

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research questions, research purposes, research significance, the scope of the study, and the conceptual framework.

A. Background

Learning to speak English is essential as a global language in the world. According to Garcia (2017), English is one of the most widely spoken languages in the world and serves as a lingua franca in many international settings. Aziz and Kashinatan (2021) state that learning to speak English is an incredibly valuable skill that open doors to a multitude of opportunities. It is a process that requires dedication, practice, and an open mind. Starting with the basics, such as building vocabulary and grasping grammar rules, lays a strong foundation. Moreover, Rao (2019) said that immersion in the language through listening to native speakers, watching movies, or engaging in conversations with English speakers helps improve pronunciation and comprehension. Utilizing language learning resources like textbooks, online courses, and language exchange programs can provide structure and guidance.

However, sometimes teacher in school face the challenge of giving the best media to teach speaking in the classroom (Dewi,2019). The students often feel bored with learning if the media is not varied in every meeting (Virginia & Auli, 2020). This is one of the problems that make learning boring. Thus, the teacher has a challenge to prepare attractive and innovative media (Wahyuni, et al, 2021). Traditional games are one solution to encourage teacher to choose learning media to teach speaking English in the classroom (Oktaviani & Desiarti, 2017).

In the 4.0 era, the media for learning has as many variables and is easy to access. Oktaviani & Desiarti (2017) state students have gadgets to

access what they can learn today early. Indeed, the effect is that teacher may have a variety of media to teach. Not only in conventional videos on YouTube or games on gadgets, but they have also used traditional games as an option for media in the teaching process, especially in speaking. Moreover, learning to speak in Indonesian schools is usually conducted using textbook and instruction which is more teacher-centred. Mostly, media for speaking is taken from YouTube.

The use of media in teaching speaking in primary school can pose particular challenges (Wahyuni, A., Utami, A. R., & Education, E, 2021). Based on the preliminary observation, traditional games are chosen to solve the challenge in media to teach speaking in this study. According to Sugiarto & Hikmawati (2019), Indonesian has many traditional games, and the people especially children are interested in them, teacher may have the opportunity to implement this for learning English.

There are some previous studies related to the current research topic. Previous studies consist of information and other insight to support this research. The first research was conducted by Oktaviani & Desiarti (2017). The research wants to know a lecturer's and student's perspective on Ethnic Snake Game multimedia usage in a class. The second research was done by Hadiyansah (2020). The purpose of the research is to improve student achievement in EFL English. The third research was conducted by Wulandari (2019). This research investigated whether Instagram Vlogs contributed to the improvement of EFL's speaking ability. The current research has a gap with previous research from several journals. In the previous research, most of them discuss from the teacher's point of view and conduct at the junior high school level. Meanwhile, this research focused on the teacher perceptions. Then, the level of current research is at the primary school level. Lastly, the current research focuses on using traditional game media in learning to speak.

B. Research Question

The following questions are divided from the research concern:

1. How is the implementation *Hopscotch* game in learning English vocabulary?
2. What are the teacher's perceptions of using *Hopscotch* game in learning speaking?
3. How does the student response to working on the *Hopscotch* game in learning speaking?

C. Research Purpose

1. To investigate the implementation of *Hopscotch* game in learning English vocabulary?
2. To know the perceptions of teacher using *Hopscotch* game in learning speaking
3. To investigate the student response of *Hopscotch* game in learning speaking

D. Research Significances

Theoretically, this study is essential to know the benefits and effectiveness of using *Hopscotch* game as learning media to speak. Hopefully, this research can be reference to other researchers who will conduct research related to this topic. Practically, this research is expected to help the researcher, teachers, and students.

1. To researcher

This research is expected can give more knowledge and information related to the study

2. To teacher

This research can be a reference to teach English and make learning better

3. To student

It can help students to find solutions to the problems in dealing with the changing problems of learning English

E. Conceptual Framework

According to Kotler (2000: 94), perception describes how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Gibson et al. (1996: 35) define perception as a cognitive process individuals use to analyze and understand the world around them (the object). Speaking is probably the language skill that most language learners wish to be perfect as soon as possible (Devi, P., Virgiana, B., & Auli, M., 2020). It is used to be the only language skill that was difficult to practice online, but this is no longer the case English learners can now practice speaking online with various tools and resources.

