

CHAPTER I

INTRODUCTION

This section explains about teacher candidates' perceptions of the use of Digital-Game Based Learning (DGBL) During Practice, which covered background of the study, research question, research objectives, theoretical framework, the significance of the study, definition of key terms, scope, and limitations of the study, and organization of the proposal.

1.1 Background of the Study

In the 18th and 19th centuries, English teachers primarily used traditional methods, especially in European schools, based on the grammar-translation approach. One German linguist, Johann Valentin Meidinger, published a book titled "Nouvelle Grammaire Allemande-Pratique" in 1783. The book contained the grammar and translation approach, which became the foundation for the traditional method in foreign language teaching. Later, a professor from the University of Erlangen, Johann Christian Fick, adapted this method for teaching the English language. At that time, it was believed to be an effective way to make students learn more and more. Although initially considered effective, this approach eventually led to passive, bored, and disengaged learners.

According to Teng (2022), because of that, the result of the learning outcome was nothing because the effort and time spent on learning were wasted. Supporting this, Nur Rahmi Sonia (2022) found that a one-way approach model tends to bore students due to the lack of interactive activities (p. 26). Similarly, Muhammad Ovan Kurniawan (2020) also explained that monotonous learning can hinder students' ability to express themselves, discuss, and argue, ultimately leading to a loss of motivation to learn, increasing boredom, and decreasing student participation in the learning process (p. 04).

To address these issues, Technology-Based English language learning began to emerge. As time goes by, many changes occurred in the mid-20th century. Around the 1960s and 1970s, communication-based teaching methods began to develop. In the 1990s and 2000s, technology and the internet started to play a significant role in teaching methods. A professor at the University of California, Mark Warschauer, emphasized that technology can enhance interaction and student engagement in learning English. Dockstader (2008) stated that innovations in English have proceeded alongside the growth of the English language and changed the way students communicate. Meanwhile, Larsen-Freeman (2011) also stated that the development of the internet greatly facilitates the growth of English and increases the use of computers in education.

In the 2000s until now, there have been other methods that could replace traditional ways. Among them are Computer-Assisted Language Learning (CALL), Internet-Based Language Learning (IBLL), Learning Management Systems (LMS), and Mobile-Assisted Language Learning (MALL). Additionally, there is also the digital game-Based Learning (DGBL) method. In short, Computer-Assisted Language Learning uses computer software such as interactive exercises and conversation simulations to aid language learning. Internet-Based Language Learning utilizes language forums, learning videos, and online materials. Learning-Management System uses digital platforms like Moodle or Blackboard that allow teachers and students to interact through assignments, quizzes, and online discussions. Mobile-Assisted Language Learning uses mobile digital applications, such as Duolingo or Babbel. Meanwhile, Digital Game-Based Learning uses digital games as learning tools.

In this case, I focused more on the Digital Game-Based Learning (DGBL) method because I believe this method is more enjoyable than the others. In fact, Digital Game-Based Learning (DGBL) and the other four methods share the same similarities, which is that they all use technology and the internet. However, what distinguishes Digital Game-Based Learning (DGBL) is that it involves elements of gaming to enhance student motivation. Compared to traditional methods, technology-based methods can be done anywhere and utilize the internet and applications, making them more interactive and engaging than traditional methods.

This study focuses on Digital Game-Based Learning (DGBL) because it offers a more enjoyable and interactive learning experience. Unlike traditional methods, Digital Game-Based Learning (DGBL) allows learning to occur anywhere and promotes active participation through game mechanics.

To understand Digital Game-Based Learning (DGBL) better, this research investigates teacher candidates' perceptions rather than those of experienced teachers. Because in general, teacher candidates were individuals who had completed their education and were equipped with modern theories and learning methods, and also had participated in various and standardized training programs. Due to their recent background, teacher candidate tended to have fresh views grounded in cutting-edge research, allowing research assessments of Digital Game-Based Learning (DGBL) to reflect the potential for innovation without being burdened by longstanding practices in the field, and have a consistent knowledge base in evaluating the effectiveness of new methods, which makes their evaluation results more reliable. In other words, the perspective of the teacher candidate better reflected the capabilities of this method in the dynamic context of 21st-century education. As digital natives, teacher candidates were very familiar with

technological developments and tended to be more adaptive, critical, and enthusiastic about the use of technology in learning, such as Digital Game-Based Learning (DGBL). Because teacher candidates were already accustomed to technology, they could assess whether this approach truly helped students learn foreign languages or merely served as entertainment. On the other hand, teachers who had been teaching for a long time usually had habits with traditional methods, so their assessment of Digital Game-Based Learning (DGBL) was less objective and still influenced by conventional teaching experiences.

Therefore, this study aims to explore teacher candidates' perceptions of Digital Game-Based Learning (DGBL), whether it is really effective, can motivate students to learn English more, or isn't effective at all.

