

CHAPTER I

INTRODUCTION

1.1 Background

English is widely used by people around the world as a medium of communication with each other. English also has contribution in accommodating many people to enrich their knowledge, as Maurris and Morris (2003) state that the field of science and technology relies on the English language, and that from one billion documents on the website in 1999s, amounting to 86,5% of those documents were in English. The importance of English is also true in Indonesian contexts, because English in Indonesia is one of the compulsory subject in the formal school from the junior high school to the university levels.

To support the statement above, Huda (1999) stated that the teaching of English in the primary and the secondary level is targeted to be the development of the ability to understand simple oral and written language. As we can see in the standard competence in teaching English at the Junior High School level in Indonesia, the teaching of English is aimed to develop the students' communicative competence in listening, speaking, reading and writing to achieve the functional level of literacy (*Direktorat Pembinaan SMP*, 2012). Stricly speaking, the students are expected to be able to communicate with other people and to express their ideas using English.

As one of the productive skills, writing can be considered as one of the most important skills for students to develop. Writing is a productive skill that must be through a process which is not easy, and students need more attention when they learn English in writing form. Writing procedure text is one of the competence that students must have to produce. Procedure text is supposed to instruct how to do something or make something and it consists of goal, ingredients or material,

method and conclusion (Anderson and Anderson, 1998). But the students tend to feel confused when they start to write. On the other hand, it is not easy to teach procedure text to junior high school students.

Nowadays, many students have different styles of learning. The term of “styles of learning” means that every student learns in different ways that fall into several categories. The educational theorist Neil Fleming develops VARK model which includes four types of learning styles: Visual, Audio, Reading/Writing preference and Kinesthetic. According to the Flemming and Baume (2006:4-7) states that:

- Students’ preferred learning models that have significant influence on their behavior and learning styles.
- Students’ preferred learning models that matches with the appropriate learning strategies.

The fact is that not all teachers know the learning styles of each student, which may highly result in students having learning problems. In order to solve the students’ learning problems, the teachers can use video game as a teaching media to enhance the skill and knowledge of the students. Using video game is the solution to cover the students’ different learning styles since video game covers audio, visual and kinesthetic. Steinkuehler (2007) in her research of ethnographic study in a massive online game notes that the full guide for the online video game is almost 300 pages long and yet many players able to operate the game in short time.

The other reason why video game is a good media to cover students learning difficulties comes from Gentile (2007) who states that video games display many hallmarks of an ideal learning environment. Those hallmarks include: establishing clear objectives of the game by showing the check points that the player must do to complete the game, offering multiple difficulty levels from beginner in easy mode to the hardest difficulties, and showing consistent

feedback at the end of the game by providing score from the accuracy in finishing the objectives.

In author's point of view, a video game is the future of learning and teaching, and this is supported by (Malykhia, 2014) stating that "Some herald this *gamification* of education as the way of the future and a tool that allows students to take a more active role in learning as they develop the technology skills they need to succeed throughout their academic and professional careers". On the other hand, "some of the parents are concerned that video games will make their children violent, uncommunicative and addicted to the game" (Ode, 2006). this argument can be understood, such as when players are playing Grand Theft Auto, in which they play as a criminal who must survive by breaking into cars and robbing people. Because of that, most of the researchers are interested in the issue of video game making children violent rather than (video game) as the teaching media. There is a reason why video game rarely used as teaching media. McFarlane and Kirriemuir (2004:3) pointed that:

- It is difficult for teachers to identify quickly how a particular game is relevant to some component of the statutory curriculum, as well as the accuracy and appropriateness of the content within the game.
- The difficulty in persuading other school stakeholders as to the potential/actual educational benefits of computer games.
- The lack of time available to teachers to familiarize themselves with the game, and methods of producing the best results from its use.
- The amount of irrelevant content or functionality in a game, which cannot be removed or ignored, thus, wasting valuable lesson time.

