CHAPTER I

INTRODUCTION

A. Research Background

Writing was a tool to express and impress feelings by using words (Nunan, 2013). The writing activities focused on expressing ideas, organizing words into clear statements, feeling by using words, and grammatical sentences which enable the readers to understand the writing text (Noviana, 2015). There were two main purposes of writing, the first was expressing feelings or ideas to communicate a particular message and the second was collecting knowledge as a way to communicate ideas to readers (Noviana, 2015).

Most senior high school students in Indonesia had some problems with understanding their English skills, for instance, writing skills (Ismayanti, 2020). One of problems in teaching writing came from students' interest and motivation (Noviana, 2015). Many students did not interest and did not have a good comprehension on writing an English text because they were not familiar with it and did not practice at all (Noviana, 2015). There were several reasons that caused students' writing problems especially in students' interest, first was the students' perception of the teacher, second was the method, medium, and material of teaching writing, and third was the students' environment (Winastiti, 2016). Moreover, in students' motivation, students had not an intrinsic motivation and had not practice well (Gage, 2017). Therefore students thought that learning writing in formal education is more boring, and difficult to understand in the

students' life than using their interested medium, for instance, playing games, watching movies, or listening music (Lamb, M. and Eka, F., 2018).

One of the interesting medium for learning writing is playing games (Lamb, M. and Eka, F., 2018). Nowadays, many students prefered to play online games than offline games because students caninteract with other people in real time by having a conversation on the game platform or exchanging messages with each other (Aylar, 2021). Most senior high school students assumed they addicted to play online games and spend more time on a regular daily (Ružić-Baf, 2021). Online games are one considerable way to learn English skills by using technology (Klimova, 2016). This statement supported that when teacher used games on writing English text, the process would be more fun and enjoyable to ignite students' motivation, willingness, and increase students' skills (Gozcu, 2017). According to the Indonesia E-sports Premier League (IESPL) data in Rani D.H. (2019), the popular online game 20 centuries which is circulating among young people named Mobile Legends Bang-Bang (MLBB) games (Rani D.H., 2019). The MLBB games were developed by company named Moonton,which is a bigger company and regularly collaborates with many countries in Southeast Asia to create many characters based on the legends or folktales of each country to further enhance the game's appeal (Gi Dion, 2021). Indonesia as a part of Southeast Asia also contributed to create new characters in Mobile Legends Bang-Bang (MLBB) games, for instance, a local artist named Mr. Yuniarto, he was a creator of the hero Gatotkaca and Kadita related to Indonesian history named the legends of Gatotkaca and the legends of Nyi roro kidul (Fikrie, M., 2021).

Teaching and learning in English writing activities has been stated in every basic competency in the curriculum 2013. Relate to the curriculum 2013 in English subject for tenth grade, students must be able on writing various genres of text, one of them is legend story which is kindof narrative textin the point of 4.8. The basic competencies in point 4.8 explain that students must be able to present a legend story by using oral text or writing text and paying attention to the social functions, the structures, and the language features. In able to write a legend story, the students must tell past story with chronological order or sequence of events to entertain or amuse readers (Raoul, 2013). In this case, students also expected to be able to the content, organization, grammar, vocabulary, and mechanics on writing legend story (Tendem, 2021).

The research was conducted when the researcher did the internship for approximately six months. The researcher is an English Language Education student at Universitas Maritim Raja Ali Haji in Tanjungpinang who did an internship at SMA Negeri 5 Batam. During the researcher's internship of teaching tenth-grade students of SMA Negeri 5 Batam, there were several learning problems on writing a legend story. The first problem was the students at tenth grade of SMA Negeri 5 Batam is quite difficult to write a legend story by using chronological order because the students are not able to identify and analyze the generic structures and language features. The second was the students are not able to identify and analyze the generic structures and the use of language features, and students also do not be able to write and pay attention to the content, organization,

grammar, vocabulary, and mechanics. The last problem was the students like to play Mobile Legends Bang-Bang (MLBB) and are more interested to learn a legend story by using Mobile Legends Bang-Bang (MLBB) games than using textbook.

The existences of Mobile Legends Bang-Bang (MLBB) games gave some advantages to the students, not only for playing games as usual and interacting with others by using the English language but also for learning a legend story based on the heroes' histories with various modes of characters, visual graphics, interesting story to read, understandable, and even explore or analyze the heroes' story from various perspectives. The MLBB existences need to be research, therefore the researcher is interested to choose the title of the research named: **"The Effect of Using Heroes Mobile Legend Bang-Bang (MLBB) Gameson Writing a Legend Story at Tenth Grade ofSMA Negeri 5 Batam"**. Related to the title, the researcher would like to find out is there any students' effect using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam in the academic year 2022/2023 with experiment research.

B.   Research Limitation

Regarding the identification problem above, in order to ensure the research did not expand, bias from the research objectives, and the readers easier to understand the contents, the researchers used the research limitation that focuses

on the effect of using heroes Mobile Legends Bang-Bang (MLBB) on writing a legend story at tenth grade of SMA Negeri 5 Batam.

C.   Research Question

Regarding the research limitation above, the research question can be formulated as follows.

"Is there any effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam?"

D.   Research Objective

Regarding the research question above, the research objective was to find out whether is there any effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam.

E.   Research Significance

1.   Theoretical Benefit

Theoretical benefit means explaining and predicting real phenomena to measure the relationship of problem between the theories of experts with the realities on the ground. The researcher needed to prove the students' effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam. Therefore the research data can be used as a reference and contribute to the development of education for using MLBB games as a material on writing a legend story.

2.   Practical Benefit

The researcher was dedicated to providing high-quality research to the readers that can be used to determine and give information about the effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam.

a).   Teachers

The researcher hoped that the teacher can develop a teaching material by using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade.

b).   Students

The researcher hoped that the material can help tenth-grade students on writing a legend story at tenth grade.

c).   Other Researchers

The researcher hoped this research can determine, give related information, and contribute to other researchers who want to conduct similar research.

F.   Definition of KeyTerm

1.   Mobile Legends Bang-Bang (MLBB)

The Mobile Legends Bang-Bang was a MOBA game made by Moonton Company using the English language. In this research, the Mobile Legends Bang-Bang (MLBB) was material for writing a legend story at tenth grade of SMA Negeri 5 Batam.

2. Writing skills

Writing skills was a situation or activity for a writer who is checking out some aspects like collecting and organizing ideas, sequencing the chronological order, choosing vocabulary, evaluating the grammatical, and formatting the text become clear and neat by paying attention to the speeling and punctuation.

3. Legend story

Legend story was the past stories by using chronological order to retell, entertain or amuse the intended reader in dealing with problematic events (complication) to find solution. In this research, legend story was a topic or dependent variable to make a writing text for tenth grade of SMA Negeri 5 Batam.