

The Use of DIGITAL MEDIA in the Classroom

Penggunaan Media Digital di Dalam Kelas

Ekawati Marhaenny Dukut

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Penulis:

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Buku ini tidak boleh diedit, citra, diperbanyak oleh siapapun kecuali atas ijin penulis dan penerbit.

KATA PENGANTAR

Puji syukur penulis panjatkan atas anugerahNya sehingga buku ajar dengan judul **The Use of Digital Media in the Classroom (Penggunaan Media Digital di Dalam Kelas)** dapat ditorehkan sebagai pendukung para akademisi dalam mengembangkan tugas mengajarnya. Buku ini dilahirkan berdasarkan situasi global yang tidak dapat menghindari arus deras media teknologi dalam kehidupan manusia.

Bahwasanya seorang bayi mulai belajar untuk mendengar, melihat dan kemudian memegang erat jari-jarinya pada sesuatu, media teknologi itu hadir dalam dunia pertumbuhannya sebagai pelemkap dalam kehidupannya. Ketika bayi itu kemudian mengenyam bangku pendidikan, ia semakin tidak terhindarkan dari berbagai macam media teknologi yang disuguhkan padanya. Tak jarang ketika orang tua sedang sibuk melakukan suatu aktifitas, si anak ini diberi kesibukan untuk memegang sebuah alat media digital agar ia tidak rewel dan meminta perhatian penuh dari orang tuanya. Anak itu kemudian tumbuh dewasa dengan merasa bahwa dirinya tidak utuh jika tidak mempunyai suatu media digital dalam gengaman eratnya. Bahkan komunikasi dengan orang tuanya pun harus melalui sebuah media digital dikarenakan jika berkomunikasi langsung dirasa merepotkan baginya. Inilah yang menjadi ciri khas bagi kelompok Generasi Z.

Buku ini hadir untuk menjawab tantangan dari kelompok Generasi Z. Adanya kesempatan untuk melakukan sebuah Penelitian Produk Terapan pada tahun 2017 yang mengtransformasi sebuah buku bacaan yang tercetak menjadi sebuah software permainan PC (*personal computer*), dan dilanjutkan pada tahun 2018 dengan Penelitian Strategis Nasional Institusi yang telah membuahkan sebuah software permainan PC menjadi aplikasi permainan di ponsel android yang dapat diunduh dari Google Playstore. Oleh karena itu sebagian besar bacaan di dalam buku ini berkaitan dengan game software yang telah diciptakan oleh penulis bersama tim penelitiannya. Terciptanya *game software* itu berhubungan dengan macam media digital yang dapat digunakan untuk pengayaan kegiatan belajar mengajar di kelas. Antara lain adalah penggunaan media digital seperti *laptop*, dan *LCD* yang dapat

menayangkan berbagai macam materi belajar mengajar dari internet seperti *youtube*, *software game*, dan fasilitas sosial media seperti *facebook*, *Instagram*, dan semacamnya. Maka untuk melengkapi pengayaan pembaca tentang media digital bagi kehidupan kita sehari-hari, dihadirkan juga tulisan dari rekan-rekan penulis yang membicarakan tentang manfaat dari media teknologi itu. Supaya pembaca dapat merefleksikan kembali apa yang telah dibaca, maka pada setiap unit dari buku ini sengaja dilengkapi dengan berbagai pertanyaan untuk pembaca.

Topik tentang penggunaan media teknologi di kelas ini sudah lama ada dalam pemikiran penulis dan timnya sehingga menjadi landasan utama untuk melakukan penelitian-penelitian yang pada akhirnya dapat didesiminasikan sebagai artikel di beberapa jurnal internasional maupun nasional. Oleh karena itu, penulis mengucapkan banyak terimakasih karena pada akhirnya ada wadah untuk melontarkan beberapa ide dan hasil penelitian dari penulis beserta kolega yang terlibat dalam penelitian yang didukung oleh Kementrian Riset, Teknologi dan Pendidikan Tinggi dan Universitas Katolik Soegijapranata tempat penulis berkarya. Agar tidak menyalahi aturan terbit, maka beberapa tulisan dalam buku ini dipertahankan agar tetap dalam Bahasa Inggris ataupun Bahasa Indonesia sehingga sesuai dengan versi aslinya. Jika tulisan itu sudah pernah terbit di sebuah jurnal maka akan ada keterangan tentang dimana artikel itu terbit.

Penulis berharap bahwa buku ajar yang didanai oleh Kementrian Riset, Teknologi dan Pendidikan Tinggi di negara Republik Indonesia ini dapat bermanfaat bagi para pembaca. Bila ada kekurangan sempurnaan dalam penyusunan buku ajar ini, maka penulis mohon agar dimaafkan.

Semarang, Oktober 2018

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UNIT 1

BUDAYA POPULER

Kepopuleran dari seorang Justin Bieber membuat semua orang berlomba-lomba untuk mengetahui apa saja tentang idola muda tersebut. Mulai dari prestasi, kehidupan pribadi, kebiasaan bahkan *style* dari Justin Bieber sendiri tidak luput dari perhatian seluruh mata dunia. Banyak *brand-brand* ternama akhirnya mengeluarkan segala produk yang meniru gaya dan memakai nama idola tersebut. Mereka percaya jika produk-produk mereka akan laku keras di pasaran jika melibatkan seorang Justin Bieber dan hal itu memang terbukti kebenarannya. Banyak anak muda dari berbagai kalangan yang membeli semua pernak-pernik pelantun *Baby* tersebut. Hal ini membuat seorang Justin Bieber dianggap sebagai sebuah budaya populer yang mewabah di kalangan anak muda di seluruh kalangan hingga menamai fans club mereka sebagai *Bieber Fever*. Namun benarkah kepopuleran Justin Bieber dapat dikatakan sebagai sebuah budaya yang populer? Apakah budaya populer artinya sesuatu yang sedang fenomenal serta diterima dan diikuti masyarakat umum? Sebenarnya apa budaya populer itu? Uraian yang terdapat pada unit ini dapat membantu menemukan jawaban dari pertanyaan-pertanyaan mengenai pengertian dari budaya secara umum, budaya populer secara khusus dan apa saja yang dapat masuk dalam kategorinya itu selain bagaimana cara mempelajarinya.

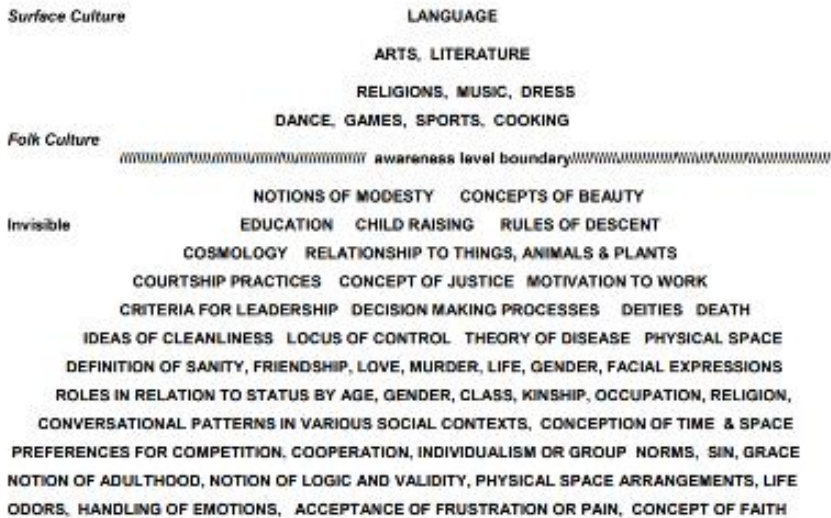
1.1. DEFINISI BUDAYA

(EKAWATI MARHAENNY DUKUT)

Secara etimologis, kata *culture* (budaya) berasal dari bahasa Latin *cultura*, yang berarti kultivasi. Namun bagaimanapun juga banyak penulis dan pemikir kritis lainnya yang memberikan pengembangan definisi yang menarik dari kata ini. Berikut adalah definisi dari lima ahli antropologi yang tidak hanya menyoroti apa budaya itu tapi juga tentang apa pengaruh dari budaya itu.

Pertama, budaya adalah “*learned, socially acquired traditions and lifestyles of the members of a society, including their patterned, repetitive ways of thinking, feeling and acting*” (Harris, 1983, hal. 5). Kedua, kata budaya memiliki pengertian “*knowledge, belief, art, custom*” yang diperoleh dari apa yang telah diyakini oleh sekelompok anggota dalam suatu masyarakat (Nye, 2006, hal. 23), yang memuat “*values of a particular group*” (Hall S, 1998, hal. 2). Ketiga, budaya merujuk secara luas kepada “*forms through which people make sense of their lives, rather than more narrowly to the opera or art of museums*” (Rosaldo, 1989, hal. 26). Keempat, budaya juga berarti “*the medium evolved by humans because by humans to survive because nothing is free from cultural influence*”, yang disebabkan karena budaya adalah “*keystone in civilization’s arch and is the medium through which all of life’s events must flow*” (Hall E., 1976, hal. 14). Kelima, budaya adalah “*an historically transmitted pattern of meanings embodied in symbolic forms by means of which [people] communicate, perpetuate, and develop their knowledge about and attitudes toward life*” (Taylor, 1991, hal. 91).

Meskipun dari definisi-definisi tersebut di atas dapat dipahami bahwa budaya adalah sebuah seni yang bertindak sebagai perantara komunikasi antara beberapa orang, namun kenyataannya budaya seperti bagian puncak dari sebuah gunung es. Sebuah puncak gunung es yang dimaksud oleh budayawan Weaver (1999) ekuivalen dengan tingkah laku manusia yang merupakan bagian terkecil dari budaya (hal. 14). Dalam menjelaskan kosep *iceberg model* kepunyaan Weaver, Hanley memberikan gambaran tentang kedudukan Bahasa sebagai berikut:



<https://www.aacu.org/sites/default/files/files/hips/Beyondthetipoftheiceberg.pdf>

Dari gambar yang dipaparkan, terlihat bahwa Bahasa atau *Language* duduk di paling atas karena merupakan puncak dari hasil sebuah karya seni (*Arts*) dan sastra (*Literature*). Jika meninjau apa yang dapat masuk sebagai produk dari seni dan sastra itu akan dapat ditemukan hal-hal yang berhubungan dengan *religions, music, dress, dance, games, sports* dan *cooking*. Sebenarnya ada banyak macam produk seni dan sastra itu, namun seringkali yang dapat dilihat di permukaan adalah yang bagian puncaknya. Hal-hal yang mengikutinya dapat berupa *notions of modesty, concepts of beauty, education, child raising, rules of descent* dan seterusnya. *Concepts of beauty* misalnya adalah sesuatu yang terendam dari permukaan karena beda budaya akan menghasilkan beda pengertian. Misalnya konsep cantik bagi orang Cina pada masa lalu dan mungkin masih terjadi bagi beberapa orang adalah adanya perempuan-perempuan yang kakinya berukuran kecil sehingga para perempuan ada yang memaksa kakinya untuk tumbuh di ukuran sepatu yang kecil demi hasil kaki yang berukuran kecil itu. Contoh lain adalah adanya budaya di Afrika bahwa cantiknya seorang perempuan adalah yang lehernya panjang atau yang telinganya dapat membawa anting-anting yang besar dan berat sehingga lubang telinga untuk anting-anting itu menjadi cukup

besar dan panjang ke bawah. Ukuran cantiknya seorang perempuan dari suatu budaya tertentu akan tidak sama, meskipun ada juga suatu generasi yang menganggap bahwa cantik bagi seorang perempuan adalah yang bentuk badannya langsing dan mempunyai ukuran dada, pinggul dan pantat sesuai dengan tampilannya boneka Barbie.

Definisi cantik seperti yang terbaca di atas memang bisa beda untuk tiap budaya dari negara, suku ataupun individu yang berbeda. Hal ini disebabkan karena budaya orang-orang yang sebagian terpendam adalah budaya yang terkait dengan budaya internal masing-masing individu. Menurut Weaver, budaya internal biasanya terletak di pikiran masing-masing individu karena mengandung cara berpikir dan persepsi yang berbeda, sehingga nilai yang dikandung berbeda dikarenakan kepercayaan yang tanpa disadari dipelajari oleh orang-orang yang bertumbuh di sebuah kebudayaan tertentu akan berbeda (1999, hal. 15). Budaya internal inilah yang menentukan sebagian besar perilaku seseorang. Ketika budaya bertabrakan, ini adalah bagian yang membuat orang menjadi sadar terhadap perbedaan dan kemiripan dari berbagai nilai yang membuat setiap negara berbeda satu dengan yang lainnya. Selanjutnya, dalam mempelajari sebuah budaya, banyak hal harus diperhatikan dan dipelajari. Salah satu yang dapat diamati adalah bagaimana orang-orang akan memiliki berbagai macam tingkah laku terhadap berbagai jenis objek budaya.

McCarty membuat beberapa rumusan penting yang menarik tentang budaya. Beliau mengatakan jika jenis tema yang dibawa oleh budaya dalam masyarakat tidak hanya untuk dipelajari tapi juga diadaptasi dan dibagi (1994, hal. 23-25). Budaya dipelajari karena masyarakat biasanya tidak terlahir dengan budaya namun mempelajari budaya melalui sebuah sosialisasi yang dibawa oleh para "*parents, peers, the media, and the educational and religious institutions of the culture*" (McCarty, 1994, hal. 25). Selanjutnya, McCarty menjelaskan jika beberapa budaya perlu diajarkan secara eksplisit, seperti sebagai contoh adalah "*belief of freedom*"-nya orang Amerika Serikat. Namun, beberapa budaya lainnya juga harus diajarkan sebagai budaya yang "*turning the other cheek*" atau tindakan yang menghiraukan keadaan yang dikumpainya seperti yang terjadi jika seseorang tidak mau membantu orang yang

dianggap melakukan kesalahan yang dikaarenakan tidak memahami bahwa budaya untuk daerah setempat berbeda dengan tempat asalnya.

Sebagai contoh lainnya adalah bagaimana orang-orang dari negara lain yang memasuki budaya Amerika, mau tidak mau, biasanya mempelajari nilai-nilai khas dari suatu budaya melalui proses yang dinamakan "*acculturation*". Proses ini adalah cara belajar kebudayaan yang lebih aktif karena harus belajar dengan kesadaran yang lebih tinggi dibandingkan dengan proses sosialisasi yang dilakukan oleh orang tua ataupun rekan sebayanya (McCarty, 1994, hal.26). Dalam kondisi seperti inilah orang dapat menolak ataupun menerima sebuah budaya baru. Ketika budaya subjektivitas seseorang dilibatkan maka biasanya budaya baru tersebut akan mempengaruhi cita-cita dan kepercayaan dari individu tersebut.

Salah satu karakter dari budaya adalah bahwa budaya menjadi adaptif dalam perkembangannya sebagai tanggapan terhadap pengalaman fisik dan sosial dari kelompok masyarakat tertentu yang bersangkutan. Dengan demikian, hal tersebut membuat budaya sebagai hasil dari "*human's construction*" (McCarty, 1994, hal.24). Namun, ini tidak berarti bahwa masing-masing individu tidak memiliki selera dan sifatnya sendiri-sendiri. McCarty mengatakan jika tidak ada individu yang memiliki pemikiran yang sama, contohnya mengenai permasalahan politik, di tingkat individu, pemikiran tentang politik pada masing-masing individu akan sangat berbeda. Namun pada tingkat kolettif, beberapa orang akan memiliki sebuah kesamaan yang dianggap sebagai budaya kelompok. Contoh dari kesamaan ini adalah bahasa yang dipakai suatu kelompok masyarakat tertentu.

Pada hakekatnya, semua definisi dan ilustrasi di atas menyatakan bahwa budaya harus dipelajari. Budaya adalah perilaku yang dipelajari dari anggota kelompok sosial tertentu. Hal ini dapat menyangkut cara orang berperilaku dan bertindak yang biasanya membawa dan dipengaruhi oleh latar belakang budaya dari mana mereka berasal. Dengan kata lain, orang-orang akan mempunyai, membawa, dan hidup dengan budaya mereka masing-masing di masyarakat.

Sementara itu, Danesi memberikan pengertian lainnya tentang budaya sebagai berikut:

Culture is a system that include beliefs, rituals, performances, art forms, lifestyle patterns, symbols, language, clothing, music, dance, and any other mode of human expressive, intellectual and communicative behavior that is associated with a community during a particular period of time. (2008, hal. 2)

Jadi, budaya sebagai sebuah sistem itu mengandung hal-hal yang melibatkan kepercayaan berikut ritualnya. Budaya adalah juga hasil dari sebuah pertunjukan dan bentuk seni. Apa yang menjadi kebiasaan gaya hidup, simbol, bahasa, busana, musik, tarian, dan bentuk-bentuk lainnya dari perilaku ekspresif, intelektual, dan komunikasi individu yang berhubungan dengan sebuah komunitas dalam periode waktu tertentu, adalah hasil dari sebuah budaya juga. Dengan kata lain, budaya adalah tentang apa kita ini sebenarnya dan apa saja yang telah kita lakukan. Berkaitan dengan pengertian ini, Baran menerangkan dengan contoh ketika seseorang berbicara dengan temannya, atau ketika orangtua berbicara dengan anaknya, atau saat kakek dan nenek memberikan suatu resep, atau saat politisi berkampanye, dan ketika para profesional media memproduksi konten yang dibaca, didengarkan, dan ditonton oleh banyak orang. Pada saat-saat seperti tersebut tadi sebuah “*meaning is being shared and culture is being constructed and maintained*” (2007, hal.10).

Salah satu contoh pembangunan budaya adalah bagaimana Amerika menyetujui konsep kurus atau dalam istilah Bahasa Inggris adalah *twiggy*, sebagai bentuk budaya masa pada waktu tertentu. Melalui iklan dalam berbagai bentuk, masyarakat terutama pada kaum wanita telah dipengaruhi oleh iklan dalam majalah, poster ataupun iklan di televisi dan radio untuk melakukan diet yang tidak sehat dan menjalani berbagai prosedur operasi plastik yang berbahaya hanya untuk mendapatkan bentuk tubuh yang *twiggy* itu. Bagaikan sebuah *twig*, atau batang dari sebuah dahan pohon, terdapat laporan yang mencengangkan tentang para gadis. Menurut laporan yang diunggah oleh Kirk (2003) sebanyak 81% gadis Amerika berusia sepuluh tahun takut untuk menjadi gemuk dan 42% gadis yang duduk di kelas 1 sampai 3 ingin menjadi lebih kurus (hal.9).

Dengan demikian, budaya tidak selalu tentang suatu hal yang diturunkan secara turun temurun. Ini tidak seperti para ibu yang mengajarkan anak-anak mereka bahwa kurus adalah apa yang diterima secara kultural oleh masyarakat namun menjadi kurus merupakan budaya populer yang dibentuk secara global melalui media massa.

Kembali pada pembahasan tentang budaya, dapat dipahami jika budaya menyediakan beberapa macam tujuan karena budaya membantu orang untuk mengkategorikan dan menggolongkan pengalaman-pengalaman mereka. Budaya juga membantu untuk menentukan dunia tempat orang tinggal. Namun, dalam pelaksanaannya, budaya memiliki efek yang saling bertentangan. Hal ini dikarenakan tradisi dan nilai budaya yang dipelajari dapat dilihat dari pola, cara berpikir, perasaan, dan tindakan yang berulang kali dilakukan. Budaya dapat membatasi pilihan orang namun pada saat yang sama memberikan panduan yang berguna untuk berperilaku. Sebagai contoh, ketika membuat sebuah pembicaraan, penutur tidak akan secara sadar mempertimbangkan seberapa jauh atau dekat si penutur harus berdiri di depan pendengar karena seseorang biasanya hanya akan berdiri di tempat di mana dia berpikir itu adalah tempat seharusnya dia berdiri. Jadi apabila ada budaya yang mengatur bahwa seorang laki-laki harus mengatur jarak dengan perempuan dalam berbicara, seperti yang terjadi di Aceh di Indonesia ataupun di negara Arab, peraturan seperti ini akan dianggap aneh oleh budaya yang tidak pernah mengatur jarak untuk hal seperti itu.

Contoh lainnya adalah, setelah menikmati makanan yang lezat dengan keluarga teman, seseorang mungkin akan memiliki konflik batin tentang apakah budaya yang dia miliki akan mengijinkan dia bersendawa atau tidak. Jika orang tersebut bersantap di Amerika Serikat atau Indonesia, bersendawa dianggap sebagai suatu hal yang tidak sopan. Akan tetapi di budaya Jepang, bersendawa dianggap sebagai tanda kepuasan. Untuk tuan rumah Jepang, tamu yang bersendawa setelah makan akan membuatnya bahagia, karena bersendawa menandakan bahwa tamu merasa puas dengan jamuan makanan yang telah disiapkan orang Jepang itu. Jadi, dalam budaya, perilaku apa yang dinilai sebagai benar atau salah, pantas atau tidak pantas, baik atau buruk, menarik atau tidak menarik akan diberikan.

Dalam mempelajari suatu budaya, banyak hal yang harus dicermati dan dipelajari. Seperti halnya keluarga, teman, dan sekolah kita – *pop culture* atau budaya populer adalah bagian dari lingkungan belajar. Ini memasok citra, gagasan, dan pola perilaku siap pakai yang kita bentuk, baik secara sadar maupun tidak di saat kita menjalani kehidupan sehari-hari kita. Lalu, bagaimana sebenarnya budaya didefinisikan, dalam hal budaya yang dinilai tinggi dan dinilai rendah?

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PERTANYAAN

1. Apa definisi budaya menurut para antropolog?
2. Apa definisi budaya menurut Danesi?
3. Apa definisimu tentang budaya?
4. Bagaimana konsep kurus sebagai hal yang cantik itu telah menjadi sebuah budaya di Amerika Serikat?
5. Sebutkan dua macam contoh budaya yang dianggap sopan di suatu bangsa namun dianggap tidak sopan di bangsa yang lain.

1.2. MACAM BUDAYA DAN KRITERIANYA

(EKAWATI MARHAENNY DUKUT)

Browne membagi budaya menjadi dua kategori yaitu “*minority*” (minoritas) dan “*majority*” (mayoritas) (2006, hal. 15). Kaum minoritas adalah mereka yang mempunyai *high culture* atau *High-Cult*, dan kaum mayoritas adalah mereka yang menjalankan *Low-Cult*. Browne mengklasifikasikan budaya sebagai sesuatu yang masuk dalam kategori dari yang tinggi ke yang paling bawah, yaitu dari *High-Cult*, *Mid-Cult*, dan *Low-Cult*, atau *High-Brow*, *Mid-Brow*, sampai ke *Low-Brow*. Untuk yang terakhir ini, seringkali juga disebut sebagai *Folk-Cult* atau *Folk-Brow*.

Sebagai contoh adalah karya sastra dari Emily Dickinson, atau musik karya Bach dan Mozart diklasifikasikan sebagai *high culture*. Sedangkan apa saja yang tertulis di koran, dibahas di CNN atau dipajang di museum dipertimbangkan untuk masuk ke kategori *Mid-Cult*. Selanjutnya, apapun yang terbit di tabloid dan muncul di ajang pencarian bakat *American Idol*, dan bahkan komedi dari Jerry Springer yang muncul di program televisi Amerika dikategorikan sebagai *Low-Cult*. Jika dilihat dari budaya yang ada di Indonesia, music orkestra yang biasa dipimpin oleh Idris Sardi dan diperdengarkan di gedung opera Taman Mini Indonesia tergolong hasil budaya *High-Cult*, sedangkan lagu dangdut yang didendangkan oleh Elvi Sukaesih, atau seorang Dewi Persik dan Via Valen masuk dalam kategori *Low-Cult*.

Dengan empat kateori budaya yang disebutkan oleh Browne di atas, Harmon (2006, hal. 63) berpendapat bahwa budaya yang populer dan disegani oleh masyarakat *Low-Cult* dan *Mid-Cult* yang biasanya berlawanan dengan budaya *High-Cult* dari kelompok elit yang hidup pada abad ke18. Dalam satu atau lain cara, budaya *Low-Cult* dari kaum rakyat jelata dapat dipahami sebagai budaya tradisional yang dimiliki oleh masyarakat yang tidak berpendidikan, sehingga dikatakan telah dibuat oleh orang yang tidak ahli. Harmon (2006, hal 63-64) menjelaskan lebih jauh bahwa penyebaran budaya rakyat seringkali dari mulut ke mulut apabila tidak mengambil bentuk sebagai sebuah benda. Jika

berbentuk benda, cara pembuatan benda tersebutlah yang diwariskan secara lisan.

Budaya rakyat

Tujuan dari adanya budaya rakyat adalah untuk meningkatkan situasi kehidupan, baik itu melalui sebuah lagu, ucapan, cerita atau sepotong selimut dengan tempelan kain perca yang menceritakan suatu situasi dari suatu masa tertentu. Mereka yang mempunyai budaya rakyat biasanya berasal dari penduduk daerah yang terpencil yang tidak berpendidikan. Karena itulah mereka umumnya tidak menyadari tentang produk dari karya tradisi masyarakat mereka yang sebagian besar pertukaran informasinya hanya melalui percakapan antara sesama. Contoh daerah yang mempunyai budaya rakyat adalah mereka yang hidup di daerah terpencil tanpa teknologi seperti suku pedalaman Pygmy di Afrika atau komunitas Amerika keturunan Indian yang hidup di pegunungan Appalachia.

