluate English studying technique. The research also can be used because the reference for the subsequent studies.

E. Scope and limitation

The scope and the limitation in this study as in follow:

The scope of the study are to implement the gamification method in learning speaking

This study is limited to:

- a. Connecting Word Game
- b. Reward

F. Definition of key term

Gamification: Making electronic transactions enjoyable and quick by employing game-like accelerated user interface design. "In contrast to traditional games, gamification employs game elements with the intention of encouraging users to perform non-game-related tasks" (Nick Pelling, 2002).

Speaking : The ability to express oneself in a situation, to report actions or a situation in precise words, or to converse or express a sequence of ideas fluently are all examples of the activity of speaking. Ladouse in Nunan, 1991:23)