Meanwhile, children's legacy of traditional games will affect how quickly Indonesian game culture is lost. Modern video games will be more thrilling and enjoyable for kids as technology becomes more complex, which is another reason for this. The millennial generation is more interested in modern technology than in traditional culture. Children should protect traditional culture as the nation's future leaders to prevent colonization and theft by nearby nations (Kancanadana et al., 2021).

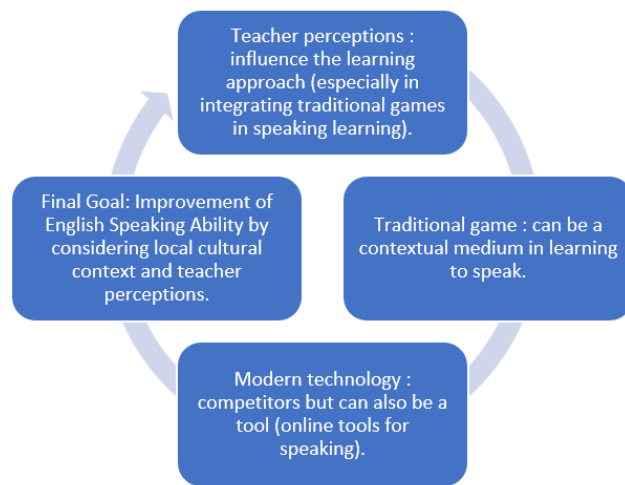


Figure 1.1 The Conceptual Framework

Teacher perceptions are the same as teacher beliefs, which are personally held convictions about the subject matter teacher teach, their roles of responsibility, their students, the curriculum, and their classroom (Pajares, 1992). They guide teacher in their practice and are derived from sources such as experience and personality (Donaghue, 2003).

F. Previous Study

There are some previous studies related to the current research topic. Previous studies consist of information and other insight to support this research. The first research was conducted by Oktaviani & Desiarti (2017). The research wants to know a lecturer's and student's perspective on Ethnic Snake Game multimedia usage in a class. The research method used in this study is descriptive since the researcher got the data from giving questionnaires and teaching in speaking classes of Electrical Engineering students at UMM. The result showed that 63% of students said their lecturer never uses the multimedia-based medium in teaching speaking, yet 89% of student's thought the usage in the classroom was significant.

The second research was done by Hadiyansah (2020). The purpose of the research is to improve student achievement in EFL English. The subjects of this study were the 7th-grade student of Junior high school in Waru Sidoarjo. Classroom Action Research was designed in 2 cycles, each consisting of planning, execution, observation, and reflection. The researcher prepared the research instrument and its action plan (teaching materials, observation sheets, and questionnaires). The results in the first cycle were based on observations. The evidence in the first cycle was completed by less than ten students, or 25%, and a total of 30 students, or 75%. These data show that the first cycle needed to be finished in the classical method, as the standard was 85%. While the results of descriptive monologue presentations on the second cycle value - an average of 81.75, while in the first cycle was 75.9. From these data, there was an increase of 5.85.

The third research was conducted by Wulandari (2019). The participants of the research are 28 Indonesian-speaking first-year EFL learners of English enrolled in the Speaking I course at Sanata Dharma University. This research investigated whether Instagram Vlogs contributed to the improvement of EFL's speaking ability. The results indicated that the implementation of Instagram Vlog into a basic-level speaking class improved the learners' speaking proficiency in terms of pronunciation, fluency, vocabulary, syntax, and general use of the target language.

The current research has a gap with previous research from several journals. In the previous research, most of them discuss from the teacher's point of view and conduct at the junior high school level. Meanwhile, this research focused on the teacher's perceptions. Then, the level of current research is at the primary school level. Lastly, the current research focuses on using traditional game media in learning to speak.