Budaya elit

Sebagai pembanding yang kontras adalah budaya elit. Budaya elit adalah budaya dari orang-orang golongan atas atau kaum bangsawan. Beberapa orang juga menganggap budaya elit sebagai budaya kelas tinggi. Anggapan tersebut ada karena dulu hanya orang dari golongan atas yang mampu mengkonsumsi budaya yang memiliki standar yang tinggi itu. Hal ini dikarenakan, budaya sekolah hanya dimiliki oleh mereka para bangsawan yang mampu secara finansial. Dengan kata lain, budaya elit adalah budaya dari orang-orang yang pernah belajar di suatu institusi pendidikan. Dalam hal ini, Pertracca dan Sorapure (1998, hal. 2-3) menafsirkan budaya kelas tinggi sebagai budaya yang terdiri dari artefak yang secara tradisi dianggap layak untuk dipelajari di akademi, seperti contoh adalah musik klasik Beethoven atau karya seni impresionisme. Dengan demikian, keberhasilan seseorang untuk memperoleh budaya elit dapat diukur dengan bagaimana seseorang dapat mengkritisi sesuatu secara ilmiah (Harmon, 2006, hal. 65). Oleh karena itu, budaya elit biasanya mempunyai tujuan untuk mengkritik dan meningkatkan kesadaran individu daripada menghibur seseorang.

Subculture dan counterculture

Beberapa istilah telah membantu untuk menetapkan definisi dari budaya populer. Seperti yang telah dipelajari pada sub unit sebelumnya, budaya massa mengacu pada informasi yang diterima melalui media cetak dan elektronik. Ketika budaya massa sering dianggap sebagai *juvenile* atau produk dari masyarakat kalangan yang *low* budaya ini harus diperlakukan sebagai salah satu komponen penting yang berdasarkan jumlah penikmatnya yang besar. Di pihak lain, istilah *subculture* dan *counterculture* menimbulkan keinginan suatu kelompok tertentu untuk tahan terhadap suatu tekanan yang tersirat atau eksplisit, sehingga dapat menyesuaikan pada budaya umum.

Subcultures adalah segment khusus dalam masyarakat yang berada di luar inti dari budaya dominan. Kelompok minoritas di Amerika Serikat dapat disebut sebagai *subcultures*, sama seperti beberapa kelompok tertentu seperti *homosexuals*, atau remaja dapat dianggap memiliki penanda budaya yang berbeda dari budaya yang lebih luas. Di sisi lain, *countercultures* adalah sebuah kelompok atau gerakan yang mendefinisikan dirinya secara khusus sebagai lawan dari budaya dominan. Contoh kelompok *Counterculture* adalah munculnya Hippy pada tahun 1960an dan Punk Rock dengan model rambut spiky pada tahun 1980an.

Meskipun kita menempatkan diri kita di suatu budaya rakyat, budaya kelas tinggi, *subcultures* atau di suatu *countercultures* tertentu, kita bisa saja masih terhanyut di budaya populer yang cangkupannya lebih luas dengan hanya tinggal dalam suatu masyarakat.

Budaya massa

Selain budaya elit dan budaya rakyat, ada budaya massa. Budaya massa adalah hasil budaya yang dibuat dengan jumlah yang banyak atau massal demi kepentingan pasar. Dengan suatu produk budaya yang dibuat secara massal itu, produk tersebut dapat dijual dengan harga yang lebih murah agar dapat dikonsumsi oleh lebih banyak rakyat. Ciri khas budaya massa lainnya adalah eratnya hubungan dengan budaya populer. Artinya, apabila budaya itu tidak populer maka tidak akan dikonsumsi secara massal oleh rakyat. Sebagai contoh di pulau Jawa ada budaya

rakyat ludruk atau campursari¹ yang biasanya dikonsumsi oleh masyarakat tradisional di suatu lokasi tertentu. Namun ketika kesenian ini dipopulerkan melalui media masa televisi atau internet, kesenian tradisional itu bertransisi menjadi budaya massa karena dapat dinikmati oleh semua lapisan masyarakat di berbagai macam lokasi, baik itu di pedesaan maupun perkotaan. Biaya yang digunakan untuk memproduksi budaya massa cukup besar karena ada kesengajaan supaya budaya tersebut dapat dikomersialkan secara besar-besaran sehingga mendatangkan keuntungan bagi yang memproduksinya. Kita dapat melihat kembali kesenian ludruk atau campursari yang mutakhir yang datang untuk memuaskan suatu kerumunan orang dengan penyanyi dan pemain musik yang jumlah anggotanya banyak. Budaya massa yang mempergunakan banyak tenaga dalam mempromosikannya adalah salah satu ciri khas yang bertujuan untuk memproduksi sebanyak mungkin dalam waktu yang singkat sehingga mampu membawa untung yang sebesar-besarnya dengan cepat.

Budaya massa mengedepankan kebersamaan dan egalitarianisme (Patters, 2015). Sebagai budaya yang berorientasi pada kesenangan untuk kebersamaan, salah satu tujuan dari produk pembuatan budaya massa adalah untuk mengalihkan masyarakat pada peristiwa kehidupan dan rutinitas yang dianggap membebankan. Televisi adalah contoh produk budaya massa karena apa yang disajikan di televisi terutama pada televisi swasta adalah agar terjadi konsumerisme pada barang atau layanan yang diperlihatkan di televisi itu agar menguntungkan para kapitalis. Tayangan dari acara *reality show* adalah acara yang menampilkan adegan-adegan yang seakan-akan berlangsung secara realita tanpa adanya skenario yang dibuat sebelumnya. Tema yang populer ditayangkan di suatu stasiun swasta itu adalah tentang percintaan, persaingan hidup, rekayasa jebakan, renovasinya rumah atau mobil, atau naiknya status seseorang karena memenangkan undian sehingga menjadi OKB (orang kaya baru). Tayangan *reality show* bagaikan hasil dari sebuah laporan berita namun sebenarnya bukan beritanya yang penting namun keterlibatan emosional orang-orang biasa (bukan artis ternama) yang dijadikan karakter utama pertunjukan itu.

¹ <https://sosiologibudaya.wordpress.com/2011/05/03/budaya-populer-dan-budaya-massa-kelompok-8/>

Budaya populer

Kata populer dalam istilah budaya populer mungkin pada awalnya terlihat bertentangan dari budaya yang dinilai elit. Menurut Petracca dan Sorapure (1998, hal. 2) kata populer dalam arti yang luas berarti “*of the people*” (dari masyarakat), sedangkan kata budaya, seperti yang dijelaskan sebelumnya, sering dikaitkan dengan penyempurnaan dan intelektualitas seseorang. Inilah sebabnya seseorang atau suatu komunitas dinilai berbudaya apabila memperlihatkan adanya pemikiran yang dinilai intelektual. Kita mungkin bertanya pada diri kita sendiri – bagaimana budaya yang sedianya untuk orang-orang golongan kelas atas yang mengenyam pendidikan, secara bersamaan dapat menjadi milik kelas dari rakyat jelata atau kelompok yang populer?

Seperti yang dijelaskan sebelumnya, salah satu cara untuk mengetahuinya adalah dengan mendefinisikan budaya dalam arti antropologis, yaitu budaya adalah tentang hasil praktik yang berbeda, artefak, institusi, kebiasaan, dan nilai dari suatu kelompok sosial tertentu. Dengan begini, budaya yang terbaru dapat dibedakan dengan budaya yang dulu dimiliki oleh orangtua, kakek, nenek, ataupun nenek moyang kita. Sebagai contoh, pisau dapur yang biasanya diasah untuk dipakai dalam menyiapkan suatu masakan, pada jaman teknologi telah bertransformasi menjadi bilah pisau kecil namun tajam seperti yang digunakan pada alat *mixer*, atau *juicer*. Bilah pisau dalam *juicer* itu bahkan sudah sangat populer di budaya-budaya lokal seperti dalam budaya Jawa pun telah populer menjadi pengganti alat tradisional *uleg cowek* dan *muntu* yang biasa dipakai untuk numbuk lombok, terasi, gula jawa, garam, bawang merah dan bawang putih serta tomat yang menjadi bahan untuk membuat sambal terasi. *Juicer* itu disukai daripada *uleg* karena dapat lebih cepat menghancurkan bumbu-bumbu untuk membuat sambal masal. Walau populer, masih ada juga orang yang masih memilih alat tradisional *uleg* itu demi menghasilkan cita rasa sambal yang khas.

Budaya populer jika dibandingkan dengan budaya massa sebenarnya secara kurang lebih sama dalam pengertiannya jika keduanya menggunakan definisi sebagai sebuah realitas sosial yang tersebar luas di masyarakat (Danesi, 2008, hal. 2). Namun karena menjadi parodi budaya tinggi (Macdonald, 2006, hal. 9), maka budaya massa dirancang untuk

berasal dari sebuah kumpulan massa dari golongan apapun (Carroll, 1998, hal. 186). Hal ini berbeda dengan budaya populer yang terutama ditujukan untuk golongan menengah (Kammen, 1999, hal. 15). Jika budaya populer milik golongan menengah, maka budaya rakyat dapat menjadi budaya untuk orang-orang dari *Low-Cult*. Sebagai produk dari teknologi industri dari Amerika Serikat, sebuah televisi pernah berharga sangat mahal. Akan tetapi ketika televisi kemudian diproduksi secara massal pada tahun 1950-an, citra televisi mengalami perubahan. Dari barang khusus yang sangat mahal, televisi itu menjadi terjangkau harganya karena masyarakat membutuhkannya dalam kesehariannya (Kammen, 1999, hal. 18).

Contoh budaya populer yang lain yang ditargetkan untuk kelas menengah adalah jaringan restoran cepat saji McDonald pada tahun 1950-an yang mengutamakan kebersihan. Menurut Kammen (1999, hal. 19), restoran McDonald bukan merupakan sebuah usaha bersama dan bahkan tidak memiliki *jukebox* atau mesin penjual otomatis yang perawatannya dianggap cukup mahal pada waktu itu. Hal ini dikarenakan McDonald bertujuan untuk menyenangkan golongan menengah pada periode *baby boom* baik yang tinggal di daerah pedesaan ataupun perkotaan. Namun ini berubah di tahun 1970-an dan 1980-an ketika produk makanan dari resto McDonald menjadi murah meriah karena mulai membuka cabang restoran di pusat-pusat kota yang diperuntukkan bagi remaja dan para lajang yang sibuk sehingga tidak memiliki waktu untuk memasak dan bahkan hanya memiliki waktu singkat untuk makan.

Seperti budaya populer, budaya massa juga merupakan budaya yang disampaikan melalui media, baik dari media cetak hingga media elektronik. Untuk menjangkau orang-orang, budaya massa biasanya memanfaatkan teknologi massa yang memiliki teknik industri untuk memasarkan hasil-hasil budaya kepada konsumennya sehingga mendapatkan keuntungan (Strinati, 1995, hal. 10). Budaya populer juga menyerupai budaya massa karena pengertian budaya massa dapat diterapkan di budaya populer. Penerapan ini dapat terjadi karena produk-produk budaya populer dapat dinikmati oleh banyak orang (massa) dan juga informasi tentang adanya sebuah produk biasanya dipromosikan melalui media massa. Namun tidak seperti budaya massa, budaya populer biasanya hanya berlangsung dalam suatu periode waktu tertentu karena

budaya ini meliputi unsur-unsur kehidupan manusia yang paling cepat dan hanya terjadi dalam waktu tertentu (Petracca dan Sorapure, 1998, hal. 3).

Storey menyatakan bahwa kata populer sebenarnya berarti apapun yang dapat diterima dengan baik oleh masyarakat (1998, hal. 79). Ini sesuai dengan pengertian kata populer dari Nye yaitu jenis budaya yang dapat tersebar luas, diterima secara umum, dan disetujui oleh mayoritas (2006, hal. 23). Oleh karena itu, sebuah budaya dapat dikatakan sebagai budaya populer ketika budaya tersebut dapat dinikmati oleh mayoritas dalam sebuah kelompok masyarakat. Budaya ini dapat berupa sesuatu yang akan orang-orang dengarkan, membeli, membaca, mengonsumsi, dan menikmatinya hingga puas (Hall S., 1998, hal. 448). Sementara itu Hall mendefinisikan budaya populer sebagai bentuk dan kegiatan yang berakar pada kondisi sosial dan material dari golongan tertentu yang telah diwujudkan dalam tradisi dan praktik populer (1998, hal. 449). Ini mengharuskan bahwa penerimaan sebuah produk populer dalam masyarakat juga tergantung pada seberapa mirip produk tersebut dengan budaya atau praktik tradisional. Jika produk tersebut terlalu berbeda maka mungkin produk budaya ini tidak akan mudah diterima oleh masyarakat.

Dari pengertian-pengertian di atas, menjadi relevan jika menerima pengertian budaya populer dari Nachbar & Lause yang mengatakan bahwa pertama, budaya populer adalah budaya tentang hasil karya dan pikiran manusia yang diterima dan disetujui oleh sebuah komunitas atau sejumlah populasi yang besar (1992, hal. 14). Kedua, benda-benda artefak dan acara-acara yang membentuk budaya populer meliputi semua hal, yakni mulai dari pakaian dan mobil pengantin, bintang film hingga buku terlaris (Nachbar & Lause, 1992, hal. 20). Ketiga, pengertian ini sama dengan pengertian dari Lally (2006) mengenai budaya populer bahwa budaya populer adalah tentang kegiatan rekreasi yang dapat dinikmati oleh golongan pekerja dan golongan menengah di masyarakat industri. Karena itulah yang dimaksud budaya populer adalah sesuatu yang akan dilakukan dan digunakan serta dinikmati oleh masyarakat golongan menengah saat mereka misalnya, sedang tidak bekerja atau tidak pergi ke suatu pertemuan agama maupun politik.

Pada cerminan abad ke-21, popularitas penyanyi pop Britney Spears dan, yang baru-baru ini, Justin Bieber yang menjadi ikon remaja di hampir seluruh dunia, dibuktikan dengan jumlah remaja yang mengikuti cara berpakaian dan model rambut mereka. Pada contoh Britney Spears yang telah disebutkan sebelumnya, salah satu alasan kenapa sebagian remaja Amerika menyambut dengan baik bintang pop ini sebagai ikon pop favorit mereka adalah karena Britney melambangkan kecantikan khas Amerika dan harapan tentang kemewahan. Inilah alasannya kenapa Britney Spears mewarnai rambutnya menjadi pirang dan berusaha keras untuk menjaga daya tarik khas remajanya dengan cara tetap menjaga berat badannya untuk tetap kurus dan sporty demi menunjang karakter seksi dan menariknya. Melintasi perbatasan negara, ada juga penyanyi pria muda terkenal yaitu Justin Bieber, di mana sebagian besar penggemarnya menyukai pilihan gaya rambut, gaya berbusana, kemudahan, dan gerakan tarinya yang keren sehingga membuat penggemar dari seluruh belahan dunia mencoba untuk meniru penampilan dan tindakan dari bintang pop ini. Untuk masyarakat Amerika, dua bintang pop ini merupakan favorit mereka karena keduanya dapat mencerminkan the *American Dream* (Impian bangsa Amerika) yang pada mulanya bukan siapa-siapa namun kemudian menjadi seseorang yang terkenal melalui media global hanya dengan cara bernyanyi satu malam di sebuah program Youtube.

Jadi, apa ciri khas dari budaya populer itu? Berikut kriteria-kriterianya:

1. Budaya populer menimbulkan rasa puas atau rasa senang bagi pengguna.

Budaya populer akan tetap ada jika disegani oleh massa karena memberikan kepuasan tertentu. Pembuat budaya populer tahu bahwa kita tidak mau berkeribatan untuk mendapatkan sesuatu yang kita sukai. Oleh karenanya budaya populer untuk duduk di sofa empuk dan menencet tombol android untuk mendatangkan makanan dengan *gojek* atau membeli baju dengan menggunakan fasilitas *shopee* yang pembayarannya menggunakan kartu kredit adalah budaya yang membuat orang merasa puas dengan pelayanan budaya populer. Seandainya produk budaya populer itu dapat berbicara, mungkin ia akan membisikkan kata-

kata, “Aku tahu apa yang kau mau, kau pikirkan, kau rasa, dan kau yakini...maka, untuk itulah aku hadir, yaitu untuk membahagiakanmu.” Oleh karena itu, hasil produk budaya populer selalu membuat cara untuk membuat kita susah untuk menolak iming-iming yang ditawarkan ke kita yang sesuai dengan nilai-nilai yang selama ini kita yakini sebagai sesuatu hal yang benar.

2. Budaya populer mudah didapat karena tersedia di mana saja.

Dengan adanya globalisasi dan perdagangan bebas, banyak produk budaya populer yang dapat ditransnasionalkan atau dipindah tempatkan di berbagai negara. Dengan dimungkinkannya produksi massal, baju, sepatu atau tas yang biasa dijual di toko Amerika Serikat dapat diperoleh di toko swalayan di kota kita sendiri.

3. Budaya populer adalah cerminan dari suatu keadaan masyarakat tertentu.

Sebagai contoh adalah penayangan sinetron-sinetron di televisi yang bisa dijadikan referensi tentang apa yang sedang disenangi oleh masyarakat pada kurun waktu tertentu. Misalnya pada tahun 1980an di Amerika Serikat sedang marak tentang bagaimana perempuan ingin dianggap sebagai sosok yang dapat mandiri. Oleh karena itu, film *Fatal Attraction* menjadi *box office*. Pada kurun waktu yang sama, di Indonesia sedang senang menonton TV serial *si Doel anak sekolahan* yang mengedepankan pentingnya keluarga besar dalam membentuk pribadi seseorang. Pada perkembangannya, di tahun 2018 dunia *entertainment* sedang senang dengan apapun yang berasal dari Korea, yaitu tatanan rambut orang Korea, pilhan *make-up, fashion* bajunya, *boy/ girl band* mereka.

4. Budaya populer itu manipulatif.

Yang dimaksud dengan manipulative adalah kecenderungan budaya populer untuk mengejar kita agar mau percaya bahwa produk yang ditawarkan adalah yang terbaik dan diperlukan oleh kita. Cara melakukannya antara lain adalah melalui iklan, seperti yang dinyatakan oleh Moog dalam bukunya *Are they selling her lips? – Advertising and identity* berikut ini:

Advertising shapes egos, influences our sense of self-worth.
It reinforces our fears that we never have enough; we're

never healthy enough, good-looking enough, or lively enough... It feeds our wishes, profits from our illnesses, plays on our insecurities, cautions us, exhorts us, reminds us of our past and future, and encourages us to behave in ways we have never behaved before ... The best we can do ... is to acknowledge and understand how it's influencing us... and then attempt to separate ourselves from the images, and, act objectively. (1990, pp. 222-223)

Jadi, melalui iklan budaya populer bahkan dapat membentuk identitas kita dengan memperbanyak iklan bahwa kalau tidak ikut membeli produk yang ditawarkan, kita akan termarginalkan dan tidak mempunyai identitas. Kalau kita membeli produknya, kita akan merasa puas karena dapat menjadi bagian dari komunitas yang istimewa karena mampu dan mau. Apapun yang menjadi kekurangannya kita, menurut iklan dari produk yang ditawarkan itu bakal disempurnakan oleh produk budaya populer itu. Itulah sebabnya iklan-iklan mempunyai tim untuk melakukan survei sehingga tahu apa yang paling dibutuhkan oleh masyarakat saat ini sehingga merasa bahwa popularitasnya sebagai seorang individu terangkat bersamaan dengan popularitasnya produk budaya populer itu.

5. Budaya populer mencerminkan kehidupan sehari—hari masyarakat.

Menurut Whetmore, budaya populer mewakili sebutan umum tentang sesuatu yang menghilangkan sebagian besar penghalang dunia ekonomi, sosial, dan pendidikan. Jika budaya suatu bangsa merefleksikan tingkat stratifikasi dan diferensiasi sosial tertentu, maka budaya populer justru mencerminkan unsur-unsur kehidupan sehari-hari, artefak dan institusi yang dimiliki bersama oleh masyarakat, dan lembaga pengetahuan umum.

6. Budaya populer mempunyai sifat yang sementara.

Gambar-gambar baru yang muncul di layar TV sering menggantikan gambar-gambar yang pernah populer tahun atau musim sebelumnya; frasa baru menggantikan frasa lama yang dulu menjadi favorit dalam leksikon pop kita; penghibur yang tidak dikenal menjadi selebriti semalam, sementara yang lain menghilang dari panggung hiburan. Menariknya, jika ikon budaya populer dapat bertahan lama, ia

sering dapat meloncat menuju budaya kelas tinggi. Sebagai contoh, drama-drama Williams Shakespeare atau kisah-kisah horor abad sembilan belas dari Wilkie Collins dinikmati berulang-ulang seakan-akan drama dan kisah tersebut adalah novel terkenal karya Stephen King atau J.K. Rowling pada masa kini.

7. Budaya populer mempunyai tujuan untuk membuat uang.

Industri yang memproduksi suatu benda yang dipercaya telah menjadi populer biasanya tidak tanggung-tanggung untuk membayar para ahli antropolog, psikologi dan ekonom untuk melihat pangsa pasarnya dulu, sehingga berani memutuskan untuk memproduksi barang tersebut secara massal. Oleh karena ada biaya yang cukup mahal

Jadi, meskipun budaya populer agak sukar untuk didefinisikan namun beberapa definisi telah muncul dari diskusi yang disebutkan sebelumnya, yaitu budaya populer adalah budaya pengetahuan dan praktik yang dilakukan bersama dari kelompok tertentu dan pada waktu tertentu. Selain budaya populer menjadi cermin dan dapat mempengaruhi cara hidup orang, budaya populer juga terikat dengan waktu dan tempat tertentu yang bersifat sementara. Oleh karena budaya populer dapat berubah sesuai dengan situasi dan kondisi yang dianggap sedang ngetrend maka, budaya populer seringkali menjadi inisiator perubahan.

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PERTANYAAN

1. Apa empat macam kategori budaya yang disebutkan oleh Browne itu?
2. Apa perbedaan dari budaya elit, budaya rakyat, budaya massa dan budaya populer? Jelaskan dengan memberi contoh.
3. Ciri khas produk budaya populer apa saja?
4. Setelah memahami pengertian budaya dan macam serta ciri khasnya, apa definisimu tentang budaya populer?
5. Beri satu contoh budaya populer yang menurutmu telah menjadi inisiator perubahan dalam kehidupan masyarakatmu!

1.3. BELAJAR MENGAJI BUDAYA POPULER

(EKAWATI MARHAENNY DUKUT)

Meskipun budaya populer semakin diterima sebagai objek penelitian di bidang pendidikan yang sah, para pendidik justru masih memperdebatkan apakah budaya ini harus dipelajari. Beberapa orang mengatakan bahwa akan lebih berguna untuk mempelajari produk drama-drama budaya kelas tinggi yang ditulis oleh Williams Shakespeare dibandingkan karya sinema budaya populer yang disutradarai oleh Steven Spielberg maupun novel yang ditulis oleh J.K. Rowling, dan lebih baik mempelajari karya-karya T.S. Eliot daripada mempelajari lirik lagu yang dinyanyikan oleh Elvis Presley.

Argumen yang mendukung budaya kelas tinggi sering berpusat pada masalah kualitas. Pendukung budaya ini menegaskan hal ini terjadi karena budaya populer bersifat sementara dan sering berubah sesuai dengan tren, maka budaya populer tidak memiliki nilai abadi dan nilai seni yang kuat seperti budaya kelas tinggi. Lebih lanjut, para akademisi berpendapat bahwa karena daya tarik budaya populer ditujukan untuk penikmat masa pada umumnya dibandingkan dengan yang hanya untuk kaum elit yang pernah mengenyam pendidikan, maka budaya populer memiliki kualitas rendah yang tidak lebih baik dari budaya masa. Meskipun beberapa kritik dari budaya populer menyangkal pengaruh luas dari budaya ini, banyak juga yang berpendapat bahwa pengaruh ini harusnya dianggap negatif, karena ada contoh bahwa lirik lagu sebagai salah satu hasil budaya populer mengandung kosa kata kekerasan dan pelecehan seksual. Hal negatif juga ditemui dalam gambar-gambar yang terdapat pada film-film di televisi dan layar lebar. Menurut beberapa ahli, budaya populer mengubah kita menjadi penerima pasif dari produk-produk yang berkualitas rendah. Dengan demikian, ada beberapa budayawan yang berpendapat bahwa keberadaan budaya populer dapat mengalihkan perhatian kita dari pencapaian budaya yang lebih tinggi atau berkualitas.

Meskipun ada argumen yang mengatakan bahwa produk dengan daya tarik massa sering secara berkualitas lebih rendah daripada yang ditujukan untuk kaum elit itu; penganut budaya populer mengingatkan

kita bahwa kesenjangan antara keduanya tidak selalu begitu luas. Hal ini dikarenakan oleh kegiatan dasar dari sebuah karya cipta yang mengalami penyempurnaan, baik dalam budaya populer maupun dalam budaya kelas tinggi. Sehingga sebagai hasilnya, sebuah karya populer, yaitu drama buatan William Shakespeare yang tadinya dianggap rendah karena dipertontonkan di taman-taman, pada akhirnya dapat menjadi budaya kelas tinggi karena di era yang lain, karya drama yang sama itu dipertontonkan di gedung opera yang terhormat dengan harga tiket masuk yang mahal dikarenakan karya tersebut telah menjadi suatu karya adi luhung. Hal sebaliknya juga dapat terjadi, yaitu ketika lagu-lagu dari kelas atas dapat turun menjadi suatu lagu yang dianggap sebagai lagu favorit masyarakat kelas menengah ke bawah.

Penganut budaya populer berpendapat bahwa apa yang diperlihatkan di program *MTV*, *video games*, atau *game shows* dapat berfungsi sebagai semacam cermin untuk melihat banyak hal tentang diri kita sendiri. Lipsitz (1990) dan Browne (1988), misalnya telah menunjukkan bahwa kita akan dapat melihat cerminan standar tertentu dari apa yang diyakini sebagai standar dari sebuah kecantikan, kesuksesan, kecintaan, atau keadilan. Kita juga dapat melihat adanya kontradiksi dan konflik sosial penting seperti misalnya tentang ketegangan antara ras, gender, atau generasi dari cermin itu. Jadi untuk mencari tahu tentang diri kita sendiri, kita dapat menganalisis produk dan hiburan yang populer pada generasi kita sendiri.