1.2 Research Questions

These were the research questions:

- What are teacher candidates' perceptions of the use of digital game-based learning during teaching practice?
- How can teacher candidates motivate students to learn English more effectively through Digital Game-Based Learning?

1.3 Research Objectives

Based on the research questions above, this study aims to investigate the effectiveness of Digital Game-Based Learning (DGBL) based on teacher candidates' perceptions during their teaching practice. To make it clear, the goals of this research question are to:

- To know teacher candidates' perceptions of the use of digital game-based learning during teaching practice
- To know how Digital Game-Based learning can motivate students to learn English

1.4 Theoretical Framework

In this research, 4 theories were taken as the basic theories, namely the theory of English language teaching in the 21st century (digital age), Digital Game-Based Learning (DGBL), as well as the advantages and disadvantages of Digital Game-Based Learning (DGBL) and the challenges of using Digital Game-Based Learning (DGBL) in English learning.

1.5 The Significance of the Study

The main focus of this research is DGBL because DGBL cannot be guaranteed to be 100 % effective without any obstacles or not. This research was beneficial for teacher candidates themselves and experienced teachers because this research can provide a new practical solution and insights into the use of DGBL. So, both teacher candidates and experienced teachers can understand more and use it better in future teaching processes.

1.6 Definitions of Key Terms

Key terms: teacher candidate, perception, Digital-Game Based Learning (DGBL), teaching practice

- Teacher candidate: college students who were doing a teaching practice as a teacher candidate
- Perception: a view on whether DGBL is truly effective without any obstacles or not
- Digital Game-Based Learning (DGBL): a type of learning approach that uses digital games as a learning medium, such as Kahoot, Quizzes, Wordwall, etc
- Teaching Practice: teaching practice where the teacher candidate teaches directly in school

1.7 Scope and Limitations of the Study

In this research, I focused more on the usage of Digital Game-Based Learning (DGBL). Due to the limitation, I focused more on the teacher candidates' perception rather than that of experienced teachers. I chose teacher candidates as my participants because, in general, teacher candidates are individuals who have completed their education and are equipped with modern theories and learning methods, and also have participated in various and standardized training programs. Due to their recent background, teacher candidates tend to have fresh views grounded in cutting-edge research, allowing research assessments of Digital Game-Based Learning (DGBL) to reflect the potential for innovation without being burdened by longstanding practices in the field, and have a consistent knowledge base in evaluating the effectiveness of new methods, which makes their evaluation results more reliable. In other words, the perspective of the teacher candidate better reflects the capabilities of this method in the dynamic context of 21st-century education. As digital natives, teacher candidates are very familiar with technological developments and tend to be more adaptive, critical, and enthusiastic about the use of technology in learning, such as Digital Game-Based Learning (DGBL). Because teacher candidates are already accustomed to technology, they can assess whether this approach truly helps students learn foreign languages or merely serves as entertainment. On the other hand, teachers who have been teaching

for a long time usually have habits with traditional methods, so they're still influenced by conventional teaching experiences. To support this statement, in the journal titled "Teacher candidates' views of Digital Games as Learning Devices", written by Sardone and Devlin-Scherer (2009), it is stated that teacher candidates have a formal educational background in contemporary theory that provides a different assessment framework, while experienced teachers often face real challenges in the classroom, thus their assessments may be more influenced by the dynamics and limitations of daily practice.

1.8 Organization of Study

In this section, I explain the summary of this proposal's organization in chapter one. In Chapter I, I explain the background of his research about teacher candidates' perceptions of the use of Digital-Game Based Learning (DGBL) during teaching practice, followed by a case study related to this topic (teacher candidates' perceptions of the use of Digital-Game Based Learning (DGBL) during teaching practice) to find the problem. With the problem that was found by me, I wrote two research questions: "What are the teachers candidates' perceptions of the use of game-based learning during teaching practice?" and "How can teacher candidates motivate students to learn English more effectively through Digital Game-Based Learning?" To answer these questions, this proposal aimed to know teacher candidates' perceptions about game-based learning and to know how teacher candidates can motivate students to learn English more effectively through digital game-based learning.

I used teaching English language in the 21st-century (digital age), Digital Game-Based Learning (DGBL), as well as the benefits and challenges of using Digital Game-Based Learning (DGBL) to support this research in the theoretical framework. In this research proposal, I also provided the scope and limitations. For the scope, I want to focus more on the usage of Digital Game-Based Learning. For the limitation, I investigated based on teacher candidates' perceptions, not the teachers themselves.

In Chapter II, I explain the theories that I mentioned in the theoretical framework in more detail, and some previous studies related to my title. In chapter III, I explain my research design, the method that I used, my participants, my data and data sources, my instrument, my data collection procedure, and data analysis procedure. I also provide some appendices. In Chapter IV, I explained the discussion and results of my findings. In chapter V, I explain the conclusion and suggestion.