To get more in-depth information, the author classifies the procedure of the data collection. The first data collection is a questionnaire, which is to identify the advantages and the disadvantages of video games. There are two questionnaires used in this study for the students; the first questionnaire is to determine what subject that the students like and dislike, along with the reason.

The second questionnaire was distributed to the students in the end of the treatment to show whether the students like the teaching method by using video game in writing procedure text. It was also to find the weaknesses of the research. The second instrument is test. The test consists of pre-test, quizzes, and post-test. This instrument is to find students' improvement in writing procedure text by using video game as learning media.

The author then analyzed the data from both the test and the questionnaires. The questionnaires were obtained from the students to find the students' perceptions towards the use of video game in the teaching of the writing procedure text. The test data were collected from the students to find the students' improvement in the writing procedure text. There are four tests used in this study; pre-test, quiz no. 1, quiz no. 2, and post-test.

1.2 The Research Questions

This research aims to answer the following questions:

- 1.2.1 Will the use of video game improve the students' writing of procedure text?
- 1.2.2 What are the students' perceptions towards the use of video game in the teaching of the writing procedure text?

1.3 The purposes of the research

Based on the statements of the problems, the purposes of this research are:

- 1.3.1 To identify the students' improvement in writing procedure text by using a video game.
- 1.3.2 To find out the perceptions of the students in learning to write procedure text by using a video game.

1.4 Hypotheses

Realizing some problems with this research, the hypotheses are made related to this research. These hypotheses are formulated to temporarily answer the research questions.

The hypotheses of this research were:

H_0 : There is no significant difference in students' writing ability before and after the treatment using video game as the teaching media.

H_1 : there is a significant difference in students' writing ability before and after the treatment using video game as the teaching media.

1.5 Significance of the research

The study will describe how the teacher is applying a teaching technique by using video game to simulate the students to be able to write procedure text. The result of this research will contribute to teacher, students and readers who are interested in teaching English, especially teaching procedure text by using video game as a teaching media. The research findings from the problems may help the teachers improve their teaching performance and the quality of the teacher.

1.6 Clarification of related terms

Some terms need to be clarified. The definition of them as follows:

- Implementation: This research is the process of putting a decision or plan into effect.
- Video game: The author focuses on the cooking academy 3 a simulation video game about a student in cooking university as media in teaching. By definition, "video game is a game played by electronically manipulating images produced by a computer program on a television screen or other display screen" (Cambridge, 2008)
- Procedure text: in this research procedure text is a piece of writing in order that tells us information to make or doing something in several steps. Or "is a set of actions which is showing how to do the thing" Emilia (2011)

1.7 Limitation of the research

This research focuses on how video game will improve junior high school students' skills in writing procedure text. As Fuszars (2001) in Boyle (2011:3) says, "Games make learning concepts more palatable for students and supply learners with a platform for their creative thoughts to bounce around. Games encourage creative behavior and divergent thought and are excellent ice breakers."

1.8 Organization of the Paper

This research is organized into five chapters. Each chapter has some sub-topics to clarify and give detailed information on this research. The paper is organized as follows:

Chapter I. Introduction

In this chapter, the researcher provide the information on the background of the research, the purposes of the research, hypothesis, and significance of the research, the limitation of research, research methodology, clarification or term and organization of the paper.

Chapter II Theoretical Foundation

This chapter consists of theoretical foundations; this part elaborates in detail theories that are relevant to the research.

Chapter III Research methodology

This chapter discusses the methodology in conducting this research. It includes the preparation stages, procedure, instruments, techniques and the result of the research.

Chapter IV. Result and Discussion

This chapter explains the findings and discussions such as: the result of instrument's analysis, pre-test data analysis, post-test data analysis, and the data from the questionnaires, and the interpretation of the findings from the research.

Chapter V. Conclusion and Suggestion

This chapter contains a conclusion that describes the result of the research and suggestions for future research.