Argumen lain untuk mengapa mempelajari budaya populer penting untuk dilakukan adalah karena media dan beberapa komponen budaya populer adalah bagian dari penyedia ide dan gambar yang menginformasikan kegiatan kita sehari-hari. Seringkali, budaya populer berhasil menggunakan pengaruh yang lebih memikat daripada apa yang dirasa perlu untuk disampaikan oleh keluarga, teman, sekolah atau pekerjaan. Ketika kita berolahraga, misalnya, kita akan meniru gerakan dari para atlet profesional; kita juga akan belajar berjalan sambil menari dengan menonton video *moonwalk*-nya Michael Jackson; atau kita bahkan akan terpengaruh untuk menamai anak kita dengan menggunakan nama dari seorang bintang film atau tokoh terkenal yang pernah muncul di televisi. Kita akan belajar tentang kejahatan dan kepahlawanan, cinta dan hubungan; perilaku yang dapat diterima dan tidak dapat diterima; dan

kita juga akan melihat interaksi dengan orang-orang yang berasal dari budaya yang berbeda melalui produk-produk budaya populer. Bahkan jika budaya populer hanyalah hiburan berkualitas rendah atau sekedar menjadi sarana untuk melepaskan tuntutan dari dunia nyata kita, budaya populer dimungkinkan untuk ikut memberikan pesan-pesan penting yang dapat diinternalisasikan oleh kita guna kemudian hari dapat bertindak untuk menjadi lebih baik atau lebih buruk dari yang telah dicontohkan itu. Oleh karena itu, mengobservasi, memeriksa dan menganalisis budaya populer penting untuk dilakukan sehingga akan menemukan dampak yang bisa kita cerna nantinya sebagai hal yang positif untuk dilanjutkan pada generasi selanjutnya, atau sebaliknya sebagai hal yang negatif untuk dihentikan atau tidak dilanjutkan pada generasi selanjutnya.

Apa saja yang sebenarnya dapat dikategorikan sebagai suatu kajian ilmiah untuk budaya populer?

Hal-hal yang kita jumpai sehari-hari dapat kita kaji dengan pendekatan budaya populer. Contoh produk budaya populer yang dapat kita kaji adalah iklan baik itu yang ada di media internet, majalah, atau film. Macam program yang ditayangkan di televisi, radio, atau pagelaran musik, macam olah raga, makanan, minuman dan kegiatan seperti berlibur ke tempat wisata atau membaca buku yang sifatnya menghibur seperti baca buku komik, atau novel populer yang mengandung unsur misteri, romans atau petualangan.

Perlu diketahui sebelum membahas bagaimana mengkaji sebuah budaya populer adalah adanya 5 mispersepsi tentang budaya populer yang menurut para akademisi adalah budaya kelas rendah, yaitu:

1. Budaya populer itu dapat dipelajari dengan mudah.

Karya-karya yang resmi atau *canonical* dari budaya tinggi biasanya kompleks untuk dipahami. Tetapi keadaan ini tidak berarti bahwa budaya populer tidak kompleks. Kajian budaya populer boleh dibilang lebih sukar dan menantang untuk dipelajari. Hal ini dapat dibuktikan dengan adanya:

- a. Jarak antara siswa dan hal yang akan dikaji.

Budaya populer adalah budaya kita sehari-hari. Jadi, jika kita ingin mengkaji budaya yang populer dalam keseharian kita sendiri, hal ini

bisa menjadi sulit untuk dilakukan. Penyebabnya adalah siswa yang mengkaji itu ada di dalam lingkungan yang sedang dikaji, maka mencoba untuk menganalisis gerakan, suara, dan pesan-pesan yang dapat ditangkap di sekitar siswa itu lebih sulit daripada menganalisis suatu karya yang sudah berlalu. Biasanya hal yang sudah berlalu, sudah ada bahan yang baku untuk diteliti, sedangkan hal yang dikaji pada budaya populer yang sedang dinikmati itu belum ada kepastian tentang validitas data yang akan diteliti itu. Karena jaraknya yang terlalu dekat antara siswa dan objek yang diteliti, seringkali yang perlu diteliti tidak jelas untuk dilihat.

- b. Artefak atau peristiwa budaya populer mengandung pesan-pesan yang kompleks.

Meskipun produk budaya populer mudah untuk dipelajari karena boleh dicontoh dan digandakan secara massal, dapat diprediksi kehadirannya, dan mudah untuk dideteksi; pengertian yang dikandungnya mungkin terlalu kompleks untuk dipahami. Hal ini dikarenakan budaya populer mencerminkan dan membentuk pola pikir budaya orang yang sedang menari suatu tarian beberapa gerakan tarinya mungkin agak susah untuk dideskripsikan secara rinci karena harus mengolahnya dengan menginterpretasikan gerakan-gerakan yang dilihatnya itu dengan fenomena yang menjadi latar belakangnya suatu gerakan.

2. Budaya populer itu adalah hal-hal yang sepele.

Karya-karya budaya populer, seperti yang terlihat dari julukannya adalah sebuah budaya. Seperti macam budaya yang lain, yang dimaksud dengan budaya populer bukanlah tentang hal-hal yang sepele. Budaya populer dalam hal kesenian cukup rumit untuk dipelajari karena jika mempelajari sebuah film, misalnya, hal yang dikaji termasuk ikon-ikon, stereotip orang, karakter yang heroik, dan cerminan ritual dan nilai-nilai yang diyakini oleh suatu masyarakat. Ritual seperti makan keluar bersama pada waktu hari libur. atau setelah bekerja dengan keras selama sehari adalah cara untuk menghindari ketegangan dari masih harus berpikir dan bekerja lagi untuk ritual masak sendiri. Maka solusi untuk makan keluar adalah cara menghibur diri dengan teman-teman terdekat atau keluarga. Sebagai peneliti tentang budaya populer yang seperti ini tidak akan cukup

hanya mengobservasi apa yang dipilih untuk makan, tetapi juga ikut terlibat dalam obrolan makan bersama itu sehingga dapat diketahui alasan keluar dari ritual masak sendiri itu.

3. Budaya populer itu hanya sesaat.

Mempelajari budaya berarti mempelajari budaya yang lalu, sekarang dan yang untuk masa depan. Maka, jika belajar budaya populer hanya mengkaji hal yang ada hanya pada saat itu, data yang diolah mungkin kurang sempurna. Untuk mempelajari yang saat ini, mestinya juga perlu tahu apa yang menjadi sejarah terjadinya sekarang dan apa yang akan mungkin terjadi di masa mendatang yang diakibatkan pada hal yang dilakukan saat ini. Sebagai contoh, menganalisis tentang *game show* televisi Amerika Serikat *Family Feud* yang telah melewati batas dunia atau bertransnasionalisasi ke Indonesia dan menjadi populer sebagai *Family 100* dapat menjadi bahan budaya populer yang menarik untuk diteliti secara mendalam.

4. Budaya populer itu evaluatif.

Budaya populer itu tidak evaluatif. Hal ini berarti bahwa seorang pengkaji budaya populer tidak perlu membanding-bandingkan apakah produk-produk yang saat ini populer adalah lebih baik atau lebih buruk dari produk-produk yang klasik dan elit. Film *Romeo & Juliet* yang pernah populer dengan disutradarai Baz Luhrman dan dibintangi Leonardo DiCaprio mungkin tidak sebagus drama perdana yang disutradarai William Shakespeare, tapi bukan masalah siapa sutradara dan bintang artisnya yang membuat budaya populer itu perlu dibandingkan, atau kebenaran sejarah yang bagaimana yang menjadi dasar dari drama tersebut; melainkan seorang peneliti budaya populer mempunyai tugas untuk mencari tahu apa yang menjadi pola pikir atau *cultural mindset* masyarakat yang menonton produk-produk itu.

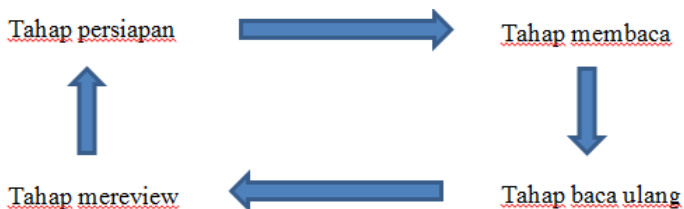
5. Budaya populer tidak eksklusif.

SEbagai sebuah budaya yang berangkat dari fenomena rakyat dan dikembangkan oleh rakyat, budaya populer tidak eksklusif untuk rakyat kalangan bawah atau menengah saja. Tetapi budaya populer juga dapat dinikmati oleh masyarakat kalangan atas. Budaya populer seperti makan pizza yang diproduksi oleh Pizza Hut atau Paparons ataupun pizza buatan

mama sendiri di rumah masing-masing adalah budaya yang digemari oleh semua kalangan. Menggunakan facebook, twitter, wechat, whatsapp atau instagram untuk bersosial media adalah produk budaya populer yang dapat digunakan dan diteliti oleh semua kalangan. Maka dari itu, budaya populer tidak eksklusif.

Bagaimana caranya mempelajari budaya populer sehingga secara akademik dapat diterima sebagai suatu kajian ilmiah?

Memperhatikan apa yang ada di sekeliling kita dalam keseharian kita menjadi penting untuk menyelami budaya yang tengah populer di lingkungan kita. Untuk mengkajinya tidak cukup untuk sekedar menuliskan hasil observasi kita, namun perlu didukung oleh bacaan-bacaan yang dapat ikut berperan dalam menginterpretasikan apa yang kita lihat dan alami itu. Petracca & Sorapure (1998) mengatakan bahwa seorang peneliti budaya populer harus dapat mencari dukungan atas opini dan hasil observasinya dengan membaca sumber bacaan secara aktif. Walauun kegiatan membaca itu adalah kegiatan yang bisanya dilakukan dengan menyendiri sehingga dapat disimpulkan kegiatan membaca adalah yang pasif, sebaiknya membaca itu dijadikan kegiatan yang aktif. Untuk dapat aktif, perlu membuat suasana seakan-akan ada teman yang ikut mendengarkan bacaan kita, atau ikut berkomentar tentang hal yang kita baca sehingga ada komunikasi dua arah. Membaca secara aktif juga berarti untuk selalu mengajukan pertanyaan dan mencari info-info lain yang masih diperlukan untuk melengkapi data penelitian kita. Strategi untuk membaca secara aktif bisa menggunakan tahapan sirkuler seperti berikut:



Tahap persiapan dalam membaca akan memberikan gambaran umum tentang artikel yang akan kita baca. Dalam tahap ini akan ada dialog dengan penulis artikel dengan mengajukan pertanyaan tentang apakah yang sudah ditulis itu dengan memperhatikan beberapa kata-kata

kunci, dan merespon terhadap ide-ide yang telah disampaikan dalam karya tulis itu. Pada tahap membaca ulang, kegiatan yang dilakukan adalah mencoba mencocokkan dengan pemahaman awal kita dengan hasil bacaan yang lebih pelan sehingga dapat menangkap pesan-pesan yang dalam bacaan pertama kalinya mungkin terlewatkan. Dengan cara seperti memberi tanda garis, melingkari atau memberikan nuansa warna stabilo tertentu pada beberapa keternagan dala benguk kata, frase, kalimat, atau paragraph sehingga dapat menuliskan suaty catatan tertentu sebagai hasil tanggapan kita; maksud dari bacaan itu dapat dimengertii dengan lebih baik.

Pada tahap mereview bacaan, kegiatan yang dilakukan adalah untuk membuat waktu untuk menyimpulkan, mengevaluasi posisi penulis, dan mengembangkan tanggapan kita sendiri sebagai pembaca atas hasil karya penulis itu. Pada tahap ini dimungkinkan untuk membaca lagi beberapa bagian yang perlu dibaca secara lebih pelan dan diulang-ulang, dan dicocokkan dengan informasi dari sumber bacaan yang lain untuk mengkonfirmasi atau menyanggah informasi yang disampaikan oleh penulis, sehingga dapat sampai ke tahap mengformulasikan ide untuk dituangkan sebagai hasil dari kajian kita.

Keempat tahapan yang kita lakukan tadi dapat beilang-ulang bagaikan kegiatan yang mengikuti bentuk spiral yang besar untuk kemudian mengecil sehingga dapat mengerucut menjadi hasil penemuan yang kemudian dapat disimpulkan. Dengan tahapan membaca secara aktif inilah sebuah kajian budaya populer menjadi hal yang diterima sebagai bentuk kegiatan yang akademis dan penting untuk dilakukan.

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PERTANYAAN

1. Mengapa para pengajar masih memperdebatkan tentang penting tidaknya mempelajari budaya populer?
2. Apakah budaya populer penting untuk dipelajari? Kenapa? Berikan alasanmu!
3. Lima macam persepsi yang bagaimana yang salah dalam memahami budaya populer?
4. Apa yang dimaksud dengan membaca aktif dalam mengkaji budaya populer?

UNIT 2

UNIT 2 MEMANFAATKAN MEDIA TEKNOLOGI DALAM PEN- DIDIKAN UNTUK TRANS- NASIONALISASI BUDAYA LOKAL KE GLOBAL DAN GLOBAL KE LOKAL

Dalam kegiatan belajar dan mengajar sangat diperlukan pembelajaran yang kreatif dan inovatif yang harus dilakukan oleh guru agar peserta didik dapat mengikuti dan menangkap pembelajaran. Dalam kegiatan pembelajaran juga diperlukan suatu cara yang menyenangkan agar peserta didik tidak merasa bosan dan tetap dapat menangkap materi yang telah disampaikan. Karena hal inilah maka para pengajar berusaha mencari metode terbaru yang membuat para siswa memiliki semangat yang tinggi dalam belajar. Dengan memanfaatkan media teknologi di jaman perkembangan dewasa ini, para tenaga pengajar didorong untuk berlomba-lomba memikirkan materi pengajaran terbaru yang seperti apa yang dapat membuat siswa berkreasi lebih dari sekedar terpatri pada kalimat-kalimat yang ada di buku paket pelajarannya. Jika pada awalnya pengajar menggunakan media di kelas seperti buku, *audio tape recorder*, *video camera*, *video recorder*, *film*, *slide*, kaset, televisi, dan komputer, maka dalam perkembangannya jaman, teknologi media yang digunakan di dalam kelas telah bertransformasi menjadi media digital seperti *Youtube*, *google form*, *blogspot*, *software game* dan hal-hal lain yang sesuai dengan kemutakhiran teknologi. Media berbasis teknologi yang dapat bertransnasional atau melewati batas lokasi dari regional, nasional dan global telah dimanfaatkan oleh para pengajar dimanapun berada sehingga mampu mendukung berjalannya proses belajar mengajar secara efektif dan efisien. Bagaimanakah bentuk realisasinya? Artikel-artikel berikut ini dapat memberikan gambaran tentang dunia kelas yang memanfaatkan teknologi media terkini itu.

2.1. TRANSNATIONALIZING LOCAL AND GLOBAL CULTURE IN THE ENGLISH LANGUAGE CLASSROOM

(EKAWATI MARHAENNY DUKUT)²

AN OVERVIEW OF THE ENGLISH CURRICULA IN INDONESIA

English language teaching (ELT) in Indonesia has a long history. This can be traced as far back as when Indonesia was colonized by the Dutch from the 1600s until 1945. Ever since that time, English was taught in schools as a foreign language. Unfortunately, only the Dutch benefitted the English language because the native few of the Indonesian people who could go to school were required to only learn Dutch as a foreign language, in addition to learning the vernacular languages of Indonesia (Prasetyo, 2016, p. 163). It was not only until the year 1914 that English language was officially learnt by Indonesians in schools. However, this ceased during 1942-1945 when Japan took over the Netherlands and instructed Japanese language as the only learnt foreign language in Indonesian schools. Yet, ever since the Indonesian independence in 1945 until now, English language has become the first formal language taught at schools and colleges with different forms of curricula to reach the many Indonesian students located at various places along the 16,056 islands in Indonesia (2018).

Since Indonesia gained its independence in 1945, the ELT method used has been the grammar-translation method. This method was inspired by the Dutch education system, whereby grammar and translation became the focus of the English language classroom. Two kinds of English variety were popular during that period, i.e. the British versus the American English. At the beginning, most Indonesians preferred to use the Queen's British English, in 1953 when the Ford Foundation provided

² This article was a keynote presentation for the "42nd National Conference of the Japanese Association for Asian Englishes" in Chukyo University, 30 June 2018, to which, it will be developed for publication in an international journal in Japan.

a grant for English teachers to set up a two-year English training institute that sends off a limited selection of Indonesians to create a B1 course (Lie, 2007, p. 4), the American English variety became more popular for Indonesians.

In the institute, the Audio Lingual approach that implemented the Oral Approach were used and by 1968 and 1975 the Indonesian English curriculum instructs the importance of teaching grammar in addition to mastering listening, speaking, reading and writing skills. With the shift “from empiricism to nativism in the late 1950s and the sociological trends in the 1960s” ELT in Indonesia focused more on Widdowson’s (1978) teaching on the importance of language use rather than language usage (Lie, 2007, pp. 4-5).

As a result, the English language curriculum changed from an Audio Lingual to a Communicative Approach in 1984. In its development, the English curriculum changed into a Meaning-Based Curriculum (MBC) in 1994, and Competency-Based Curriculum (CBC) in 2004. The later curriculum focused on the needs of the schools to produce students who were equipped with the competence necessary for communicative English. Almost 10 years later, the 2013 curriculum is devised to encourage Indonesian citizens to have a more religious tolerance and mental health, in order to give better empathy towards others (Gunawan, 2007).

The curriculum also aims at “improving mindset, strengthening governance curriculum, deepening and expanding material, reinforcing learning, and adjusting learning load in order to ensure conformity between what is desirable with what is produced” (Susanti, 2018). This curriculum is essentially devised to keep up with the advancement of science, technology, art and culture, in order to reach out to not only the local, regional, and national learners but also to the more global, international English language learners.

INDONESIAN EFL LEARNING ENVIRONMENT

The change of names in the curriculum, as described above, is due to the government’s way of finding out how to deal with Indonesian

classes whose number of students are large and having diverse levels in “motivation, intellectual capability, cultural backgrounds, and access to education resources” (Lie, 2007, p. 6).

A description of the diversity is in the comparison of Jakarta city with a remote area in the mountains of Java Island, such as that in Wonosobo area. Jakarta students are described as fully clothed in clean ironed uniforms with complete classroom facilities, by comparison, the Wonosobo students may only have an open area underneath the trees with no walls nor roof for the classroom. Thus, a remote Wonosobo school will most likely not have a computer laboratory, let alone a good library with decent books to read.

English language in Indonesia is taught as an EFL (English as a Foreign Language). With only a selected few of English teachers that have the chance for overseas study, Indonesian English teachers were not confident enough and lack time to produce their own ELT materials with Indonesian settings.

With the government regulation that English language is one out of the three compulsory subjects besides Mathematics and Indonesian language for the Primary and Secondary level education, teachers are continually challenged to develop their own teaching-learning materials, methods, media and assessment.

In national-plus schools, who has the autonomy of using international curricula, the ideal of creating ready global citizens by having 21st century skills (Wrahatnolo & Munoto, 2018), such as the ability to analyze and solve problems in education becomes a possibility.

SUPPORTING THE EFL CLASSROOM WITH A LOCAL GLOBAL DIGITAL MEDIA APPLICATION

In support of EFL students who should become critical thinkers, creative and innovative students, I have created a smartphone application that trains students for a TOEFL (Test of English as a Foreign Language)-like game. The smartphone game application is actually a development of the TOEFL-like game previously made for the personal computer (see Dukut, 2018 for a more detailed discussion on the PC

software). The decision of developing the PC game into a smartphone based program that can be downloaded from the Play Store program is based on the thinking that local Indonesian made TOEFL-like games could be transnationalized or transformed across other countries for global users. This is just the same as how the American TOEFL test materials that was initially set up to test immigrants coming in the country is being made global by popularizing it in almost any EFL classroom.

Making use of the Integrated-Based TOEFL (IBT) as the background to play with a product called, *TOEFL Like App Tommy and Pokina*, therefore, I have asked colleagues from the Game Technology department to help me devise an interconnected game exercise that ranged from a Listening, Reading, Writing and Speaking section that challenges EFL students to comprehend and reflect back to the information and exercises done from the previous sections, in order to do the next sections of the game. The TOEFL-like game, designed for a 45 to 60 minute English classroom interaction, is set out for Primary and Secondary school students. The younger an EFL student is in playing a TOEFL-like game, the better equipped that student would be in achieving the 21st century skills mentioned.

Through a questionnaire given to Indonesian students who tested out the game, it is found that 44.44%, finds that the game is easy to do. According to 44.44% of the players also say that the time allocation in playing the four sections of the game is too much. This information is, however, a good finding because the game testers were sophomore students. Thus, there is hope, that the time allocation is appropriate for the targeted players from secondary schools. As much as 33.33% enjoy learning English by playing the TOEFL-like game rather than through conventional English books. The *TOEFL Like App Tommy & Pokina* is also reported by 66.66% of the players to be an appropriate English language media that help them understand English grammar without putting aside the time to play with others. The 66.66% of the players also reports the game as being easy to download from the smartphone's Play Store. By having the game available in Play Store, therefore, the game can be played by anyone all over the world, like Japan which is known for its high use of digital technology.

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QUESTIONS

1. What is the reason behind the decision of developing the PC game into a smartphone?
2. What is the Indonesian EFL environment like?
3. Does the TOEFL-like game help students to learn English? Why?
4. If you have a chance to make your own English language game, what kind of game will you make?
5. In your opinion what local things can be made global?

2.2. ACTUALIZING LOCAL IDENTITY IN GLOBALIZATION THROUGH A POPULAR CULTURE'S PLAYSTORE PRODUCT: A CULTURAL HYBRIDITY PROJECT

(EKAWATI MARHAENNY DUKUT)³

Abstract - Cultural hybridity exists when a local culture is made hybrid with a foreign culture. The result of the hybrid culture is not clearly demarcated that it becomes uncertain of which culture is originally influencing which culture. Due to the many kinds of U.S. popular culture products that enter Indonesia, the door to globalization entails that an Indonesian product is accepted globally if it fulfills some U.S. characteristics in the making of the product. Taking into consideration of the Z generation, who are digital savvy and of popular culture's characteristics, which 1) brings satisfaction to its users, 2) is easy to obtain, 3) is eager to please, and 4) is a reflection of society; a U.S. Integrated-Based TOEFL like mobile application that inserts some Javanese scenes in the animation is created and made available for Google's play store. The product is devised on the basis of the eagerness of raising Indonesian citizens' English competence through a popularly globalized product, which does not put aside the creator, who is an Indonesian. This paper, which shares the finding that Asian players from Indonesia and Japan see the mobile application product as being valuable in 1) raising their English competence, 2) understanding a foreign culture, and at the same time 3) understanding their local culture, is reported to inspire others to create more local-global digital media innovations by use of cultural hybridity.

Keywords: cultural hybridity, digital media, google playstore mobile application, local-global innovation, popular culture

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INTRODUCTION

The Generation Z are those born in between the years 2000-2010 (Generasi x-y-z-alpha termasuk yang manakah kamu). As a generation who in 2018 ranges from 8 to 18 years old means that they are within the years of education in primary school and up to the first year level of education in a university. Observing this generation, the Generation Z are characterized by the easiness of consuming a wide range of electronic gadgets. If the previous Generation Y or the Millennials had to be given lessons on how to make use of the computer or mobile phone to surf the internet to find information which is globally valid and reliable, the Generation Z seem to just grab any kind of gadget and somehow they can easily teach themselves how to find what is needed to do without being trained in any certain way. In other words, making use of electronic gadgets for Generation Z seem to be an inborn quality. If the Generation Y were not allowed by their parents to use the gadgets for a length of time with the reason that the rays from the gadgets are dangerous for the eyes, the newer generation, seem to have no worries at all with the gadgets. Most gadgets are, now, easily accessed and made more user-friendly by anyone in the globe. This is in line with some of the criteria of popular culture products which among it is eager to please consumers by providing ways to satisfy its consumers, through having itself easy to obtain and constantly changing and evolving itself to suit the consumers' needs.

One of the electronic gadgets, which are usually nearby and often used by Generation Z people is the mobile phone. Once the gadget is equipped with an internet facility, almost anything is found in the gadget. The gadget not only functions as a notepad and media for communication through email or social media such as the Whatsapp, Twitter, Instagram, and Facebook; it is also a gadget to save whatever Microsoft based homework, and becomes a place to file in data from the camera, video, and audio recording facilities. In other words, the small yet compact mobile phone is a gadget that not only provides games for entertainment but also provides serious games that can help students excel in their education.

The English language is mastered when students have plenty of opportunities to practice it. The TOEFL (Test of English as a Foreign Language) is one such media that can fulfill that need. The TOEFL is a gateway to further education or work. Most schools and employers believe the achieved TOEFL score shows how proficient that student is in using the English language. Vice versa students believe, the higher the score achieved, the more chances that student will be accepted in his/ her dream job. For that reason, the TOEFL should be made familiar as early as possible through some kind of creative and innovative way. Taking into consideration the digital savvy of the Generation Z, a TOEFL-like mobile phone game application that is downloadable from a Google Play store is, thus, created. The 45-minute TOEFL-like application is a game for English students to play with. It can be played by all ages, depending on how a teacher or lecturer would like to use it in the classroom. In the gaming sector, however, the game is regarded as a serious game because the exercise can detect how well a student is in using his/ her English language.

This article shares the process of how the game has been created by a team of Indonesian researchers. In creating the test materials, the team tries to adhere to the criteria of gaming. Henceforth, some form of enjoyment is made available in the TOEFL-like game application. Usually, students have to prepare themselves for the TOEFL by having a good knowledge of the USA history, culture and academic life. If the contents of a TOEFL game application are left like the real TOEFL, then the game may only be enjoyed by those studying at the university and not to those still in elementary and in high school. Being the head of the researcher who wants to help Indonesian youngsters learn how to do the TOEFL in a fun way, she makes use of the globalization and cultural hybridity concepts of popular culture to design her game application.

THEORETICAL BACKGROUND

Gen-Z

Often labeled as Digital Natives or eBay babies, the 18 to 20-year-olds are known as the Generation Z or Gen-Z for short. As "information curators" according to Seemiller & Grace (2016) as cited by Mohr &

Mohr (2017, p. 86), the Gen-Z is depending on their “Google Reflex” for the source of information. With the information that is available by just one click- via Google, the Gen-Z can enjoy instant rewards but have a reduction to attention span (Breibur, 2017). Although the curators often have in hand their own phones to play with, they are a ‘we-centric’ rather than “me-centric” people (2017, p. 86). The generation of students who are currently entering the first year of college is considered “loyal” to their friends, “thoughtful, compassionate, open-minded, responsible, entrepreneurial, excited,” yet “not creative” and “fearful about the future” as they are “suffering from Fear of Missing Out (FOMO) anxiety” (Mohr & Mohr, 2017, p. 87).

As mentioned above, one of the characteristics of Gen-Z is being fearful about their future. This anxiety may be caused by the fact that the generation was born amidst the September 11th attack and the expansion of social media, which includes the Facebook sites (Breibur, 2017) that not only provided the feeling of safety and comfort to having many digital friends from diverse parts of the world, but at the same time vulnerable to various forms of verbal and visual terror or cyberbullying. This is why the internet is described by Yan (2005) like cited by Murray & Buchanan (2018, p. 2) is a “double-edged sword that has both positive and negative social consequences”. With regards to technology, Murray & Buchanan (2018) however, gives the point that social media and internet are not the stems for social problems, instead, it stems from the society itself.

With numerous kinds of information over the internet, the Gen-Z reports that they are sometimes overwhelmed, and thus, needs an educator to help narrow resources to use in completing their coursework. Being we-centric they tend to be creative when working in groups. However, because of their high desire of having a meaningful career in the future, they have a positive attitude of wanting “to know what competencies are expected in their aspired professions and appreciate professional checklists of what to know and able to do” (Mohr & Mohr, 2017, p. 88).

By comparison, when they have to work alone, due to their 24/7 access of what is happening around the globe, they appreciate more on

jigsaw exercises. In these kinds of exercises, they understand the importance of each individual's responsibility for seeking information online in order to better contribute to the success of a group's project. This last information about the Gen-Z means that this generation likes to work while playing a game.

A serious, educative game

Games by nature are to make players feel they have achieved something by playing something they enjoy doing. Games, however, is not made purely for fun but also to support some aims of education. Games are used in teaching because games and education combined can be entertaining and educative. Games usually make students have a positive attitude to learning as they are motivated to do class work (Derakhsan & Khatir, 2015)

Games which is created to teach players about a certain subject in mind, or to help develop a concept, learn better a cultural or historical fact, or master a certain skill is called an educative game (Surati, 2014, p. 9). In playing educative game software, students are given lessons to develop their problem-solving ability by taking advantage of their desire and enthusiasm to play (Donmus, 2010). This becomes the main reason why game industries have been creating games with a desktop or laptop computer or mobile phones as the platform for educative games. According to Surati's (2014, p. 11) SWOT analysis on the desktop, educative games usually have the following:

1. Strength: games increase a student's motivation in learning.
2. Weakness: not all schools have a computer lab for learning, nor do every student has a computer, laptop or mobile phone to use. Some children still prefer to play games outside like hide-and-seek or play soccer with friends in the field.
3. Opportunity: the opportunity to introduce technology games are during the beginning of class or in the evening after children have had their play outside. The game introduced is a game that supports their learning activity. Technology games are effective even from kindergarten school children.

4. Threat: educative games should increase students' motivation in learning. The television with its interesting channels, however, could distract their concentration.

Nowadays, mobile phones are equipped with games. By use of the internet facility and Google Playstore, it is easy for someone to purchase or just download for free some interactive games. Nalliveettil & Alenazi (2016, p. 264) informs that mobile phones with internet connectivity, may give a number of disadvantages such as

1. almost replacing reference books that the library is no longer visited,
2. hinder students from activating cognitive skills like brainstorming and re-calling that are necessary for creativity,
3. make students believe that storing information in the mind is not important
4. affect classroom performance due to social networking chatting and browsing non-academic websites.

By comparison, a number of advantages in using the mobile device for technology according to Nalliveettil & Alenazi (2016) is

1. helpful for vocabulary retention (p. 265)
2. reliable to learn English (p. 267)
3. dependable to understand English words and phrases (p. 268)
4. a medium of communicating for Whatsapp messenger and writing an email (p. 268)
5. a medium of communication to watch English videos (p. 268)
6. helpful to enhance speaking skills (p. 268)
7. helpful to improve writing skills (p. 268)
8. helpful to learn new English words (p. 268)
9. useful for translating English words (p. 268)
10. helpful to improve their English language skills (p. 269)
11. helpful to improve English spelling (p. 269)

Nalliveettil & Alenazi's finding above is supported by deHaan (2011) who after completing two projects, i.e. on game design and game magazine creation, finds that the games have improved the spoken and written English language skills of his students. The games not only motivated students to learn by the use of language learning challenges, but they also provided ample opportunities for authentic discussion in English as a foreign language. With more and more people depending on mobile phones for gaming to support their education and work, therefore, gives the reason for why Gen-Z students are highly dependent on this device for information as well as in learning the English language.

The IBT (Integrated-Based TOEFL)

The English language is the language used for global communication. One of the requirements for university enrollment and job placement is on how skillful that someone is in using the English language that Indonesian researchers, Nurhayati & Nehe (2016, p. 10) believe a mastery in English is "extremely needed" to excel in the globally. In helping Indonesians become globalized citizens, it is therefore, essential for students to master the TOEFL which is not only a standardized test that can measure a student's proficiency in the four skills of English: Listening, Reading, Writing and Speaking; but it can also become the device to reinforce learning and motivate that same student to use English well. Given the characteristic that Gen-Z students consider themselves as problem-solvers who like to have exercises that prepares them to have excellent English necessary for a good job in the future, an English proficiency test that can meet up the purpose is the Integrated-Based TOEFL (IBT).

Due to some schools in Indonesia that is located in remote areas with minimum electricity, having a computer lab with a computer for each student is still rare. For this reason, the PBT (Paper-Based TOEFL) is more often used. The PBT is a test that contains multiple choice exercises for the Listening section, which lasts for 30–40 minutes. This is followed by the Structure and Written expression's multiple choice questions that lasts for 25 minutes. The last section is the Reading comprehension that lasts for 55 minutes. Sometimes, the PBT also has an exercise for Writing, which lasts for 30 minutes ('TOEFL: Paper-based

Test', n.d.). In the listening section, the test is designed for test-takers to listen to the words and phrases that are in a one-liner sentence, which later becomes a few lines as a conversation dialogue, and later as though listening to a short lecture. In the exercise, the test-takers are usually asked to choose one out of four different choices to answer questions, such as what is the synonym or antonym of a word said or what becomes the main idea of a short lecture heard, etc. In the Structure and Written expression, test-takers are given sentences that asked test-takers to identify which parts of the sentences has structure mistakes. The Reading section has questions that ask what becomes the main idea, the synonym or antonym, or asking for an inference or missing fact about the reading text given. The writing section would give the opportunity for test-takers to write an argumentative essay about a topic that needs to have a controlling idea with appropriate supporting sentences.

As an alternative to PBT, the ETS (Educational Testing Service) organization created the IBT, which has been designed to replace the CBT (Computer-Based TOEFL) test, which is no longer available. In comparison to the PBT (Paper-Based TOEFL) test, which is more frequently used in Indonesia, the IBT is longer and can be regarded as more difficult. It is longer in the duration as it has exercises on listening for 60–90 minutes, reading for 60–80 minutes, speaking for 20 minutes and writing for 50 minutes ('TOEFL IBT: About the Test', n.d.). It is more difficult because there are topics in the listening section, which is developed in the reading section. From these two sections, a student will have a better strategy to do the Speaking and Written section as the questions asked is related to what has been heard previously from the Listening or Reading section. Thus, if a student's concentration was low in the listening and reading section, there could be a lack of topical knowledge when answering the Writing and Speaking sections.

The last test in IBT is Speaking. Being the last, it entails that the test-takers would need to use all information gathered from doing the other three types of exercise to produce a speech which would answer the question. Although a test-taker might think at first that doing an IBT is difficult because of this speaking component, the fact that the whole test is focused on a topic or theme based, is what should make the IBT easy to do. The IBT is consequently, considered better to do rather than the

traditional PBT that mainly focused on Listening, Structure and Reading exercises only (Purcell, Entner, & Henderson, 2010, pp. 2-3) because it is theme based.

The researcher believes that giving out a thematic test can help students to focus more in-depth on the same type of issue learned from the beginning of the TOEFL exercise, which is Listening. The theme is then developed further in the Reading and later, is challenged more in the Writing and Speaking exercises. Because the IBT is thematic, there is the possibility for the younger aged Gen-Z to also do the test.

The popular rise of the apps culture

Mobile phone game applications that can be downloaded through Google Playstore is a product of popular culture. It is a popular culture because the gadget is a contemporary product that is developed through the wants and needs of a group of people who wants to communicate with each other from a distance. Certain standards and commonly held beliefs are reflected in popular culture. The mobile phone game application is a popular culture because it is produced in mass

As informed previously, the Gen-Z is said to have almost everything by just touching their fingertips on their phone. As a platform to popularize the IBT-like game, the decision for doing so is appropriate because the phone is never out of Gen-Z's sight. Purcell, Entner, and Henderson (2010) exclaim that "along with the widespread embrace of mobile technology has come to the development of an apps culture". Purcell, Entner and Henderson continue to explain that the phone is no longer just a voice device but it is a multi-channel device that functions like a mini-computer. Alongside entertainment facilities such as games and music, informative apps assisted by the internet that ranges from sending and receiving emails, seeing maps and navigation, weather, news, and banking. According to the Pew Research Center that did a national survey to 1.917 cell phone users, as much as 82% of American adults are cell phone users. Out of the 82% of adults, there are 43% of them that have apps in their phones. Compared to the 30-49-year-olds, who are the X generation, the young adult users who are within the range of 18-29-year-olds have more app facilities. The average number of apps

for the youngsters is 22, meanwhile for the adult is only 8. The numbers prove that the Gen-Z really is a digital savvy generation.

In Indonesia, according to Statista (2018) in the year 2017 there were 173.3 million phone users. This increased to 184 million in 2018 and is predicted to be even higher in 2019 as it will reach up to 193.4 million. As the fourth most populous country on earth, with 87% of households in Indonesia owning a mobile phone, it is an ideal place to popularize smartphone apps. It is already predicted in 2021 that 96.2 million Indonesians, are smartphone users. In comparison to using the desktop to access the internet, a market researcher, GfK, reveals that 93% of Indonesians prefer to access it from their phone. In more detail, Guntur Sanjoyo (2018) informs that local Indonesians would spend 5.5 hours each day on their phone with an average of 46 apps and web domains. With this number, it is predicted that Indonesia will astoundingly make up 52% of all e-commerce activity in Southeast Asia by 2025. This becomes reasonable for an annual regional competition that challenges local app developers like the researcher in making an educative game software that follows the IBT.

The report on *Mobile Games Trend in Indonesia 2017: Behavior of Mobile Games Usage* (2017) which has 518 samples of 17-49 year-olds citizens who enjoy their free time playing mobile games rely on the Android platform. Only 3.7% users prefer an iOS. Part of the reason for this occurrence is because the Apple-branded phone, which has the iOS is a more expensive gadget to use. In using the gadget, 100% of the people taken as a sample, responds that they play games in their free time. Other spare time activities are traveling (83.4%), sleeping (65.4%) and others (17%). The top 5 favorite genres of games are about strategy (57.7%), adventure (54.2%), action (49.4%), puzzle (45%), and sports (41.3%).

In the purchase, Indonesians devour over free games. If ever there is a practice to the games, it would be within the Rp 3.000 to Rp 15.000 range. The preferred method of purchase is by phone credit (64.1%) or downloading it from Google Playstore (23.7%) and by credit card (9,4%). To have a game interesting, the respondents prefer the game to have an interesting storyline (69.1%), great graphics (68.5%), many levels (67.07%) less memory used (60,68%), responsive (55.6%) and others

(1.4%). This information makes the researcher see that the free promotion of her game that can be downloaded through the App's Playstore is the right step to take.

Globalization and cultural hybridity

Globalization relates to the interpretation that "the world is becoming more uniformed and standardized, through a technological, commercial, and cultural synchronization emanating from the West and that globalization is tied up with modernity" (Pieterse, 2006, p. 658). Here, Pieterse informs that globalization may also be understood in terms of "an open-ended synthesis of several disciplinary approaches" (2006, p. 658). First, economically globalization refers to the economic internationalization and capitalist market relations. Second, culturally, with the focus on global communications, there arises a worldwide cultural standardization, such as in the American Coca-Colonization and McDonaldization. Third, sociologically, it concerns the increasing worldwide social densities. Thus, in sociology, the U.S.A.'s modernity is a key to globalization. To Giddens, globalization is defined as "the intensification of worldwide social relations which link distant localities, in such a way that local happenings are shaped by the events occurring many miles away and vice versa" (1990, p. 64). In devising the mobile phone game software, therefore, the concept of the local and global space becomes one of those attended to ensure the continued attraction of the game played by anyone, in Gen-Z.

Ensuring a continued popularity by mixing in some local culture to a globalized culture is actually following the concept of cultural hybridity. Originally used in biology to refer to a selective breeding of plants to produce new varieties with better qualities, within the field of popular culture, hybridity means the creation of a new product that combines the aspects of different cultures. For example, the Indonesian *bestik*, has had some Dutch culture influence to it. Likewise, the American Kentucky Fried Chicken has been transformed into Indonesia's *kentuku* fried chicken that uses local chicken with local ingredients and method of cooking but is marketed like the global franchising of America's Kentucky Fried Chicken. Barker (2004, 90) points out that "hybridization involves the mixing together of that which is already a

hybrid." The concept of hybridity as explained by Baker enables one to recognize new identities and cultural forms, thereby it is possible to point to people who are, for example, Americans but with physical features of an Asian as Asian Americans. To Pieterse, hybridization can be in the mixing of global cultures or "global *mélange*" (2006, p. 671).

When hybridity is related to the concept of globalization, a discussion on the complexities of hybrid cultural identities exist. A delimitation of borders among the various ethnic culture origins makes a new kind of culture. The physical and non-physical movements of people around the globe, by use of advanced technology to exchange information and do the interactions have juxtaposed new cultural hybrids. Using these points in mind, it becomes appropriate for the TOEFL-Like mobile phone application to have some local Indonesian facts that are made hybrid with the already globalized TOEFL American product as a way of popularizing the game software. How successful is the game in the viewpoint of local Indonesian players and Japanese players as a representative of global players in increasing their English skills? What kinds of local and global aspects were evident in the game? Findings to the questions are discussed in this report.

RESEARCH METHOD

Participants

Educative games are abundant for download nowadays. As a researcher who wants to add digital teaching-learning software for the success of English language teaching and learning, the game is tried out to some students to ensure that it functions as it should. Given two years to perform the research, in the first year, which is in 2017, the researcher who is a staff member of the English Department, Faculty of Language and Arts of Soegijapranata Catholic University with a specialty in Popular Culture Studies teamed up with a colleague of hers, whose specialty is in the teaching of Grammar. Her other team member is a lecturer from the Game Technology Department of the Faculty of Computer Science. Together they created a game that can be played by the Gen-Z who are in their elementary to tertiary schooling years. In creating the game, the head researcher based her idea on her previous

product, which is a picturebook series, published by Gramedia, that invites young readers who are in the between the age of 5-8 to learn the importance of consuming vegetables while learning how to read well in English.

Wanting to reach older students who are studying in Junior High School, the team decided to use two out of five of the vegetable cartoon characters from the picturebook to become the main character for a TOEFL-like game software. In the first year of the research, the TOEFL-like game software is invented in a PC (Personal Computer) based platform. If the picturebooks were targeted at students who are 5-8 years old, the PC based game was targeted for 13-14-year-olds. Thus, as a trial, three selected Junior High Schools in Semarang, Indonesia were chosen. The schools selected were proven to have a computer lab with at least 20 computers. The three schools who agreed to have their students try out the game were from SMP Kebondalem (a Catholic- based school), SMP Eka Sakti (a Moslem based school) and SMP Permata Bangsa (a school for foreign students).

In the second year of the research, the targeted players were elevated for the Senior High School and First-year students of some Universities. To also see how players from outside of Indonesia respond to the game software as a model for TOEFL-like questions, the researcher then chose to have the game tried out by Japanese students, who are assumed as having a high usage of digital technology. In preparation for the reach of more worldwide users, therefore, the game software is transformed into a mobile phone application based software. This article will reveal the findings of the second year's game software for the mobile application.

Instruments

The instrument to find out how successful the game is in providing an experience to do a TOEFL-like test is a close-ended questionnaire, which makes use of a Likert scale of 5. In addition, some open-ended questions were also given to help clarify some of the closed questions. Based on the Technology Acceptance Model (TAM) theorized by Bagozzi et. Al., a questionnaire that tests the successfulness of the game should show information on the link between the player's beliefs and

attitudes, intentions, and the actual usage of the game system. Citing Davis (1993) and Ajzen (2001), AlQudah (2014, pp. 186-187) the questionnaire that uses TAM as its guideline should consist of statements that deal with:

1. PEOU (perceived ease of use), which is the degree to which a person believes that the use of a particular system would be free of effort.
2. PU (perceived usefulness), which is the degree to which a person believes that using a particular system would enhance job performance.
3. ATU (attitude toward using), which is a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable.
4. BI (behavioral intention), which is the degree to which a person has formulated conscious plans to perform or not perform some specified behavior.

DATA COLLECTION PROCEDURE AND ANALYSIS

The data collection procedure starts with an observation of the Gen-Z community. After mapping out that the generation is digital savvy, in order to improve the English skills of the generation, a TOEFL-like software is decided to be made. Once the software is ready, the researcher then finds students from various levels of schooling as players. The levels are from junior high school, senior high school and first year university levels.

Once students have tried out the game, they are given a questionnaire that assesses the reliability of the game. Questions were made closed-ended that based itself on TAM's guidelines. To double check the responses an open-ended questioning is followed after. The responses are then analyzed, categorized and interpreted as a finding for the research.

FINDINGS AND DISCUSSION

Tommy and Pokina TOEFL-like game

Games can be used to enhance a teaching-learning experience in English. The TOEFL-Like mobile game application named Tommy & Pokina is created and is downloadable from the Google Playstore with the aim of increasing as many Indonesian Gen-Z students' English ability through a fun yet serious educative game. There are four kinds of English skills being tested in the game. Having IBT as a model, the game offers exercises which test a player's Listening, Reading, Writing and Speaking ability. In the game, players are offered the choice of either playing with Tommy or Pokina. In the game Tommy, players are given an animation for the Listening section, about a tomato character named Tommy, who is a movie actor. Tommy shows that as a tomato, he benefits from his routine of using tomatoes as a facial mask, in addition to having it as the main menu for his diet because tomatoes have nutrients and vitamins that will keep him healthy. Details on the kinds of nutrients and vitamins tomatoes have is elaborated in the Reading section. A tomato pudding recipe is then shared as the topic for players to write about in the Writing section, and lastly for the Speaking section, players are given a poster on Tommy to describe in detail who he is, what he does, what kinds of nutrients and vitamins he has and what other factors help him become a popular movie actor.

By comparison, in the game Pokina, players are given an animation for the Listening section, about a pakchoy character named Pokina, who is a talented chef. Pokina shows that as a pakchoy, she benefits from her daily consumption of pakchoy that is often seen in the Indonesian meal: *bakso* and *capjay*. As a green vegetable, the pakchoy also has certain nutrients and vitamins that can support someone's health. Details on the kinds of nutrients and vitamins a pakchoy has is elaborated in the Reading section. A pakchoy ice cream recipe is then shared as the topic for players to write about in the Writing section, and lastly for the Speaking section, players are given a poster on Pokina to describe in detail who she is, what she does, what kinds of nutrients and vitamins she has and what other factors help her become a popular chef.

Understanding that a thematic game is much easier to do, thus, the game based its theme on the advantages of consuming tomatoes and pakchoy vegetables. The idea of using this theme is due to the researcher's concern that the Gen-Z prefer to consume some franchised American food that is popularly shown in magazine advertisements and TV commercials.

The food to mention is products from the Kentucky Fried Chicken, the MacDonal'd's Burger and the Pizza Hut which rely heavily on meat and carbohydrate products. Due to the successful promotion, Indonesia's' Gen-Z seem to take pride in eating rice with crispy golden chicken that would have no vegetable salad nor soup as a side dish. Usually, only some tomato sauce is seen on their plates rather than fresh cut tomatoes. Although the MacDonal'd's burger has lettuce and onion rings to put inside the King Burger product, most Indonesians prefer to simply buy the one slice of beef in between their burger buns with tomato sauce and mayonnaise topping on it. The researcher hopes that in addition to improving the English skills, players of the game software would remember that having a fresh cut tomato and pakchoy, which is similar to a lettuce as a salad dish is far better in providing nutrients and vitamins rather than tomato sauce and just a slice of lettuce. Actually, in the Pizza Hut restaurant, a consumer can enjoy a bowl of healthy green salad or a vegetable pizza. However, most Indonesian Gen-Z prefers to consume the American Favorite pizza, which only has beef and chicken meat on top of its pizza crust made from flour. These choices of menu need to be corrected, if Indonesian Gen-Z wants to grow with better health. This becomes the reason why the TOEFL-Like game is having two aims, one is to improve the English and the other is to improve a healthier diet for the Gen-Z.

As informed, the TOEFL-like game can be played for those in the Middle (Junior & Senior High School) and Tertiary Schools (University level). Without the questions, the animated movie is quite applicable for as low as Elementary School students. The Reading section is easy for players because the concentration is on how to make use of the English tenses correctly. It is difficult for some players to do, however, because there are only a few seconds allocated to choose the right answer for the multiple choice questions provided. The Writing section is also timed and

is limited to only 1000 words to narrate the process of cooking the tomato pudding or pakchoy ice cream menu. Depending on the vocabulary used in the writing, a teacher who evaluates the result can assign different marks for either Elementary, High School or University students of English.

The Speaking section just gives out a poster with the vegetable cartoon character on a poster. With a limited time, the players are to describe in as much detail about what they see, hear and read about the character. As a teacher, he/ she can decide on what kind of speech should receive a high score, that is based on how complex the vocabulary is produced in the recorded speech.

Indonesian vs Japanese viewpoints on the game

One of the questions asked in the research is “How successful is the game in the viewpoint of local Indonesian players and Japanese players as a representative of global players in increasing their English skills?” This question is answered by (a) taking into account the answers made in the game, and also (b) through the answers found from the questionnaire. Since the beginning, students have asked whether or not the answers they fill in the game would affect their regular school or course scores. Since they are given the explanation that it is far important to know that the game can be played well, it is assumed that students do not do the game seriously. Proof of this is in the result of test takers from the English Department students in Soegijapranata Catholic University, who was in the second semester during the time tryout was done. Out of the 38 students that did the test, especially for the Listening and Reading test, which had multiple choice questions that focused on their structure competency (see Table 1). As revealed in the result, only 3 students or 7.89% scored an A, 4 students or 10.53% scored a B, 7 students or 18.42% scored a C, 5 students or 13.16% scored a D, and surprisingly 19 students or 50% of them scored an E. The assumption that students were not doing the test seriously is revealed from the answers given in the questionnaire.

There are 24 close-ended questions in the questionnaire. As informed, the questionnaire is based on TAM’s guidelines. First, questions that deal with the perceived ease of use (PEOU) are those

shown in numbers 2, 10, 13, 14, 15, 16, 22. In response to the statement “The English language in the TOEFL-like game exercises are easy to understand”, both Indonesian and Japanese test-takers strongly agree (15.15%), agree (54.54%), are neutral (18.18%), disagree (6.06%), strongly disagree (6.06%). Also, the statement “The time provided in each section is enough for me to complete the exercises” which receives the following response: strongly agree (9.09%), agree (27.27%), neutral (39.39%), disagree (15.15%), strongly disagree (9.09%). Then, the statement “The TOEFL Like App instructions in each section is easy to follow” which receives the following response: strongly agree (21.21%), agree (36.36%), neutral (27.27%), disagree (12.12%), strongly disagree (3.03%). Also, the statement “The button symbol for BACK, NEXT, RECORD, STOP in the game application are easy to follow” which receives the following response: strongly agree (18.18%), agree (39.39%), neutral (21.21%), disagree (9.09%), strongly disagree (12.12%). Next, the statement “The navigation in the App is easy to follow” receives the following response: strongly agree (18.18%), agree (36.36%), neutral (33.33%), disagree (3.03%), strongly disagree (9.09%). Then the statement “The multiple choice questions in the exercise are easy to do” receives the following response: strongly agree (6.06%), agree (66.66%), neutral (18.18%), disagree (0%), strongly disagree (9.09%). Lastly, the statement “Searching TOEFL-Like App Tommy & Pokina in Google Playstore is easy” receives the following response: strongly agree (15.15%), agree (48.48%), neutral (24.24%), disagree (9.09%), strongly disagree (3.03%). With all of them receiving a high percentage of agreement shows that test-takers perceive the game as easy and entertaining to do, as well as easy to download when needed.

Second, perceived usefulness (PU) is shown in numbers 1, 5, 6, 7, 17, 21. The statements that support the perceived usefulness are “Learning English with an animation is more interesting than learning in a classroom with no digital media, which receives the following response: strongly agree (30.30%), agree (42.42%), neutral (15.15%), disagree (9.09%), strongly disagree (3.03%). This is supported by the statement “I learn about different culture in the animation” which receives the following response: strongly agree (15.15%), agree (36.36%), neutral (33.33%), disagree (9.09%), strongly disagree (6.06%).

This is true also for the following statement “I learn more about the benefits of vegetables in the animation of the listening section” which receives the following response: strongly agree (12.12%), agree (48.48%), neutral (21.21%), disagree (9.09%), strongly disagree (9.09%). Then the statement “I found new information about vegetable consumption in the reading exercise”, receives the following response: strongly agree (21.21%), agree (33.33%), neutral (27.27%), disagree (9.09%), strongly disagree (9.09%). In the statement “The application works well” it receives the following response: strongly agree (6.06%), agree (45.45%), neutral (18.18%), disagree (24.24%), strongly disagree (6.06%). Lastly, the statement “TOEFL Like App Tommy & Pokina meets the needs of learners having various learning styles” receives the following response: strongly agree (9.09%), agree (57.57%), neutral (24.24%), disagree (3.03%), strongly disagree (6.06%). Similar to the result of PEOU, all of the statements here receives a high percentage of agreement. It is gratifying to find not only is the game helpful to elevate students' mastery in English through playing a TOEFL-like game, but the students also acknowledge that they learned something new about the culture of the West as well as East, in addition to the importance of consuming vegetables to keep them in good health. The aim of creating an educative game that gives benefits is successfully met.

Third, attitude toward using (ATU) the game, by means whether it is regarded as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable is shown through the answers for numbers 1, 3, 4, 8, 9, 12, 18, 19, 20. With a response of strongly agree (30.30%), agree (42.42%), neutral (15.15%), disagree (9.09%), strongly disagree (3.03%) for the statement “Learning English with an animation is more interesting than learning in a classroom with no digital media” shows that students like playing the game. The other statement “Learning English in class is more fun than learning through an animated digital media” receives strongly agree (6.06%), agree (36.36%), neutral (39.39%), disagree (12.12%), strongly disagree (6.06%). Then the statement “The culture-based characters in Tommy and Pokina animation is interesting” receives strongly agree (21.21%), agree (36.36%), neutral (33.33%), disagree (3.03%), strongly disagree (6.06%). This is supported by the statement “I like the vegetable recipe” which receives the answer of strongly agree

(15.15%), agree (33.33%), neutral (39.39%), disagree (9.09%), strongly disagree (3.03%). Then, the statement “I enjoy playing interactive digital media that challenges my knowledge of English grammar” gives the response strongly agree (12.12%), agree (54.54%), neutral (18.18%), disagree (9.09%), strongly disagree (6.06%). Next, the statement “I like doing the integrated based TOEFL Like App exercise” gives the response of strongly agree (12.12%), agree (36.36%), neutral (42.42%), disagree (6.06%), strongly disagree (3.03%). The statement “The audio recording in the animation is clear” is given the response of strongly agree (6.06%), agree (42.42%), neutral (30.30%), disagree (9.09%), strongly disagree (12.12%). The statement “The visual images are excellent and vivid” receives strongly agree (9.09%), agree (33.33%), neutral (39.39%), disagree (15.15%), strongly disagree (3.03%). Lastly, the statement “The color used in visualizing Tommy and Pokina is appealing” receives the answer of strongly agree (21.21%), agree (39.39%), neutral (21.21%), disagree (9.09%), strongly disagree (9.09%). With 88% of the players agreeing that the game is beneficial is proof that this game is wanted as a popular culture.

Lastly, the behavioral intention (BI) component of TAM, in which a conscious plan of promoting or re-doing the game to enhance English skills, is revealed through the answers for numbers 11, 23, 24. In the statement “The speaking exercise encourages me to use my English more actively” receives a strongly agree (6.06%), agree (54.54%), neutral (30.30%), disagree (3.03%), strongly disagree (6.06%). Next, the statement “I will recommend my friend to use this application to learn English” receives strongly agree (9.09%), agree (33.33%), neutral (45.45%), disagree (9.09%), strongly disagree (3.03%) as a response. Then, the statement “I will play this English language interactive learning game again to get the best result” receives the response of strongly agree 15.15(%), agree (33.33%), neutral (30.30%), disagree (16.16%), strongly disagree (3.03%). In the behavioral intention, although in one of the statement a high percentage is in neutrality, the other two of the statements receive a high percentage of agreement. This shows that the game will likely be enjoyed by others as it enhances the active use of English in speaking.

To give opportunities for the game test-takers to reflect back about the answers they have given through a Likert scale, four open-ended questions are asked. The questions not only confirmed TAM's questions on PU, ATU, and BI; but they also help the researcher have a better idea on what to do if there is a chance to modify the game.

The questions that deal with PU are questions number 2 and 3. Question 2 is "What kind of feature can be added to make the TOEFL-Like App more interesting". The following are the responses from the Indonesians: add music, add similar mini-games for iPhone users, add a Help button, add a Back button, modify the game into an adventure game where a multiplayer can come to play, add longer conversations, add more entertaining gestures, more character interaction with the players, add questions with pictures, and use native speakers as the voice over.

To see how popular, the game can be for people outside of Indonesia, the researcher also tested the game to Japanese students from Chukyo High School and Chukyo University in Nagoya. The Japanese students gave additional suggestions such as: prolong the animation story, add more questions on the main idea of the story rather than on grammar, add a highlighter for the Reading section, more difficult questions are needed, and the game should give a bonus to correct answers given.

Question 3 also deals with PU. The question "Which TOEFL-Like section (Listening, Reading, Writing, Speaking) is the most beneficial to learn English? Why?" receives the response of the most beneficial from Indonesian students as follows: Listening (37.83%), Reading (27.02%), Speaking (24.32%), and Writing (0.10%).

Whereas, the Japanese regards the most beneficial in Listening (50%), Speaking (31.25%), Reading (0.10%), and Writing (0%). This means that students nowadays feel that Listening exercises need to be facilitated more, and becomes a logical explanation to why in the questionnaire, the students as players or test-takers mostly agree that the animation feature in the TOEFL-like game is what makes the game interesting.

The BI showed through question 4 "If you could design an animation, what kind of animation do you want to make, so English

learning is fun?” have the following responses from the Indonesians as follows: making an animation about animals, flowers, scrabble, vocabulary, word connect, grammar, landmark, artist, hangman, puzzle, daily lesson, quiz up games. In addition, the Japanese suggest games that deal with issues on family relationship, animal, sweets, Disney characters, translation, and classroom interaction between teacher and students game. These answers all mean that they see the game as influencing students to be creative and imaginative in raising the English competency.

The ATU is reflected in question number 1 “In your opinion, what are the disadvantages of the digital media that makes use of animation?”. The disadvantages reported are about some of the unclear picture and audio, providing more time to do the test, keeps players hold on the phone too long, feels incomplete because there is no teacher intrusion, the reading text sometimes overrides the questions, non-auto orientation for the animation, the writing area in the mobile phone is too small, and the game is not yet equipped for iPhone. Whereas, the advantages are the game does help learn English easier, gives good learning method, makes students more imaginative, has creative, interesting and colorful characters in the animation, facilitates beginner’s need for studying TOEFL, not many TOEFL games are available so this one is beneficial, the game is easy to play with, the animation is advantageous as what we see helps us understand quickly with what we hear.

The cultural hybridity and identity of the local and the global aspects of the game

In the research, another question has been formulated: What kinds of local and global aspects were evident in the game? The reason for this questioning is because the researcher understands the TOEFL as being American made with American facts and history inserted in the questions. With this kind of condition, the researcher assumes that not many Asians, unless already knowing about American history and campus life and courses well, will have difficulty in understanding the topics and questions put forward in TOEFL tests.

By use of cultural hybridity in designing the animation, it is believed that the TOEFL can be enjoyed more by people, particularly

Asians such as the Indonesians and Japanese who became the main respondents of the research. The hybrid of the local to the global is believed to better attract the targeted test-takers' interest and enthusiasm in using the English language actively. Therefore, the researcher comes with the idea that there is a need to create a TOEFL-Like exercise, which will not only increase the test-takers English competence but also make the test-takers feel that taking an English competency test can be fun.

The insertion of the locality within the TOEFL, which has been accepted globally as the best way to test someone's English competence is seen clearly in the animation created for the Listening section. In the scene of Tommy the tomato actor, he is given a Western suit and is seen showing his mastery of being an MC in the middle of a theater and exercising his muscles by going to a gym in order to show a global scene often shown up in popular media. This is made hybrid with the scene of Tommy being a tomato with a white towel on his head that would cleanse himself as though immersed in a local Japanese jacuzzi bathtub (see Figure 1).



Figure 1. Tommy in a Jacuzzi

Another scene is Tommy still with his white towel but using the local Indonesian's way of using the tomatoes as a facial herb to clean his face. Indonesians' believe that the tomatoes can make the face become brighter, so whatever dark blemishes were there can be reduced. In one of the answers of the Japanese test-takers, this particular scene (see Figure 2) is a new culture learned for them.



Figure 2. Tommy with tomato facial mask

In the animation of Pokina the pakchoy chef, the global scene of the Western environment is having Pokina with a white uniform in a kitchen with an electric stove near a cupboard full of hanging kitchen utensils with plates and cutlery inside. This is made hybrid with the local Indonesian batik design on the white chef uniform.

Another locality of the Asian's habit is also seen with Pokina preferring to use a Chinese *wok* (see Figure 3), or frying pan to stir fry her pakchoy vegetables with broccoli, cauliflower, and carrots.



Figure 3. Pokina with her work

In another scene, the pakchoy is informed as to the vegetable used to consume with *bakso*, a meat ball soup favorite for many Indonesians. The scene of *bakso* sellers using a wheel cart pushed around Indonesian streets also adds onto the local scene. In the animation, the sound of spoons hitting the *bakso* bowl (see Figure 4) is also deliberately added to point out the Indonesian environment.



Figure 4. A bakso seller with his bowl

CONCLUSION

This article brings forth the result of a research done to enhance the English competence needed by English Department students in Indonesia and Japan. By use of cultural hybridity which makes possible the mixture of local with global scenes, the researcher made a TOEFL-Like mobile game application that accommodates the local and global scenes of popular culture. This strategy is deliberately used in the design to popularize the local into a global culture, just like how the global culture gets into the local one. The innovation of having the TOEFL as a game software has also fulfilled the wish of the Gen-Z people, who are currently within their years of Elementary, Secondary and the first year of Tertiary Level.

Using TAM as a guideline to a questionnaire that seeks to see how acceptable the Gen-Z are towards the product, this article shows that both Indonesian and Japanese test-takers see the Tommy and Pokina TOEFL-Like mobile game application as useful and beneficial. The game proves that it is an appropriate model to increase students' English competency as they have an opportunity of exercising their English in a fun and creative way.

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The TOEFL-Like mobile game application like that discussed in this article has become a model for a better interactive English teaching-learning environment that takes into attention the importance of immersing the local into the global culture.

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QUESTIONS

1. What age group are the Gen-Z people?
2. In your own words, define the term cultural hybridity!
3. What is a serious educative game?
4. How is cultural hybridity applied in the TOEFL-like game?
5. How can the game benefit students?

2.3. ENRICHING STUDENT'S KNOWLEDGE WITH TAPC (TRANSNATIONAL AMERICAN POPULAR CULTURE)

(EKAWATI MARHAENNY DUKUT)⁴

INTRODUCTION

More than a decade ago, McLuhan has prophecized the construction of a global village (2002) by way of electricity. The electricity that McLuhan speaks of is what we now recognize as the internet. With its increasing speed, various forms of information and culture can reach great distances within a number of seconds. With this condition, cultures from different countries can quickly become popular and influence people around the world to try out things, which are considered trendy. Because almost all cultures adopt and adapt to worldwide popular culture, the borders of nations are disappearing. Popular culture products from a powerful country, like America with its Google website, *Facebook* social media, Apple computer, iPhone gadget, You-tubed Hollywood box office films, and globalized *Cosmopolitan* digital magazines have build up the pathway for a transnational American popular culture (TAPC). With this globality some culturalist argue that one's original culture is disappearing. This paper argues that TAPC is necessarily learnt by Indonesian students in order to have better knowledge of what becomes the background for the above phenomenon. By doing so, Indonesian students can appreciate more of American vs Indonesian culture and use it to enrich their academic research writing. Based on a number of personal research and teaching on popular culture, this paper shares that a learner-participant oriented method can locally cotextualize TAPC and becomes a guide for students at Soegijapranata Catholic University to succesfully write their academic research.

In the era of globalization, crisscrossing influences of the world's cultures has become a phenomenon that may make individuals difficult to distinguish which is the original culture of a nation. The difficulty

⁴ This article was presented in Soegijapranata Catholic University's Knowledge Festival in 2017.

emerges due to the borderless areas among nations that are created with the advancement of media's technologies that easily insert various kinds of foreign cultures to blend in with the local culture. This becomes the reason why Kraidy (2002) believes that in globalization, the culture of the world has been mostly molded in the image of a Western, mainly American, culture.

The American popular culture such as the Hollywood box office movies, CNN daily television shows, YouTube or other forms of media technology are just examples of how the American culture is globalized and can influence people's lives. American culture is easily immersed with the local culture that people do not realize it and consequently have no substantial resistance from the people. In the case of Indonesia, when they do realize that the popular culture is an American one, Tomlinson (1990) has reported that using and owning an American popular culture product is most of the time not something to reject but is instead, accepted as a media to realize a sense of freedom, personal power and status aspiration. Because this phenomenon also happens to other parts of the world, the world can be said to be living in one big American culture or what the mass media expert, McLuhan (2002) terms as the global village.

With the advancement of media technology, people's reality is often mixed up with images of hyper reality. It makes people unclear about which is the real reality, and which is the hyper reality. The American menu from McDonald's or K.F.C. fast food restaurant is readily available in almost any country's airport and cities, that the world's surroundings to an immediate sojourner seems too similar to each other. In the city streets, when asked where a french fries and crispy chicken menu originates from, the diversification of for example, an Indonesia Kentuku Fried Chicken can make a child answer that the chicken menu originates from Indonesia rather than from the United States. Likewise, when an American child is asked where a fried rice menu originates, that child may simply say it is from a local restaurant somewhere in down town New York. With this kind of condition it is interesting to reflect to Dyer's (1982) argument that changes in the past half century is not just how Asian culture is becoming more and more

American, but likewise how American culture is becoming more and more Asian.

The intertwining of the Western and Eastern culture, according to Fishkin (2004) is the cause for a global, or transnational American popular culture. As the newest theory in American studies, the Americanist, Fishkin (2004) promotes the importance that an understanding of any culture requires looking beyond the nation's borders. The understanding of how a nation is seen from different perspectives beyond its borders, according to Fishkin is termed transnationalism. This paper will share how TAPC. is taught and practiced by the English Department, Faculty of Language and Arts' (F.L.A.) students of Soegijapranata Catholic University (S.C.U.).

ROADMAP AND SIGNIFICANCE OF POPULAR CULTURE RESEARCH

Research on popular culture and the hyperreal life people may have as an effect of experiencing popular culture has been my interest of study ever since 2004. It started when I wrote my reflection on "*Perempuan Dalam Dunia Nihilisme (Women in the World of Nihilism)*", where I talk about the nihilism of women's images in advertisements. Some of the advertisements, which depict the kinds of freedom images women may have in aspiring for a career, is considered nihil since most women are still expected to be master of their own household. In 2005, I delivered a paper at an international seminar about "Exploring Cultural Values through Representations of American Popular Culture Products". This paper sets up the kinds of cultural values such as the freedom, self-reliance, hard work and money oriented popular culture products that fulfill the criteria for success. Next in 2006, a research done for a presentation at an international seminar "Peranan Hiper-Realitas Baudrillard dan Semiotika Barthesian dalam Penafsiran Media Iklan untuk Perempuan" specifically deals with the use of the post-modernist Jean Baudrillard and Roland Barthes' semiotics in analyzing and interpreting a number of women magazine advertisements. Feedback for this research is then accommodated for an accredited journal article in 2006 with the title "Comprehending Ads through Jean Baudrillard's Postmodernism".

The year after, in 2007, by making a research analysis of U.S. magazine advertisements that are published in a selection of both American and Indonesian women magazines, the American value of success is focused exclusively for an accredited journal article with the title, “The U.S.A.’s Value of Success as Portrayed through a Selection of Magazine Ad”. The paper presented in another international seminar “Reading Indonesian and American Values via *Cosmopolitan Magazine* Ads “(2008), concentrates more on the research data for *Cosmopolitan* magazine advertisements of the same issues and year editions that had some differences of advertisements used due to the origin of publication, i.e. those from the U.S. and those published in the globalized edition for Indonesia. The article presented at an international seminar, “Cracking the Code: Discovering the Universal Culture of Advertising” (2008) focused on a step by step method of using semiotics for advertising research. With the opportunity of going to the U.S.A. for research, the paper “Indonesian Perspectives on American Popular Culture” (2009) is presented in a colloquia seminar for the U.S. audience who are mostly popular culture students and experts. Whereas, “Lean, Toned and Fit – Cultural Values in Contemporary Popular American and Indonesian Women’s Magazines” (2009) is a research report presented in front of U.S.A. professors based on a theme that I have found from comparing three most popular women magazine advertisements that come from the American version as compared to also three most popular from the Indonesian version.

The international seminar article entitled, “Multiculturalism in the Beauty of Cosmetics: a Study of Popular Culture” (2011) makes a focus only on cosmetic advertisements in women magazines, then, a year later, “Framing a Globalized Cultural Identity with a Transnational American Studies” (2012), which makes use of the newest American Studies’ theory on transnationalism is presented and written up for a proceeding organized by the American Studies Association in Indonesia. Next, the “Images of Women in *Cosmopolitan*, *Ladies’ Home Journal*, and the *O: Oprah Magazine* Advertisement” (2012) is written for a journal organized by the American Studies’ Students and Alumni Association in Indonesia. With one of transnationalism’s mission of being identical in one way or another with globalization, I decide to make a faculty

research in 2013 on just one of the magazines used for my previous research, thus the title “Globalization in *Cosmopolitan*”. Some of the result of the research, which finds that the global magazine’s advertisements in *Cosmopolitan*, maintains some of its local cultural values even though English vocabularies are used in the advertisement is presented in an international seminar in Malaysia in 2014, with the title, “Transformations of English Language Cultural Values’ and Transnationality of Advertisements”.

As can be seen from my journal articles and proceedings or research reports presented in international seminars, whether done in Indonesia or in U.S.A., a research speciality emits from it, i.e. 1) the kind of popular culture media used is women magazine advertisements, 2) the publisher of the magazines are from the U.S., which is compared to the Indonesian ones, 3) the theories and approaches used in analyzing the advertisements involves popular culture, semiotics, women studies, mass media and communication studies, post-modernism, and transnationalism. They have become the basic grounding for my disertation award from the Ministry of Indonesia in 2014 with the title “Cultural Values of American *Cosmopolitan*, *Ladies' Home Journal* and *O: the Oprah's Women Magazine Advertisements*”, and then a collaborative research among Indonesian professors and graduate students in American Studies, entitled “Reformulating Identity: A Transnational Study on Ideology of American Minorities of the 1960s” (Adi, Kusharyanto, Dukat, Kasjuaji, Hernawati, Indriani, & Lufti, 2015). These have become the pillars for my faculty research entitled “Transnationality of Women Images Representations in Magazine Advertisements” (2015) and later for my graduating dissertation research in 2015 with the title, “American Hegemony in Popular Culture: A Transnational American Studies on Women Magazine Advertisements”.

Not many American Studies scholars have produced writings or did research on T.A.P.C. Those that have become the grounding for my work are scholarly writings from Briggs, McCormick, and Way (2008); Fishkin (2004) and Ngai (2005). These scholars believe that globalization and transnationalism both reflect the notion of the easy transfer of nations’ cultures. Yet globalization differs from transnationalism in the case that globalization deals with a part of the world who has an imperial

system, whereas transnationalism makes ways for the success of the U.S.'s failure for a multinational capitalism.

Not limiting to just works from the U.S., the study of transnational popular culture has been done by Savishinsky (1994) who reports that the Jamaican Rastafarian movement has been globally spread and immersed in many different countries. Then, the book *Hemispheric American Studies*, written by Levander and Levine (2008) has valuable essays which pay close attention to how the local and global cultures can migrate across nations. The essays show how the migration can present the diverse range of text and popular cultural forms of, for example cartoons, novels, films, art, music and also travel documents.

The topic of transnationality in popular culture research is a new occurrence. In the university where I graduated for my doctoral degree, my dissertation is the only one that touches the subject of popular culture's transnationality via women magazine advertisements. Other T.A.P.C. is used for students of the Master's Degree in the American Studies Program of the Faculty of Cultural Sciences of Gadjah Mada University. They are "The Ideology of Minority: A Transnational Study of the American New Left in 1960s" (Kasjuaji, 2015), "Representation of Leadership: A Transnational Study on Kennedy and Sukarno Movies and Novel" (Hernawati, 2015), "Searching for Identity: A Transnational Study of the Hippies in the 19060s and Its Aftermath" (Lutfi, 2015), and "Representation of Values through Popular Literature: A Case Study of Transracial Adoption in American Movies" (Indriani, 2015). With these research output, naturally, I believe it is valuable to devise my popular culture class at the English Department of F.L.A., S.C.U. with discussions and lectures that sets up students with their mini research that may develop into a graduating paper.

DISCUSSION

In order to have a systemized class session, I wrote a module for my popular culture students to read, to contemplate and to use. *A Handbook for Reading and Writing about Popular Culture* is mandatory for all of my students to have, because it helps them to understand better the characteristics of popular culture by making a contrast between high

and low culture. Although American popular culture products with its myths, beliefs, icons, heroes and rituals become the focus of attention, the discussions brought from the book's readings is made lively in class by comparing it to the Indonesian popular culture. The culture of what students see and experience in the current Indonesian society can be reflected to what is seen in films, television shows, book publishing, advertising and news media industries.

Dewi (2012) mentions that there is a complementary relationship between American Studies and popular culture, which can involve American sports, science and pulp fiction as samples of class discussions. She also mentions about Schoket (2011) who develops the kinds of popular culture media to include the use of children's animated films. Making a study of Indonesian TV shows, I have decided to enrich my popular culture class with discussions on TV sitcoms and dramas, cooking competitions, game and reality shows, because they are proven to have linkages with the original American but also with its competitors, the Korean and Japanese shows. With a various range of popular culture products provided for students to enjoy, the more engaged students can become in writing up their final project.

As a method to use in class, Bismoko (2011) and Dewi (2012) suggests that the teachings on popular culture from foreign countries should be contextualized with the local setting of the Indonesian students who are not only researchers but also participants in their final project. Although some academicians say that a research project, which uses popular culture is not as academic as those using high culture, it is in fact the very idea of involving the student learner as participant in their own project that makes T.A.P.C. research difficult to do. The degree of difficulty is what can elevate it to quite a high position in the academia. The contextualization, according to Dewi is the bringing up of products that are popular overseas as comparisons for the local ones. For example, Dewi mentions the Hip Hop music group has established a community in Yogyakarta with its "*Jazz Mben Senin*" (jazz every Monday) group that enriches studies on the genre of the music.

Methodologically, research in popular culture should be subjectively objective. As supported by Creswell (2007) and Saukko

(2003), the data gathering of popular culture research should be locally informed, historically situated, and ideologically driven as a researcher. Thus, a research on the fans of *American Idol*, for instance, will have the the commodification of Indonesians as singing contestants. The T.A.P.C. research is necessarily a compare and contrast one, whereby, a cross-cultural understanding is facilitated among students, in addition to understanding how American popular culture becomes a worldwide success as it broadens the intellectuality of international scholars. This intellectuality must, however, be guided by a teacher, which gives positive impacts to students. With this said, samples of popular culture products, which take place in my classroom below is academically acceptable: Samples of my students' project presentations include a research on the development of

1. how the images of American Black minorities have been stereotyped on TV (see Appendix 1)
2. how the popular singing talent show, the American Idol has transnationalized into Australian, Indian, and Indonesian Idol shows (see appendix 2)
3. how the popular cooking show, the Master Chef has transnationalized into Australian, U.S.A., and Indonesian Master Chef shows (see appendix 3) As can be seen from this example, discussions can involve not only on the characteristics of popular culture but also on the form of the show, history, culture and reaction of the consumers or viewers of the TV show
4. how TV variety shows of Eat Bulaga from Japan is transnationalized and localized into other countries such as Malaysia, Mozambique, East Timor and the Indonesian Jagoan Karaoke, Masak Gokil, Little Miss Indonesia, and many more (see Appendix 4)

It is, thus not surprising that in the long run, some of these students have sought for my guidance in helping them produce an undergraduate thesis on for example, "The Popularity and Impacts of the Blackberry as a Cultural Product in the Faculty of Letters, SCU" (Setyadharma, 2012), "Korean Wave among Peranakan Chinese

Undergraduate Students in Soegijapranata Catholic University” (June, 2012). “The Popularity of Natural Beauty in the 2008 and 2009 Female Students of the Faculty of Letters, SCU” (Ariani, 2014), and to follow in 2016 are “A Transnational Popular Culture Study of the Representaion of Global Women’s Beauty Images in Femina 2011-2012)” (Widyadinda) and “Representation of Gender Ideology in Popular Culture Magazine Advertisements of Kartini 2014-2015” (Paramita), and “Fashion Globalization Influence of Korean Girl’s Generation on Indonesia’s Cherrybelle: A Transnational Popular Culture Study” (Mega).

In my roadmap (see Appendix 5), applications of T.A.P.C. is not only for academic research, but in my experience, I apply it also to community service activities. Starting with the knowledge that comic books are forms of popular culture, the idea of transnationality is put on par with the idea of translation. What it means here, is the idea that a particular theme for a comic book is especially prepared to be enjoyed not only by a local community but also a global community. Being an Indonesian, naturally the local community is Indonesia with particular emphasis on the island of Java; and the gloal community is the world whose global language of communication is English. This is what I mean by translation used for transnationality purposes. Thus, the comic book that devise must be bilingual.

Observing that most children under 9 years old tend to hate eating vegetables, I invited lecturers from the Food Technology department, and the Visual Design and Communication department to join me into making a bilingual comic book with vegetable characters that are cute, colorful and represents the minimum nutrients the children should want to consume. The characters are contextulized locally, such as Spibam the Super Spinach who is dressed in the Javanese local hero, Gatutkaca, who offers children the iron nutrients in its body to make children strong; or Kartini the Dancing Carrot, who has beautiful skin and sharp eyesight because carrots have betacarotene nutrients important for children. The dancing carrot is dressed in local Javanese costume for Golek Dance, thus enticing children to also maintain and carry on the local dance.

With the bonus of recipes from the vegetables and also on how to pronounce the English words with a list of transcriptions as guide, the book series is an attraction not only to Indonesians who want to study English but also to foreigners who want to study Indonesian language and culture. The application of TAPC in bilingual comic books thus enriches the kinds of activities one can have for community services.

CONCLUSION

Although not as easy as it looks, based on the samples of mini projects done by students, research on popular culture is academically relevant and interesting to do. No longer is a student using popular culture media for entertainment but also for a case of reflection to eventually understand the Indonesian culture better. As shown in this paper, not only will there be variety shows or popular culture products that just copy from more advanced countries, but the transnational character of popular culture has assisted the enrichment of shows and products that are based on the local's needs. As a consequence, a wider audience is met and thus, the longer sustenance of the popular culture product. As a bonus, like shown in the community service activity of making a bilingual comic book for children, T.A.P.C. can make academicians to be creative in making a compare and contrast of popular culture products from either local/ foreign countries, that can cross border and be immersed in the local/ foreign culture. Transnationality thus has a reciprocal direction to allow both lecturers and students enriched in the knowledge of the world's cultures.

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QUESTIONS

1. What is TAPC?
2. What does the word transnationality mean?
3. What is the reason culturalist say that one's original culture disappear?
4. Is popular culture important to be learned and researched? Why?
5. Explain why learners should do TAPC research!

APPENDIX 1:

How the images of American Black minorities have been stereotyped on TV

Pop Culture

The Images of Blacks on TV

Group:

- Ivana A (11.80.0002)
- Melanie W (11.80.0018)
- Andria A (11.80.0036)
- C.Habakti (11.80.0045)
- Lucia K. (11.80.0052)



Blacks on TV – Gerbner's Research

- The problem of TV's treatment of blacks: **IMAGE**.
- Blacks are shown as **minority**.
- Blacks' roles : hero's sidekick, supporting characters.
Blacks are **minority and not important**
- Blacks-Whites Marriages: **forbidden**
(Waters, 1982, p 161)



Blacks-White Marriage

- **Guess Who's Coming to Dinner**
Sydney Poller → physician
Appear on HBO 2 at September 17- 2012 (09.30 p.m.)
<http://www.hbo.com/guess-whos-coming-to-dinner/cast-credits.html>
- **In The Heat of The Night**
Howard Rollins → Police detective
Appear on NBC in 1988 - 1992
<http://www.imdb.com/title/tt0094176/cast/>



APPENDIX 2:

How the popular singing talent show, the American Idol has transnationalized into Australian, Indian, and Indonesian Idol shows

Popular Singing Talent Show

- **Stefi Prasodjo** 11.80.0023
- **Francisca Paramita** 11.80.0040
- **Neno Inda** 11.80.0046
- **Nabella Widyadinda** 11.80.0055

Click to add title



- The first season of American Idol premiered on June 11, 2002.
- The title is American Idol: The Search for a Superstar.
- Judges: Randy Jackson, Paula Abdul and Simon Cowell
- The Host are Brian Dunkleman and Ryan Seacrest.
- The winner is Kelly Clarkson. (http://en.wikipedia.org/wiki/American_Idol)

There are some examples of Idol show in other countries:

- Australian Idol
- Indian Idol
- Malaysian Idol
- Singapore Idol
- Vietnam Idol
- Japanese Idol
- Philippine Idol
- Netherland Idol
- NZ Idol (New Zealand)
- Korean Idol
- Indonesian Idol

Indonesian Idol: Be A Superstar



- Indonesian Idol is a reality television singing competition created by Simon Fuller and produced by FremantleMedia Asia, which began held first on RCTI on March 2004 and became one of the most popular shows in the history of Indonesian television.

APPENDIX 3:

How the popular cooking show, the Master Chef has transnationalized into Australian, U.S.A., and Indonesian Master Chef shows

POP CULTURE



MasterChef

Abimanyu	09.80.0020
Marcellina	11.80.0007
Caroline M.	11.80.0019
Wendy Aprillia	11.80.0025
T. Putri E.	11.80.0042

History Tv Program Indonesian Cooking Culture

- Siska Soewitomo is one of the senior chef in Indonesia since her tv program in Indostar in 1988 "Aroma".



Anime & Manga about Cooking

- Written and Illustrated by Daisuke Nomura
- Published by Kodansha
- Demographic: Shounen
- Magazine weekly by Shounen Magazine
- Original run in 1986 - 1990
- Volumes 19



Cooking Master Boy



- Written and Illustrated by Etsuko Ogawa
- Published by Kodansha
- Animation Available by Ohi Production
- Broadcast by Fuji TV
- Production by Neppu Animation
- Product & Assistance by Pines

Characteristics of MasterChef as Pop Culture

- MasterChef is Satisfaction
- MasterChef is Eager to please
- MasterChef is Easy to obtain
- MasterChef is a Reflection of a society
- MasterChef's Promotion



MasterChef Australia and USA

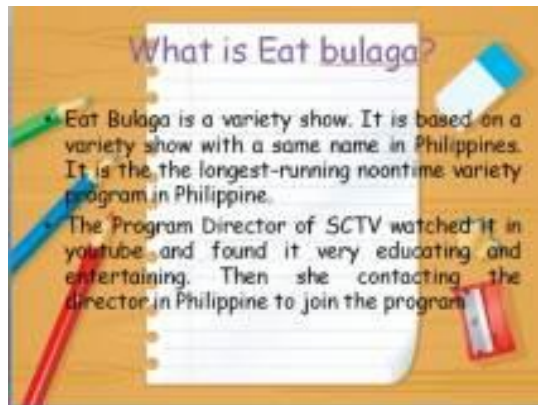




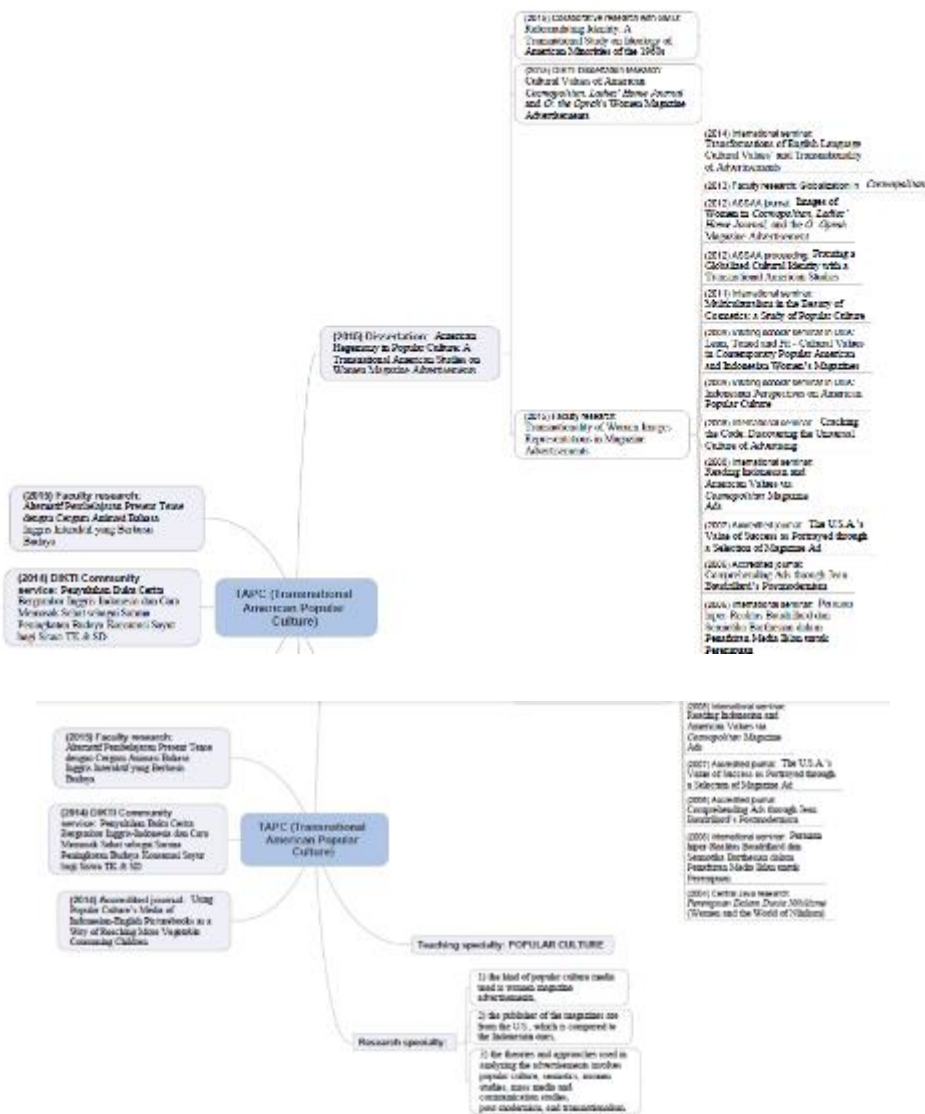

APPENDIX 4:

How TV variety shows of Eat Bulaga from Japan is transnationalized and localized into other countries such as Malaysia, Mozambique, East Timor and the Indonesian Jagoan Karaoke, Masak Gokil, Little Miss Indonesia, and many more:





APPENDIX 5: Roadmap of T.A.P.C.



2.4. STUDENTS AS PRODUCERS: A CASE STUDY OF TECHNOLOGY-BASED PROJECTS

(CECILIA TITIEK MURNIATI & RIDWAN SANJAYA⁵)

Abstract: The existent literature on the integration of technology in language classrooms has addressed the issues of effective teaching strategies, the types of technologies students use, and teachers' preparedness in adopting technology for the classrooms. Some scholars argue that the effectiveness of technology largely relies on the teaching strategies that teachers utilize. The findings of some studies shed light on the impact of technology on students' attitude and engagement. Despite the unresolved debates about the use of technology in the classroom and its impact on student learning, the author's current projects using games, YouTube, blog, and microblogging services indicated that students benefit from the projects in several ways. The participants of this study were students in the English Department in a private university in Semarang. The data for this study were collected from interviews, observation, and students' learning reflective journals that students submitted upon the completion of the projects. The findings indicated that students felt more confident in applying their knowledge in real life situations. Interactions with teachers and peers, bridged by technology, contribute to their development as the creator of knowledge.

Key words: technology, blogging, YouTube, microblogging, active learning

Abstrak: *Literatur mengenai integrasi teknologi di kelas bahasa telah membahas isu-isu strategi pengajaran yang efektif, jenis teknologi yang digunakan siswa, dan kesiapan guru dalam mengadopsi teknologi untuk kelas. Beberapa ilmuwan berpendapat bahwa efektivitas teknologi sangat tergantung pada strategi pengajaran yang digunakan guru. Temuan beberapa penelitian menyoroti dampak teknologi terhadap sikap dan keterlibatan siswa. Meskipun ada perdebatan mengenai penggunaan teknologi di kelas dan dampaknya terhadap pembelajaran siswa, project pengarang saat ini dengan menggunakan permainan, YouTube, blog, dan*

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microblogging mengindikasikan bahwa siswa mendapatkan keuntungan dari tugas ini dalam beberapa aspek. Peserta penelitian ini adalah mahasiswa Jurusan Bahasa Inggris di sebuah universitas swasta di Semarang. Data untuk penelitian ini dikumpulkan dari wawancara, observasi, dan jurnal reflektif pembelajaran siswa yang disampaikan siswa setelah selesainya proyek. Temuan menunjukkan bahwa siswa merasa lebih percaya diri dalam menerapkan pengetahuan mereka dalam situasi kehidupan nyata. Interaksi dengan guru dan rekan kerja, yang dijumpai oleh teknologi, berkontribusi pada perkembangan mereka sebagai pencipta pengetahuan.

Kata kunci: teknologi, blogging, YouTube, microblogging, pembelajaran aktif

INTRODUCTION

Much of the literature on the use of technology in classrooms has attempted to address questions revolving around how technologies affect student learning, what kind of learning technologies students take advantage of, what teaching strategies are the most appropriate, and whether teachers are ready to integrate these learning technologies into their classrooms. New innovations in learning technology and the needs to improve the quality of undergraduate education result in gradual paradigm shifts away from the traditional method of learning and toward active learning techniques.

Active learners, in contrast to orthodox students, are “active creators of knowledge who learn by observing, manipulating, and interpreting the world around them” (Alessi, 2001). While scholars have debated whether technology has a profound impact on student learning, existing literature indicates that the effectiveness of technology in the classrooms depends on the teaching strategies that instructors adopt (Van Horne, Murniati, Gaffney & Jesse, 2012). In technology-infused classrooms, instructors need to create new activities or revamp their current teaching strategies in order to engage students in their classroom (Van Horne, et.al., 2014).

Literature on the role of technology to enhance learning uses the term “net generation” to refer to the younger generation (Oblinger, 2003). This term is used to describe how well younger generations nowadays adjust to the technological gadgets. Research on the use of gadgets in North American universities has shown that university students have

positive perceptions of the use of technological gadgets to enhance their learning, but the study also shows that the influence of technology on students' course engagement is moderate (Dahlstrom, Brooks, & Bichsel, 2014).

Although more and more students believe that they are more familiar and more prepared compared to their counterparts in the past, students reported that the use of technology should be more integrated to improve the learning process. Students reported that in order to take the most advantage of technology to improve learning outcomes, training or guidance is necessary (Dahlstrom, Walker, & Dziuban, 2013). This corroborates the findings of a previous study on learning strategy. Brown & Volts (2005) found that students preferred a learning strategy which allows them to actively engage and participate in current global issues. This study showed that students felt comfortable in incorporating visual aids and technology to better understand the teaching materials.

Universities have a vital role in educating students to become a capable individual who can engage in a networked global society where shared knowledge is the most critical issue (Lehtinen, Hakkarainen, Lipponen, Rahikainen, & Muukkonen, 1999). Hence, universities should apply innovative teaching method that enables learners to interact with others in a much more meaningful way. For the past ten years, studies on the role of information technology and communication on education have looked at how technology can be integrated to enhance social interactions between student – teacher and among students themselves. One of the pedagogical strategies that provide ample rooms for students to improve the social aspect of learning and teaching process is collaborative learning.

Putnam (2008) proposed four affordances of technology in teaching and learning. He posited that technology offers four kinds of support; they are Information (information accessibility), Automation (tasks automation), Representation (knowledge representation) and Communication/ Collaboration (communication/collaboration with peers and experts). In the classrooms, these four affordances are viable if instructors are willing to design their classroom activities in such a way that students have plenty opportunities to create and share knowledge through interactions with peers. In their study of active learning spaces in the University of Iowa, Van Horne et.al (2014) found that some learning technologies can be utilized as platforms for sharing ideas. In this kind of environment, students who are less engaged during the beginning of the semester will become more motivated and confident in contributing their

viewpoints and ideas to group activities or the classroom as a whole. At the end of the semester, these students showed more positive attitude towards the course and increased engagement.

LITERATURE REVIEW

Technology and student learning

Friedman (2005) discussed the impact of technology on globalization. Friedman used the word “flat” to refer to the leveling of the playing field. In his book, he posited that any individual or country who have better access to technology possess wider opportunities to play a role in the global economy. Currently, the access to many forms of technology is already wide open. Universities worldwide take advantage of the rapid technology advancement to facilitate the process of teaching and learning. Young generations today have different characteristics compared to previous ones. Many students own different kinds of gadgets with a variety of programs and applications. Almost all young people, especially those in urban areas, to a certain degree, maintain social ties with different circles of people through mobile applications. They are highly engaged with other people around them through the internet and mobile devices (Oblinger, 2006).

Research on the extent to which existing technologies are effective and what kind of technology students possess for their learning show that there is a gap between the technology owned for personal use and their use in the classroom (Dahlstrom, Walker, & Dziuban, 2013). The most recent report on undergraduate education and information technology in 11 countries found that even though millennial students are known as ‘digital natives’ and are said to have better technology literacy than previous generations, slightly less than 50% of the respondents reported that they are not really confident about their technology-related skills (Dahlstrom, Walker, & Dziuban, 2015). However, research on student learning strategies showed that students prefer active learning strategies in which they can play an active role in solving the problems that exist in everyday life. Students also are more and more likely to be comfortable with the use of visual aids as a means to understand the material provided.

Active learning

Prince (2004) defined the term active learning as “any instructional method that engages students in the learning process. In short, active

learning requires students to do meaningful learning activities and think about what they are doing” (p. 223). One of the key elements of active learning is thoughtful student participation and engagement to attain the learning outcomes. Zayapragassarazan & Kumar (2012) identified four types of instructional approaches commonly used in active learning classrooms. They are individual activities, paired activities, informal small groups, and cooperative student projects.

The adoption of these strategies largely depends on the class size, course objectives, time availability, and teachers’ level of comfort with the strategy. Some studies found compelling evidence for active learning and the types of activities that work in classrooms. In an early study of active learning, Bonwell and Eison (1991) found that active learning improves student attitudes and thinking skills. Active learning methods require students to engage in discussions and use their high order thinking skills (Roehl, Reddy, & Shannon, 2013). Proponents of active learning believe that learning takes place when students are in charge of knowledge transmission and construction. Teaching strategies in active learning classrooms also center on the idea of collaborative participation and mutual engagement.

OVERVIEW OF STUDENTS’ TECHNOLOGY-BASED PROJECTS

In my language classrooms, my major role is to create engaging activities that will encourage students to internalize their knowledge and apply what they have learned through meaningful assignments. I want to make students active participants in class dialogues and to mediate the knowledge transfer and knowledge ownership. In most of my language classrooms, I design activities where students have to work in groups and take advantage of the available mobile social media applications such as Twitter or Facebook and internet-based programs such as YouTube and Wordpress.

Collaborative YouTube projects

For the past three years, as the first author, I inform that I have used YouTube in my Structure and Functional Communicative Speaking classes as a reinforcement of the grammatical rules and speaking functions of English. English structure is one of the most challenging subjects for English language learners. Despite the fact that English structure is taught from early ages, many English language learners reported that they do not have a good mastery of English structure and

have difficulties applying the grammatical rules in real life situations (Murniati & Riyandari, 2014). Therefore, in my Structure class, I have assigned YouTube video assignments related to the topics being discussed.

For example, in the past, I asked students to upload videos in YouTube using the theme of Central Java Landmarks: Past, Present, and Future. The goal of the project was to make students apply their knowledge of simple past, present, and future tenses. Students had to pick one landmark and describe a brief history of the landmark, current projects/reservations, and the future of the landmark. The pictures below showcase some of the YouTube video projects that students submitted.

As shown in Figure 1, three students worked on a Gedong Songo project. To produce the video, they visited Gedong Songo Temple complex and conducted an interview with people who are in charge of maintaining and preserving the temples.

Figure 1:
Historical Gedong Songo video



The following figure 2 is of a different YouTube centered project for English Structure class. In this project, three students described the history and the preservation efforts of a Buddhist temple in Semarang.

Figure 2:
Vihara Buddhagaya Watugong video



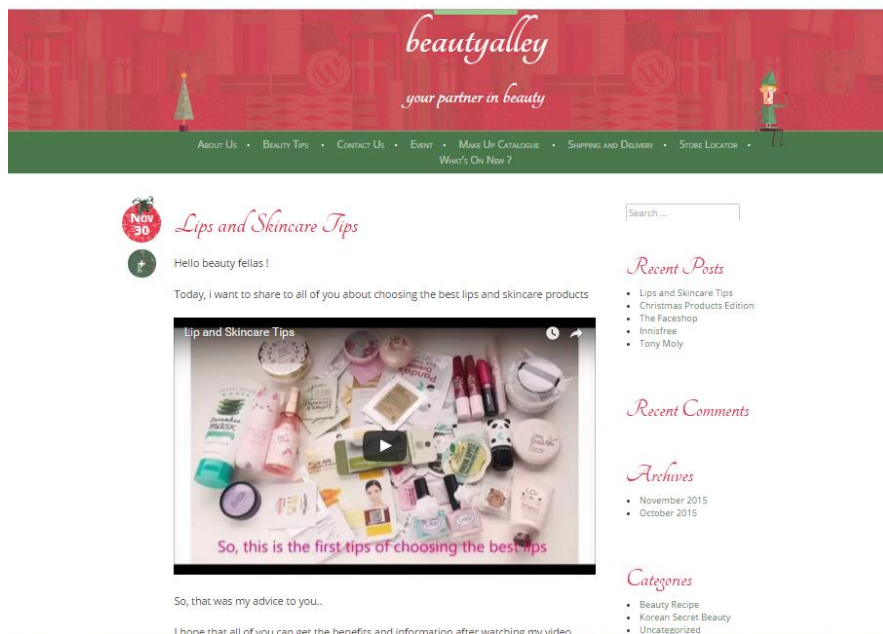
Individual blog project

Blogging was a required project for the Media and Technology in Englishpreneurship course. This course is for students specializing in Englishpreneurship. The course is designed to familiarize students with some digital technologies that they can use to market their products. In this course, the final project was a blog containing information about products/services.

The project required students to include five or more information concepts about their ideas and services, such as “About Us”, “Products”, “Store Locations”, “Contact Us”, “Fashion Tips”, “Make-Up Tips”, or any other information pertinent to product marketing. In addition, the blog incorporated images, videos, and podcasts to add an element of creativity to their design. The following figures are a showcase some of the blogs that students produced.

Figure 3 is a blog project whose main objective was to sell Korean make-up and cosmetics and provide information about Korean beauty tips and tricks. The following figure is a screenshot of a blog homepage. The purpose of the blog was to sell clothes. The contents included fashion tips for women.

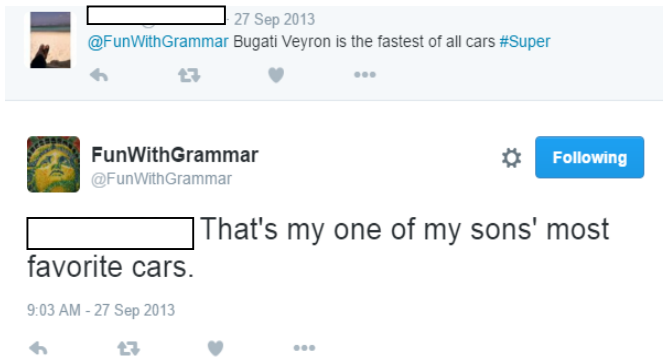
Figure 3:
Beautyalley blog



Individual twitter project

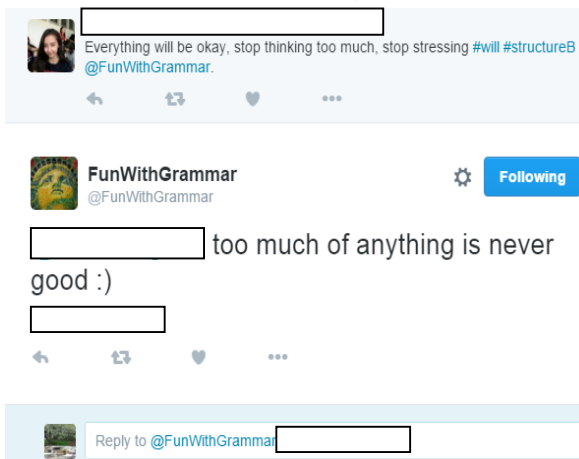
In language learning, microblogging services like Twitter can be a perfect tool to learn English outside of class. This popular mobile application allows registered users to post, receive, and read short status messages from their followers. Twitter can be accessed from anywhere and is available on different platforms. For language learners, this microblogging tool offers a plethora of opportunities for students to improve their writing skill and grammatical rules. Character limitation in Twitter is beneficial for elementary language learners because they can stick to simple short sentences. In my Structure 1 class, I assigned Twitter projects because I wanted students to get accustomed to making short and simple sentences. In Structure 1 class, students learn basic sentence structure and the most common tenses. During the Twitter project, I asked students to follow me and post their statuses in English using the grammatical rules discussed in the class. They could describe their feelings, whereabouts, on-going activities, or plans. My responsibility as a teacher in this task is to provide feedback on grammar use and sentence structure. Figure 5 below shows a conversation in Twitter. A student posted a tweet containing the use of superlative.

Figure 4:
A tweet containing the use of superlatives



The following figure shows a tweet containing the application of will (modal).

Figure 5:
A tweet containing the use of will



Group-based game-making

One of the most recent project incorporating technology for language learning is the collaborative learning through game-making. In this project, with my co-author, we taught students to make a role-play game using RPG Maker MV software. Activities in the game were created through the features of the software and the templates we

provided. To make this game, students had to modify the template, the maps, the characters, and the storyboards.

Figure 6:
Game template



The following figure is the result of one of the games that students created.

Figure 7:
Game result



To create the game, students had to work in groups of three and designed questions so that other people can play the game. To create question items for the role play game, students had to practice their writing and grammar skills as well as their knowledge of a certain topic. In the example above, students created a game on Korean drama. Players of this

game were supposed to answer trivia questions about Korean drama and actors.

METHODOLOGY

The participants of this qualitative study were the freshmen of English Department in a private university in Semarang. To find out students' perception about the technology-enhanced projects, I distributed learning reflection essays that students had to submit upon completion of the project. In addition, I interviewed with several students to obtain more data on their attitude towards the projects, their challenges in completing the projects, and their perceptions about the benefit of such projects.

RESULTS

To assess students' attitude towards these technology-based projects, students were asked to write a learning reflection. They had to report on their challenges in creating those projects and to what extent those projects helped them in understanding the subject matter. These learning reflections were useful for me in order to redesign or revamp the syllabus or class projects to better suit the needs of the students. From the multiple data sources, three main response patterns emerged.

The advantages of technology-enhanced projects

1. Increased interest and creativity

In their learning reflections, students suggested that the projects made them capable of expressing their interests and allowed them to be creative. Students liked the project because they were able to work on things they are interested in. For instance, the blog project represented students' passions. One of the students who liked to grow cactus intended to use her blog to sell her plants and offer promotions for her new plants. Another student was into Korean beauty products and was very knowledgeable about various kinds of Korean makeup and cosmetics. This student used her blog to provide information about her business and sell Korean beauty products. Another student who liked pets used his blog to sell pets and share useful tips about pets.

In YouTube projects, students were able to hone their creative side in producing their videos. They selected video themes, background

songs, and animation carefully. Many videos contained deleted scenes or bloopers in order to show audience the process of video making.

2. Increased self-confidence

After completing their projects, I arranged one or two meetings to showcase students' projects. In these sessions, I asked students to give responses or feedback for their classmate's projects. Students liked the fact that they received feedback about their sentences and learned which expressions were incorrect. The feedback made them better comprehend the use of grammar and writing mechanics. In their YouTube project focusing on Comparisons, when I asked them whether the activities helped them understand the rules of English comparative patterns, students stated that their class mates' comments and the public nature of YouTube was a great motivator for them to be aware of grammatical rules during the script writing. In short, students did not want to make many mistakes because there is a possibility that they would receive some negative comments from their classmates or other anonymous people on YouTube commenting on incorrect English.

Being public was likely to increase students' awareness and self-esteem. This was evident from their multiple try-outs in creating media files. Audio and video recordings were conducted multiple times so as to obtain the best materials to be uploaded in YouTube or other social media. In addition, students also submitted their drafts before starting recording. In other words, being public increased their awareness of linguistic competence. They were worried if they were seen as linguistically incompetent. Students also reported that the public nature of social media increased their confidence.

The YouTube project requires more detailed attention to presentation and delivery. In order to produce good YouTube projects, students said that they had to rehearse several times and dress properly. Students stated that they were quite nervous initially, but after they were in front of the camera, they became much more confident.

3. Becoming better learners

Group-based technology-enhanced projects require students to utilize various diverse skills such as collaborating, interviewing, writing, designing, and public speaking. During the completion of these tasks, students reported that in general, they could work well with their classmates despite their hectic schedule. Students reported they were able

to learn many different aspects of technology and English grammatical rules because they learned them from their classmates. In other words, students maximize their own potential by helping other students or learning from each other. Students wrote in their learning reflection that what they did help them tremendously in understanding a concept since at times they were required to explain a concept to their friends. In brief, they stated that they became better learners. They learned a lot by interacting with their peers, receiving and giving feedback from teachers and classmates, sharing their knowledge to other people.

Challenges in accomplishing technology-based projects

1. Internet connection

Students reported no major technical problems aside from the slow internet connection. Upon completion of the project, students reported that their digital literacy had improved and they did not encounter any major technical difficulties. Prior to their technology-based projects, students had their own social media accounts and had been active users of such account. Therefore, uploading YouTube videos or creating messages in Twitter was not something new to these students. They had no problems tweeting because they had used Twitter to maintain connections with their friends. Before this project, they already posted messages in English.

Many of these students stated that they were comfortable using the programs necessary to complete their projects even if they were new users. Audacity, for instance, was new to students, but from the observation, students seemed to be able to use it well. Creating podcasts for students' blog projects went smoothly even though students had to make themselves familiar with Audacity.

One of students' major complaints in completing their projects was slow internet connection. To accomplish some stages of the projects, sometimes students had to bring their laptops to class and had to be connected to internet. Unfortunately, when students were working on the project, the internet connection was unstable and the project became very time-consuming. Some of the projects had to be completed in the classroom because team members were required to determine the outline, decide the design of the projects, or proofread the script or the storyboard. When many students were accessing the internet at the same time, the connection became very slow.

2. Less attention to content

Technology-based projects almost always incorporate good design. Students tried to make their projects look attractive; thus, they spent more time designing. During some of the classes, students put a lot of effort to make their project attractive by trying different themes, templates, images, and fonts. In their learning reflection, students acknowledged that this was done intentionally in order to make a project that had good designs and contents. However, during the writing process, students still made grammatical and spelling errors.

Sometimes, the mistakes were too obvious that they were distracting. In some of the video projects, the challenges to create good content were bigger. When working with video projects, students were supposed to pay attention to both contents and appearance, but the contents of the videos needed improvement the most. Some students addressed this issue as lack of editing time. They said they could have done better in editing if they had more time in completing their projects.

DISCUSSION

From multiple data sources, it is evident that technology-based projects foster students' sense of creativity and a better understanding of subject matters. By creating contents for their projects, students became more confident in applying their knowledge in real life situations. Interactions with peers and teachers, collaborative work among team members, collaborative work with bridged by technology, contribute to their development as the creator of knowledge.

The materials that students worked on were not something new, but students were able to present the materials that suited their needs and purposes in a creative manner. The ability to extract information from different sources through interviews, archival documents, and other online materials and combine them in one project made them a creator of knowledge. They were able to show their creative capability by making something new from existing ideas and available information. Students had creative freedom to learn a concept, share it with their peers, and then create a new one.

In this way, they enhance their peers and their own learning. Being able to create contents through meaningful tasks and share them to the public made them better learners.

In this study, the most-frequently cited reason for technology-based projects was slow internet connection. This finding was similar to that in Carr et al. (2011). In their study, students' perceived benefits of technology-enhanced language learning were mostly related to computer-related issues. Although they had favorable attitude, the fact that their responses were more related to technology related issue was an indicator that students put more emphasis on technology and less attention to content or the learning process itself.

One of the objectives of college education is to create and shape a mindset that promotes genuine interaction and dialogue to solve social issues, economics, and politics that surround us in this world. Activities in the classroom should stimulate learners to sharpen their analytical and critical thinking skills.

Learning activities should open abundant opportunities for students to explore the world around them and to acquire and internalize new knowledge. Classroom activities have to provide the opportunities for students to contribute ideas and participate in meaningful discussions with their teachers and peers.

Young generations adjust better to technology. They own gadgets, use various kinds of applications and tools for entertainment, productivity, and social relationship purposes. The integration of technology in language classrooms, when carefully designed and implemented, can lead to increased engagement and participation and more positive attitude towards language learning. In addition, technological ambiguity gives rise to students' higher level of adaptability which may come in handy in their future professions.

CONCLUSION

Technology-enhanced projects are beneficial if they are incorporated carefully. The findings of this study indicated that such projects created favorable learning attitude and positive learning experience for the students. Increased interest and creativity, higher level of self-confidence, and becoming a better learner were some of the perceived benefits. However, technology is not without limits. Sometimes technology is unreliable that students had to allocate more time to finish the projects. Internet connection was one of the major factors why students' projects were delayed. Another challenge was students' predisposition to spend more time on design instead of contents.

The findings of this study suggested that technology-based projects had potentials to be incorporated to the curriculum even though extra care must be done to ensure that students gain the most from the teaching and learning process. Future research should focus on the effect of technology-based projects on certain language skills and what kind of learning models that work best for technology-based projects.

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QUESTIONS

1. In what ways do students get benefits from technology-based projects?
2. Mention some of the technology-based projects that you have done as learners and elaborate what you have learned from those projects.
3. What kind of social media do you often use as language learners? What are their advantages and disadvantages?

2.5. USING POP CULTURE'S MEDIA OF INDONESIAN - ENGLISH PICTUREBOOKS AS A WAY OF REACHING MORE VEGETABLE CONSUMING CHILDREN

(EKAWATI MARHAENNY DUKUT, MAYA PUTRI UTAMI, ADI NUGROHO, NOVITA IKA PUTRI, PROBO Y. NUGRAHEDI)⁶

Abstract: A questionnaire and interview recently given to 5-8 year olds children and their parents show that consumption of vegetables is low. One of the factors for the low consumption is due to the lack of creativity in making various menu and creative media to obtain children's interest in wanting to consume vegetables. In Indonesia, if young children can be taught to actively use the English language, it will be a great advantage for their future's education. Based on these backgrounds, through the various media available in today's popular culture, picturebooks that can increase children's ability to read English language texts in addition to consume vegetables is created. A picturebook project is regarded highly relevant for teachers who specialize in English language, visual communicative design and food technology. This article shares how with a bilingual picturebook, a reader will know how to pronounce the English language well because there is a phonetic transcription guide provided at the back of the book. Also at the back of the book is a menu for the vegetable that becomes the main character of the book. With this strategy, the book is projected to be popular to readers who want to also create attractive vegetable menus for children. The picturebook that is packed with simple yet interesting visual language is also a way to show how creative one can be in designing lovable vegetable characters. This article discusses the reasonings of creating the picture book.

Key words: popular culture, vegetables, children, bilingual picturebook, visual language

⁶ This article has been published in. *Celt: A Journal of Culture, English Language Teaching & Literature*, 14(1), 2014: pp. 36-47. Permission has been granted by the chief editor and authors to have this article inserted for this book. The original file is available at doi:<https://doi.org/10.24167/celt.v14i1.55>

Abstract: *Kuesioner dan wawawancara pada beberapa waktu diberikan kepada siswa berumur antara umur 5-8 tahun dan kepada beberapa orang tua menyatakan bahwa konsumsi sayuran dalam keluarga cukup rendah. Salah satu penyebabnya mungkin adalah kreatifitas yang tidak cukup bervariasi melalui macam menu untuk mendapatkan perhatian siswa dalam rangka mengkonsumsi sayur. Di Indonesia, jika anak-anak dapat diajari untuk memakai bahasa Inggris secara aktif, hal itu akan menjadi keuntungan yang besar ke pendidikannya kelak. Berdasarkan latar belakang ini, maka melalui macam media dalam budaya populer saat ini, buku cerita bergambar yang dapat meningkatkan kemampuan anak untuk membaca bacaan dalam bahasa Inggris selain mengkonsumsi sayur akhirnya disengaja untuk diciptakan. Proyek pembuatan buku cerita bergambar ini sangat cocok bagi guru-guru yang mempunyai keahlian dalam bahasa Inggris, Desain Komunikasi Visual dan Teknologi Pangan. Tulisan artikel ini bermaksud untuk mengsosialisasikan bagaimana melalui buku bilingual para pembaca akan dapat mengucapkan beberapa kosa kata bahasa Inggris dengan benar karena di belakang buku ada pedoman fonetiknya. Di belakang buku juga ada menu makanan sayur yang menjadi karakter utama buku. Dengan strategi ini, buku ini dapat diproyeksikan untuk menjadi populer bagi para pembaca yang juga mau membuat masakan yang menarik bagi anak-anak. Buku cerita bergambar ini yang dipenuhi oleh hal yang mudah dan simple tapi menarik untuk dibaca adalah cara untuk menunjukkan bahwa seseorang dapat menjadi kreatif dalam menciptakan karakter-karakter sayur yang menggemaskan. Artikel ini memberikan penjelasan tentang terciptanya buku cerita bergambar itu.*

Kata kunci: *budaya populer, sayuran, anak-anak, dwi bahasa, cerita bergambar, bahasa visual*

LOW VEGETABLE CONSUMPTION AND ITS EFFECTS IN CHILDREN

It is often the case that when asking children what they prefer to consume for their meal, a more likeable answer is to have fried chicken or have some kind of noodle dish. Rarely would the answer of the children be a preference to have stir-fried vegetables or green salad.

When consuming a hamburger from a McDonald's restaurant or fried noodles at a nearby Chinese restaurant, children tend to take out the vegetables from these meals. When asked why, some would answer that the vegetable smells or too difficult to swallow or just simply not tasty enough.

An interview given to 30 children studying at Don Bosco Pangudi Luhur Kindergarten and first and second grade of elementary school that are between the ages of 5-8 and also a questionnaire given out to their parents show that 80% of children dislike vegetables. There are 13.33% of the elementary school and 46.66% of the kindergarten children who do not like vegetables. Their reasons are similar to the above phenomenon. It is interesting that 30% of the children's parents are themselves not a vegetable lover. These parents also often have no idea how to make creative vegetable menu for their children. The easy access to junk food or fast food which is made popular through the advertisements seen on television or billboards may have influenced these children and parents even further away from eating healthy vegetables in their meals. It is, nevertheless, quite shocking to find that according to Bararah (2010), 50% of young children do not enjoy eating vegetables. In addition, according to Dennison, Rockwell & Baker (1998) preschool-aged children only consume 25% of recommended vegetable servings a day.

Children of two years old and over should eat "more fruits, vegetables, and grain products" (Dennison, Rockwell, & Baker, 1998, p. 372). Because of this, it is recommended that the fruits and vegetables are made into fruit or/and vegetable juice, so it will be easier for children to swallow. If not consumed numerous times a day, however, only little dietary fiber gets into the body. Low consumption in vegetables will directly give an advantage to children who during their adult stage will have a low body endurance and vulnerability towards deceases (Hidayati, p. 7). Girls are especially affected by it because they are potential to mother and baby deaths (Hidayati, p. 3). The promotion of consuming high fiber like found in vegetables should, therefore, be made. One way is to promote it through a popular culture media.

A popular culture, according to Danesi (2008, p. 2) not only include the beliefs and rituals of a society but also the lifestyle pattern of

that society, which in this case includes the eating habit of the people living in that culture. As informed above, the lifestyle of eating fast food or junk food is also a popular culture shaped by the many advertisements shown on television as a way to answer the people's minimum time for cooking a healthy meal at home. In the interview with some of the children at Don Bosco elementary school, it was also found that some of their parents are busy workers. These kinds of parents do not even have time to take them and pick them up from school. With regards to the daily meal, these children say they do not often see either of their parents cook and what is usually consumed at home are fast food meals.

In Indonesia especially, there are relatively good television shows that can remedy the low consumption of vegetables. For the mothers, Farah Quinn's *Ala Chef*, which is aired at Asian Food Channel TV station and also RCTI's *Master Chef* cooking competition can be an input to how creative one can be in cooking healthy vegetable meals.

The recent *Master Chef Junior* program whose judges are from the *Master Chef* cooking competition should have also encouraged the children themselves that they can be the creative one in the kitchen. If parents and children prefer to go out for their meals in the weekends, they can also have input from Bondan Winarno's *Wisata Kuliner* aired at Trans TV as a popular culture program that may give suggestions for places where a healthy vegetable menu is available.

Although positioned at a *primetime* schedule (Irawadi, 2012), it seems it is still not enough to attract children and parents to love consuming vegetables. Based on this background, therefore, the writers decide to popularize vegetable consumption through an 'I Love Vegetable' picturebook series.

'I LOVE VEGETABLE' BILINGUAL PICTUREBOOKS AS A MEDIA FOR VEGETABLE AND VISUAL LANGUAGE LEARNING

According to Hsiu-Chih (2008, p. 51) a good picturebook should not only give an overall comprehension of the story, but also stimulate the readers' imagination. If these functions are reached, children usually have some satisfaction in reading a story. Citing Owen and Nowel,

Faizah (2009, p. 252) gives further understanding that picturebooks are good media for children because they are usually brief and straightforward. They also contain a limited number of concepts, so that it is easy to be comprehended by children. The writing style is also direct and simple with attractive illustrations that complement the text. Because a picturebook usually contains lots of pictures with simple words, it is important to make the visual illustrations meaningful. Faizah (2009, p. 253) informs that that visual illustrations help increase children's memory by 14 to 38%. It is consequently understood that a memorable character should be created, so children will want to refer to their picturebooks not once but for a number of times. Pictures as visual language help speeds a story line because there is usually about 40% decrease in time when using visual language.

Faizah continues to explain that children usually love picturebooks because of a number of other reasons (2009, p. 254). A picturebook can make children learn more about their society based on a character from the book. The character may also help children have a let out of their own problems because they can see how the characters' deal with a problem similar to their own. The pictures can help children who are not proficient enough in reading feel the enjoyment of reading books. As a consequence, a picturebook can encourage the habit of reading. Thus, it is clear that picturebooks are the right media for children to learn positively about something.

With lots of pictures and minimal words in a picturebook, it becomes a way to easily memorize the wordings used in the story. For this reason, picturebooks is a satisfactory media also for vocabulary learning, too. With the recent trend of not all Indonesian elementary schools providing English language lessons, a bilingual, Indonesian-English picturebook may be the answer to those who are eager to learn English in a fun and simple way.

THE CREATION OF VEGETABLE PICTUREBOOKS

Children love to read books that have more visuals rather than verbal texts in capturing information (McNeal & Ji, 2003). Henceforth, as suggested by its name, picturebook, it must contain more pictures than

words. In the ‘I Love Vegetable’ picturebook series, the writers followed the suggestions above that the main character of the book must be made appealing and memorable. In addition to the visualization that must be there in a picturebook, the size and number of pages is also important to provide interest to children as readers of the book. Because of this, before creating the book a small research was done to decide about the book type, illustration, drawing style and typography preference, in addition to the books’ practically.

Using a purposive sampling of a 3-6 year-old children who are from middle to high class families in Semarang area, four different books were given for the children to comment and give insights to the researchers as writers of this article. The books are a 12 page picturebook with sponge media entitled *Sayang Binatang, Anjingku* (Loving Animals, My Dog), then a fancy paper and thick 308 page book, entitled *Dongeng Mini: Cerita Binatang* (Mini Tales: Animal Stories). The other book is a fancy paper and 24 page book, entitled *Seri Mengenal Profesi: “Guru”* (Knowing Professions Series: “Teacher”), as well as a 32 page bilingual picturebook with a popular cartoon character entitled *Step Into Reading 2: Barbie, I can be A Baby Doctor*. Using a video camera recorder, we observed how the children try to read and interact with the books. We also asked their comments about the practicality of the books, the weight, types of paper used and the size of the typeface that makes them easy to read. We also asked the children’s preference in the kind of characters they would like to see in picturebooks. The following four different types of illustration of a carrot character were used as media (see figure 1).

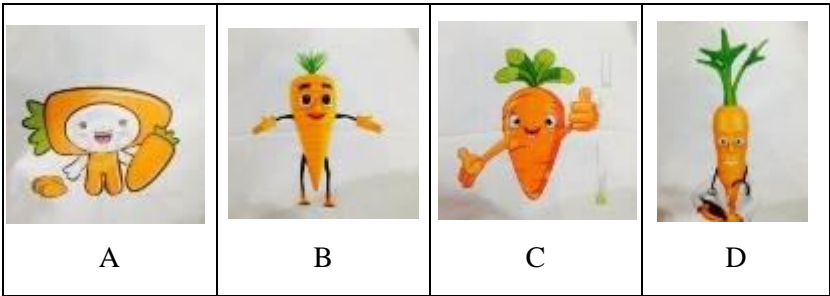


Figure 1. Four different types of carrot character used in the research

The research found that two out of six children prefer to have a feminine character such as A and a masculine character such as in B, so we decided to do two types of visual approach for the character being used in the picturebook. The first one is to draw a character of a person-like figure wearing a vegetable costume. Second, we use a personification and provide an anthropomorphic feature to a vegetable. Using a predetermined storyline, the character is incorporated into the picturebook to help convey the message as discussed earlier.

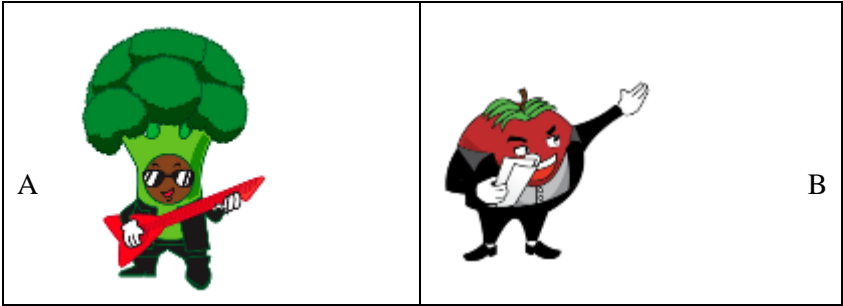


Figure 2. A is a person-like figure wearing a broccoli costume; B is a tomato character with an anthropomorphic feature.

Figure 2 is a sample of the vegetable characters for A: Rocco the Broccoli Rocker and B: Tommy the Tomato Actor. Since children love to attractive pictures, the writers decide to cover the book with bright colors that are filled with images. Children also do not like lengthy pages, so we limit our pages into only about 18 pages which excluded the menu and phonetic transcription page. The typeface of Sans Serif is chosen since it is easier to read by beginning readers (see Figure 3).



Figure 3. Sample page from Rocco the Broccoli Rocker

Given that we also want to increase the popularity of the books by showing some Indonesian feature to the vegetable character, in comparison to the broccoli and tomato character above, the other picturebooks give some visualization on Indonesian images. See a sample of the preview in one of Rocco the Broccoli Rocker's picturebook (figure 3) and covers of the book series (figure 4).



Figure 4. Covers of the 'I Love Vegetable' picturebook series

THE ADVANTAGE OF INDONESIAN-ENGLISH VEGETABLE PICTUREBOOKS

Devising picturebooks as a creative media to increase children's consumption in vegetables as well as learn a foreign language such as English is not as simple as it seems. In order that it reaches its targeted market segment, a small research had to be done so the creation of the characters, typeface and size of the book is appropriate. A picturebook is not only a media to entertain the children but more importantly it gives advantages not only to the children as well as parents as readers of the book, but also to professionals like us who specialize in the English, Visual Communication Design, and Food Technology field of teaching.

The picturebooks that we created is believed to actualize the intention of making children to love consuming vegetables. This is due to the finding that most children do not like vegetables because most TV channels would show more on junk food advertisements, which are packaged attractively for children to enjoy; rather than on TV cooking shows that would show how to cook healthy vegetables for children's nourishment. This is a shame since vegetables are a high source of fiber and nutrients that can increase the quality of the human resource.

Therefore, with a picturebook on vegetable characters, it is hoped that children would be attracted to consume more vegetables.

To achieve popularity, the strategy that we made was also to have cute memorable names for our characters, i.e. Rocco the Broccoli Rocker, Tommy the Tomato Actor, Kartini the Carrot Dancer, Poki the Pak-choy Chef and Spibam the Super Spinach. In addition to the names, the back part of the books is also provided with special menus of the vegetables in mind. We also tried to increase the vegetable consumption by giving a cooking demonstration of the menu contained in the book series, in addition to giving a talk in schools about the importance of it through a community service activity. With these strategies, we hope that children will quickly relate to actual vegetables with the picturebook series' characters, and thereby will love to consume the vegetables.

The second advantage of the picturebook is that it can become an effective visual language media for children to read the Indonesian language fluently and at the same time learn to read the English language translation in a fun, yet professional manner. In order that children, in addition to parents who will help read the picturebooks, know how to read the English words and phrases correctly the end part of each book is provided with a list of some of the words and phrases' phonetic transcriptions. In the story of Tommy the Tomato Actor some of the phonetic transcriptions provided in Table 1 can be seen as follows:

Table 1. *Phonetic transcriptions sample*

Howdy =	[haudi:]	Yellow =	[jeləʊ]
I'm =	[aɪm]	You =	[ju:]
I'm Tommy =	[aɪm tɒmi:]	My friends =	[maɪ frendz]
I'm so popular =	[aɪm səʊ pɒpjʊlə]	Talented actor =	[tæləntɪd æktə]

Since the picturebook is bilingual, the third advantage is not only for Indonesian children to quickly learn English vocabularies but it can also benefit foreign children who want to learn the Indonesian

vocabularies creatively. This is why in the other three vegetable picturebooks, some Indonesian images and storylines are consciously created for foreigners to learn something about the Indonesian (Javanese) culture. Below are some sample pages of the vegetable picturebook series:

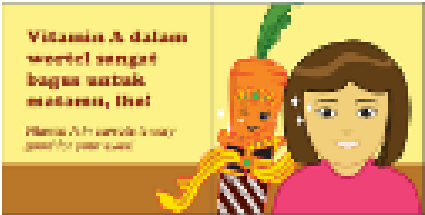


Figure 5. Kartini the carrot dancer is shown wearing the Javanese Golek dance costume



Figure 6. Poki the pak-choy chef is shown with an Indonesian *Bakso* (meat ball soup) seller



Figure 7. Spibam the super spinach is wearing an Indonesian costume from the superpower shadow puppet character, Gatutkaca with a big star in the middle

Not only will foreigners relate the picturebook with Indonesian culture, but to Indonesian readers, the illustrations can help readers

remember the vegetable characters with the vitamins or nutrients found in them.

Last but not least, English language, Visual Communication Design, and Food Technology teachers can also enjoy a fourth advantage, i.e. providing an additional income if teachers can create picturebooks like discussed in this article. Not only can teachers get credit for being good English language teachers since they can show their students how to read and pronounce English words, phrases, or sentences well through a picturebook as media, but they can also receive credit as creative visual language story book writers. Just like us perhaps other teachers can also have the opportunity to be published by a well known publisher like PT Gramedia. All in all, there is more to just teaching if teachers would care to make opportunities for the advantages of teaching children to love vegetables through a bilingual vegetable picturebook such as discussed in this article.

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QUESTIONS

1. Why picturebooks are important?
2. Why do the children love picturebooks?
3. What is the advantage of reading an Indonesian-English Vegetable Picturebooks?
4. Do you agree that the book is two-fold? Will it give benefits to Indonesians wanting to learn English and vice versa, to foreigners who want to learn Indonesian language?
5. How significant will these 5 cartoon characters want to eat vegetables? Why?

UNIT 3

UNIT 3 PENDIDIKAN MELALUI MEDIA BUDAYA POPULER IOT DAN GAME SOFTWARE

Saat ini banyak sekali media digital yang berada di sekitar kita dan hampir semua orang memiliki dan bergantung pada media digital tersebut. Hal ini disebabkan media digital memiliki banyak sekali fungsi bagi kehidupan masyarakat jaman sekarang. Fungsi tersebut mencakup banyak hal, seperti pekerjaan, bisnis, kehidupan sehari-hari, permainan bahkan sampai edukasi. Di dunia pendidikan, media digital dianggap sangat membantu dalam proses belajar mengajar. Anak-anak yang semula jenuh terhadap proses belajar mengajar yang hanya mengandalkan buku teks berubah menjadi semangat saat dihadapkan dengan alat-alat yang membantu mereka memahami materi pembelajaran tersebut. Namun ada beberapa orang yang beranggapan negatif terhadap penggunaan media digital. Hal ini dikarenakan maraknya penyalahgunaan media digital di masyarakat. Ditambah media digital kebanyakan yang digunakan oleh anak-anak hanyalah untuk bermain dan bukan untuk mempelajari sesuatu untuk menambah edukasi mereka. Permainan digital atau *game online* bahkan memiliki nilai negatif sendiri di masyarakat karena dianggap membuang-buang waktu. Hal-hal inilah yang membuat masyarakat menganggap media digital tidak baik digunakan oleh para siswa dan menimbulkan perdebatan di kalangan masyarakat tentang penggunaan media digital di bidang edukasi. Banyak sekali pertentangan yang muncul pada masyarakat karena perdebatan ini. Namun faktanya tidak semua permainan bermuatan negatif. Ada permainan yang dapat disiapkan di kelas dengan mengandalkan fasilitas media teknologi agar mengikuti tema tertentu supaya ada edukasinya bagi siswa. Ada juga pengembang permainan media digital yang memang sengaja membuat permainan sebagai media untuk mengedukasi siswa. Berikut adalah beberapa artikel yang berdiskusi mengenai permainan di dalam maupun di luar pelajaran kelas yang bertujuan untuk memberi edukasi kepada pemain.

3.1. PELATIHAN FUN GAME TEMATIK UNTUK SISWA SMP⁷

(EKAWATI MARHAENNY DUKUT)

LATAR BELAKANG

Analisis situasi

Dalam beberapa tahun ini, SMP Kebon Dalem di Semarang telah bekerjasama dengan Program Studi Sastra Inggris di Fakultas Bahasa dan Seni, Unika Soegijapranata dalam menyelenggarakan kelas ekstrakurikuler Bahasa Inggris secara rutin seminggu sekali bagi siswa-siswanya. Dengan demikian, para dosen dan mahasiswa dari Program Studi Sastra Inggris di Fakultas Bahasa dan Seni, Unika Soegijapranata mempunyai mitra yang tetap untuk kegiatan Pengabdian Masyarakatnya secara terstruktur.

Jika pada waktu beberapa tahun lalu, para siswa tidak lebih dari 20 orang yang terdiri dari kelas 7 dan 8, mulai tahun ajaran 2018/19 ini siswa yang menjadi target untuk kegiatan pelatihan ataupun penyuluhan jumlahnya menjadi berlipat ganda. Adanya penambahan jumlah siswa adalah hasil dari penilaian SMP Kebon Dalem bahwa kegiatan Ekstrakurikuler Bahasa Inggris yang didampingi oleh tenaga pengajar dari Jurusan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Katolik Soegijapranata ini berhasil meningkatkan kemampuan Bahasa Inggris siswa. Dengan demikian, jika pada waktu-waktu yang lalu siswa diberi pilihan untuk ikut atau tidak, kali ini semua siswa kelas 7 diwajibkan untuk ikut.

Dikarenakan adanya pembangunan di sekolah bagi siswa SMP yang biasanya berada di Gang Pinggir, kali ini ada kebijaksanaan dari SMP Kebon Dalem untuk menggunakan lokasi SD Kebon Dalem 2 sebagai tempat untuk pendidikan para siswa kelas 7. Sedangkan yang siswa kelas 8 dan 9 masih tetap menempati yang di Gang Pinggir. Walaupun secara administrasi segala sesuatunya masih berada di Gang

⁷ Artikel ini merupakan laporan dari kegiatan Pengabdian Masyarakat tentang permainan untuk edukasi siswa yang dilaksanakan pada tahun 2018

Pinggir, keberadaan siswa kelas 7 yang ditempatkan bersama siswa SD yang beralamatkan di Jalan Arum Sari Raya, Kelurahan Sambiroto, Kecamatan Tembalang, Sambiroto, Tembalang, Kota Semarang, Jawa Tengah 50276 menghasilkan peserta ekstrakurikuler Bahasa Inggris berlipat ganda. Yang tadinya 20 peserta bisa menjadi 60 peserta. Dengan jumlah seperti itu, maka kegiatan pengabdian masyarakat yang berupa pengajaran Bahasa Inggris dengan berbagai metode kreatif dosen dari Unika Soegijapranata, mengharuskan keterlibatan mahasiswa yang tidak hanya 1 tapi juga berlipat ganda jumlahnya sehingga data membantu kelancaran kegiatan di kelas tambahan itu.

Menurut guru Bahasa Inggris di SMP Kebon Dalem, terbatasnya waktu di kelas reguler membuat urgensinya kelas ekstrakurikuler untuk menjadi tempat berlatih berbicara Bahasa Inggris siswa. Oleh karena itu, agar siswa termotivasi untuk melatih kemampuan Berbicaranya, ketua tim pengabdian kali ini mempersiapkan materi pengajaran Bahasa Inggris yang sifatnya menyenangkan. Ini menjadi alasan mengapa judul kegiatan pengabdian masyarakat adalah “Pelatihan *Fun Game* Tematik untuk Siswa SMP”. Judul dari kegiatan ini didasari oleh adanya tinjauan pustaka berikut yang memberi masukan bahwa permainan Bahasa Inggris yang berdasarkan suatu tema akan menghasilkan kegiatan kelas yang menarik dan sukses menaikkan hasil ketrampilan menulis dan berbicara dalam Bahasa Inggris.

TINJAUAN PUSTAKA

Pentingnya bermain *language games*

Pembelajaran Bahasa Inggris di Indonesia sudah tidak lagi diberikan secara wajib mulai dari bangku SD. Oleh karena itu guru SMP mau tidak mau mempunyai beban untuk mengajarkan apa yang tadinya menjadi materi di SD plus yang semestinya di porsikan di SMP. Dari sini sudah terlihat keadaan dimana waktu yang dipergunakan untuk menyampaikan materi Bahasa Inggris menjadi padat. Dengan padatnya materi maka ada sebagian siswa dan guru yang kurang mempunyai kesempatan untuk memberikan suasana belajar Bahasa Inggris sambil bermain. Padahal ketika bermain, siswa akan lebih banyak menggunakan

Bahasa Inggris untuk berkomunikasi dengan cara yang santai dan lebih tepat guna. Menurut Siguröardóttir (2010, hal. 6):

When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communicating during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill.

Mengajar Bahasa Inggris pada Generasi-Z atau *Centenial* dimana yang paling muda saat ini sedang mengenyam pendidikan di Sekolah Dasar dan yang paling tua sedang di belajar di tingkat pertama sebuah Perguruan Tinggi sudah berbeda dengan para siswa pada generasi-generasi yang sebelumnya. Jika pada generasi *Baby Boomers* para siswa dididik untuk menjadi pendengar yang baik sehingga seringkali menjadi siswa yang pasif di dalam kelas, siswa generasi yang sekarang biasanya lebih aktif dan cenderung memilih kegiatan belajar yang dapat sambil bermain. Jika dulu ada keawatiran bahwa belajar sambil bermain akan mengurangi konsentrasi siswa untuk belajar, mempelajari Bahasa Inggris dengan melakukan permainan simulasi atau *role play* yang mengharuskan siswa memperlihatkan ekspresi teatrikalnya untuk menghadapi masalah yang dipaparkan melalui permainan sehingga menghasilkan suatu solusi, telah dinyatakan sebagai cara yang efektif untuk mengsucceskan kegiatan belajar-mengajar Bahasa Inggris di kelas. Menurut Sanchez, Morfin, & Campos (2007, hal. 51) yang mengsitasi Carier menyatakan bahwa:

- 1. Games give a variety of tools to facilitate the teaching-learning process*
- 2. Games are flexible*
- 3. Games make the lesson less monotonous*
- 4. Games raise the students' motivation*
- 5. Games make students produce language subconsciously*
- 6. Games stimulate students' participation and give them confidence*

7. *Games transform the teacher's role from that of formal instructor to that of forml instructor to that of an organizer or/and moderator of the class*
8. *Games can also serve as a testing mechanism*

Delapan hal tersebut tentang manfaat penggunaam permainan yang menyenangkan (*fun game*) di kelas Bahasa adalah sesuai dengan perkembangan kurikulum 2013 dimana siswa tidak hanya harus memanfaatkan Bahasa Inggris secara pasif dengan membaca dan menulis dalam Bahasa tersebut, namun harus juga secara aktif, yaitu dengan bisa mendengarkan dan melaporkannya dalam Bahasa Inggris secara baik dan benar. Dengan demikian, permainan yang mengasah ketrampilan berbicara dalam Bahasa Inggris memang perlu untuk sering dilakukan.

Ada beberapa alasan utama dari para ahli yang lain untuk memberikan *Fun Games* di dalam kelas Bahasa Inggris. Pertama, menurut Cole, Cole & Lightfoot (2005) memainkan suatu permainan adalah hal yang menyenangkan. Hal ini menjadi kegiatan yang penting terutama bagi siswa karena mereka yang non-aktif di dalam kelas bisa menjadi lebih aktif karena harus mau berinteraksi dengan siswa lainnya. Dalam berinteraksi ini siswa harus belajar untuk saling menghormati, belajar untuk menjadi pemimpin dalam kelompok kecilnya, dan megikuti aturan main yang telah disetujui oleh kelompoknya itu (Cole, Cole, & Lightfoot, 2005, hal. 536). Membuat siswa aktif seperti yang tergambarkan adalah hal penting karena materi pelajaran apapun dari guru tidak mungkin diterima dengan baik oleh siswa apabila siswa tdak mempunyai ketertarikan untuk terlibat.

Kedua, Cole, Cole & Lightfoot (2005) melanjutkan pemikirannya bahwa sebuah permainan dapat membantu terciptanya hubungan yang baik antar sesama karena dapat merasa mempunyai tingkatan yang sama. Hal ini dapat terjadi ketika siswa diminta untuk beranjak dari kursi biasanya untuk kemudian duduk di tempat yang lain, sehingga tidak ada lagi kursi yang khusus dipakai untuk siswa tertentu. Dengan demikian sebuah lingkungan yang positif akan tercipta di dalam kelas.

Ketiga, meminjan pemikiran Langram & Purcell (1994), ada alasan mengapa permainan Bahasa atau *language game* dipakai di dalam kelas,

yaitu supaya bahasa yang dipelajari dapat dipakai pada situasi yang nyata untuk berinteraksi dengan orang lain. Dalam bermain, guru punya kesempatan untuk menempatkan diri sebagai fasilitator. Di sini siswa jadi mempunyai tanggung jawab untuk melaksanakan peran yang harus ia lakukan sebagai pemimpin dari suatu permainan. Oleh karena itu, permainan dapat meningkatkan rasa percaya diri yang lebih besar pada setiap siswa. Hal ini dikarenakan, permainan dalam kelas Bahasa Inggris cocok untuk siswa yang pemalu dan punya kepercayaan diri rendah, terutama pada permainan yang di kelompokkan dalam jumlah kecil. Pada kelompok yang kecil mereka akan mempunyai kesempatan lebih banyak untuk mengekspresikan diri dalam gerak atau ucapan. Situasi pada kelompok kecil akan lebih bersahabat dibandingkan harus berbicara di depan kelas yang banyak siswanya. Hal ini akan lebih menyenangkan ketika tujuan permainan Bahasa dalam kelompok kecil adalah agar berbicaranya lebih lancar daripada agar berbicara dalam Bahasa Inggrisnya harus dengan tata bahasa Inggris yang benar. (Langram & Purcell, 1994, hal. 12-14).

Keempat, dalam penangkapan Siguröardóttir (2010) *language games* akan menantang siswa untuk belajar Bahasa dengan berbagai macam cara agar pemikiran menjadi lebih terbuka untuk menerima berbagai kesempatan untuk terlibat dalam suatu permainan. Kelima, dengan bermain, siswa juga akan dilibatkan untuk memperlihatkan emosinya. Misalnya, dengan melakukan sesuatu yang benar, ia harus mengekspresikan rasa gembiranya dengan tertawa lebar atau bertepuk tangan karena senang dapat menjadoi kelompok pemenang. Hal ini akan mempunyai dampak yang positif terhadap tugas-tugas kelas lainnya. Merujuk pada pemikiran Sigurgeirsson (1999) alasan berikutnya tentang penggunaan *language games* dapat menjadi strategi yang bagus untuk mengajarkan banyak macam pelajaran karena akan memberi ketertarikan untuk siswa dengan beragam macam keperluan terutama bagi kelompok siswa dari berbagai umur dan budaya. Apalagi saat ini ada kecenderungan masyarakat saat ini yang lebih senang menyendiri dengan menonton televisi, film di bioskop atau bermain di depan komputer atau alat tilpunnya. Keberadaan *language games* akan memaksa siswa untuk latihan berbicara secara lebih aktif dengan menggunakan kosa kata Bahasa Inggris yang lebih banyak, dan siswa akan mempunyai

kesempatan untuk lebih banyak bergerak dan berinteraksi langsung dengan teman sebayanya.

Permainan untuk Empat Macam Ketrampilan Bahasa

Dalam bermain, idealnya empat macam ketrampilan Bahasa Inggris dapat ditingkatkan. Ketrampilan yang dimaksud adalah untuk menulis, menyimak, membaca, dan berbicara. Pertama, ketrampilan menulis adalah suatu ketrampilan yang harus dipelajari untuk dilakukan dan bukan terjadi karena suatu hafalan. Hal ini dapat menjelaskan mengapa kegiatan ketrampilan menulis dalam Bahasa Inggris bisa membosankan. Faktor yang membosankan itu bisa terjadi karena kurangnya waktu bagi guru untuk langsung memberi masukan atas hasil kerja siswa. Bahasa yang digunakan untuk menulis juga berbeda dengan Bahasa yang dipakai untuk berbicara. Untuk itu, Hadfield & Hadfield (1990) menyarankan agar dalam permainan yang berhubungan dengan menulis, ada sekelompok siswa yang menjadi pembaca sehingga ada masukan langsung untuk kelompok penulis.

Kedua, permainan untuk meningkatkan ketrampilan menyimak adalah seperti bermain *Simon says*. Dalam permainan ini siswa dibuat untuk selalu siap mendengarkan apa yang menjadi perintah berikutnya agar dapat tampil sebagai pemenang. Misalnya, siswa harus melakukan perintah ketika mendengar “*Simon says jump*” atau “*Simon says stop jumping*”. Akan tetapi siswa tidak boleh bergerak apabila yang dikatakan adalah “*everybody jumps*”. Siswa dituntut untuk selalu siap dengan kosa kata yang baru dan tidak boleh lengah agar dapat ikut ke dalam kelompok pemenang.

Ketiga, membaca adalah suatu ketrampilan yang penting untuk dapat menuliskan suatu kata, kalimat, atau karya tulis. Untuk itu perlu adanya permainan yang membuat siswa harus mencari suatu referensi buku atau macam karya tulis lain sehingga siswa akan memaksa diri untuk membaca. Permainan *jigsaw puzzle game* dimana siswa harus membaca suatu perintah atau pertanyaan untuk dicocokkan dengan informasi yang ada dalam suatu bacaan adalah permainan yang akan memaksa siswa untuk membaca. Jika siswa terlatih untuk membaca, maka kesempatan untuk berpendidikan yang lebih tinggi akan tercapai (Harmer, 2009, hal. 77).

Keempat, dalam melatih siswa untuk berbicara, ada dua macam permainan yaitu, (1) *linguistic games* dan (2) *communicative games*. Meskipun kedua permainan mempunyai tujuan agar siswa berbicara, untuk *linguistic games* penggunaan tata bahasa yang betul menjadi tujuan utama. Sedangkan untuk *communicative games* yang dipentingkan adalah lancarnya berbicara, walaupun ada beberapa tata bahasa yang mungkin salah. Untuk sebuah permainan, rata-rata guru Bahasa Inggris akan lebih mengutamakan agar siswanya dapat lancar berkomunikasi daripada lancar menggunakan tata bahasa yang akurat dalam berbicara.

Permainan untuk Generasi Z

Generasi Z (Gen Z) adalah sekelompok orang yang lahir pada tahun 1995-2010. Dengan demikian kelompok Gen-Z yang paling muda masih berumur 8 tahun dengan jika dihitung dengan tahun 2018. Sebagai Gen-Z, kelompok ini lahir pada era digital sehingga salah satu karakteristiknya adalah pengaksesan internet yang tinggi. Dengan mudahnya internet masuk di rumah, warung-warung internet yang marak pada jaman milenial atau Gen-Y telah tergantikan dengan modem internet di rumah. Sebuah Pew Research menyatakan bahwa 45% remaja Gen-Z selalu on-line dan mengalahkan kebiasaan milenial sebelumnya dalam hal berinternet.

Para Gen-Z mengaku kalau punya lebih dari satu akun media sosial. Namun, dengan adanya fasilitas internet pada telepon genggam, ketergantungan itu sudah tidak lagi pada modem di rumah atau sekolah saja, akan tetapi pada ponsel yang ringan untuk dibawa kemana-mana. Hebatnya ponsel jaman sekarang adalah banyaknya fitur yang terdapat di dalamnya seperti bermain *game* atau kamus untuk mengkases kosa kata Bahasa Inggris dengan cepat.

Sumber dari Nielsen menyatakan bahwa 93% anak-anak dan 97% remaja saat ini dinyatakan terbiasa mengkases informasi dari *smartphone* mereka (Gen-Z konsumen potensial masa depan, 2016). Sebagai *platform* yang paling banyak digunakan oleh Gen-Z adalah *youtube* (YouTube jadi platform yang paling banyak digunakan Gen Z, 2018). Sebanyak 85% keseluruhan Gen-Z mengaku menggunakan *youtube*, dibandingkan 72% yang ber-*Instagram*, dan 71% yang ber-*Facebook*. Penggunaan internet yang tinggi ini dimungkinkan sekali karena 95%

dari Gen-Z memang diperbolehkan untuk menggunakan *smartphone* mereka untuk berselancar.

Materi Kegiatan yang Tematis untuk Siswa

Dalam bukunya *Teaching Languages to Young Learners*, Cameron (2001, hal. 1) memberi gambaran bahwa mengajar orang dewasa dan anak-anak suatu Bahasa Asing ada bedanya. Jika orang dewasa dapat dibuat mengerti tentang tata bahasa, bagi anak-anak hal ini agak susah untuk diajarkan. Hal ini dikarenakan antara lain anak-anak lebih suka belajar secara aktif tanpa harus mempertimbangkan keakuratan Tata Bahasa dalam Bahasa Inggris yang menurut mereka adalah sulit dan membosankan. Mengajar anak-anak suatu Bahasa yang asing dan sehingga anak bisa saja tidak tertarik untuk mempelajarinya adalah hal yang menantang bagi guru (2001, hal. 181). Oleh karena itu, materi pelajaran perlu dibuat semenarik mungkin dengan memanfaatkan dunia anak-anak. Itulah sebabnya penting untuk menampilkan video yang ada animasinya sebagai bahan materi anak-anak.

Cara untuk membuat materi pelajaran Bahasa Inggris di Indonesia menarik bagi siswa adalah agar materinya mengikuti suatu tema tertentu. Menurut Lathufirdaush (2014) mengajarkan sebuah materi berdasarkan suatu tema terbukti membantu menaikkan ketrampilan berbicara siswa. Tidak hanya kosa kata baru yang dapat dipraktekkan dalam kegiatan Berbicara, namun juga *pronunciation* dan *grammar* siswa mengalami perbaikan. Dengan berbasis tema, guru punya kebebasan untuk memilih sendiri materi mana yang dapat diberikan. Materi itu dapat berupa video, lagu, puisi, drama. Menurut pengalaman beberapa guru, macam kegiatan yang bervariasi meniadakan rasa bosan itu. Tidak hanya gambar dan video yang dapat dipakai, namun juga *coloring papers*, *puppets*, *printable tasks* dengan teknik penyampaian teknik berupa *song and movement*, *games*, *storytelling*, *colring and writing* (Fristiara & Rahmawati, 2017, hal. 107).

Permasalahan

Sebagai rumusan masalah dari kegiatan pengabdian ini adalah:

1. Bagaimana membuat permainan menjadi materi untuk meningkatkan kemampuan Bahasa Inggris

2. Bagaimana membuat pengajaran Bahasa Inggris lebih menyenangkan dengan permainan
3. Bagaimana membuat siswa lebih berani mengungkapkan opini dalam Bahasa Inggris dengan suasana yang menyenangkan
4. Bagaimana memanfaatkan media teknologi untuk meningkatkan aktivitas siswa dalam belajar Bahasa Inggris secara berkelompok

Signifikansi kegiatan

Signifikansi kegiatan ini adalah adanya keberlanjutan kerjasama antara program studi Sastra Inggris dan program ekstra kurikuler Bahasa Inggris di SMP Kebon Dalem yang senantiasa melakukan kegiatan-kegiatan yang konstruktif dan tepat guna untuk mengembangkan kemampuan Bahasa Inggris siswa dan guru yang utamanya perlu menerapkan pemanfaatan media teknologi dalam pembelajaran Bahasa Inggris.

Bagi dosen dan mahasiswa Sastra Inggris yang terlibat dalam program pengabdian ini, kegiatan ini signifikan dilakukan karena menjadi media untuk mempraktekkan secara langsung pengajaran Bahasa Inggris yang dihubungkan dengan kecanggihan media teknologi yang tersedia pada masyarakat Gen-Z.

Tempat dan Waktu Kegiatan

Tempat pembuatan materi : Fakultas Bahasa & Seni, Unika
Soegijapranata, Jl. Pawiyatan Luhur
IV/1, Bendan Dhuwur, Semarang

Waktu pelatihan : September – Desember 2018

Tempat praktek materi : SMP Kebon Dalem, Gang Pinggir 62,
Semarang

Waktu pengajaran : Agustus – September 2018

Solusi dan target

Sebagai solusi dari keperluan SMP Kebondalem tersebut maka sebuah tim pengabdian dibentuk yang terdiri dari 1 dosen sebagai ketua program, dan 7 mahasiswa dari Sastra Inggris, Fakultas Bahasa dan Seni diberi pelatihan tentang berbagai materi yang mempunyai kriteria “*fun*”

itu. Setelah pelatihan diberikan, para mahasiswa dikirim ke SMP Kebondalem untuk mempraktekkan materi yang telah diterima. Walaupun sebagian besar ketua tim adalah sebagai Pembina, ada kalanya bahwa ketua juga memberikan pelatihan langsung kepada siswa yang menjadi target kegiatan pengabdian masyarakat ini.

Khalayak sasaran atau target kegiatan pengabdian adalah

1. Para mahasiswa yang dilatih untuk menjadi pengajar Bahasa Inggris untuk SMP
2. Para siswa kelas 7 yang mengikuti kegiatan ekstra kurikuler Bahasa Inggris di SMP Kebon Dalem.

METODE PELAKSANAAN

Berbagai informasi telah didapatkan guna menentukan apa yang harus dilaksanakan untuk kegiatan pengabdian masyarakat kali ini. Untuk itu, tahapan pelaksanaan, macam kegiatan, pihak yang terkait dan jawal kegiatan dapat dilihat pada data di bawah ini.

Tahapan

Pemetaan macam kegiatan pengabdian masyarakat dilakukan dengan mempertimbangkan jumlah siswa di SMP Kebondalem dan karakteristik Gen-Z.

1. Materi kegiatan pelatihan yang akan disampaikan di kelas dibuat.
2. Materi kegiatan dijelaskan dan dilatihkan kepada mahasiswa yang menjadi anggota dalam tim pelatihan pengabdian masyarakat.
3. Melaksanakan kegiatan di SMP Kebondalem.
4. Mengevaluasi dan membuat laporan kegiatan.

Macam kegiatan

1. Mengajarkan dan memfasilitasi siswa untuk menggunakan teknologi *youtube* dalam pembelajaran di sekolah.

2. Mengajarkan dan memfasilitasi siswa untuk kegiatan yang meningkatkan ketrampilan berbicara.
3. Memilih dan menggunakan media teknologi yang dapat dipakai untuk mengevaluasi kemampuan siswa melalui ketrampilan menulis siswa.

Pihak yang terkait

Jurusan Sastra Inggris, Fakultas Bahasa dan Seni, Unika Soegijapranata
SMP Kebondalem.

PELAKSANAAN KEGIATAN

Terbaca dari tinjauan pustaka di atas bahwa pemberian *Fun Games* dapat membantu kegiatan belajar mengajar Bahasa Inggris menjadi kegiatan yang menyenangkan bagi pengajar maupun siswanya. Hal-hal yang serupa juga menjadi hasil dari kegiatan “Pelatihan *Fun Game* Tematik untuk Siswa SMP” ini karena telah memberi dampak yang positif dalam belajar dan mengajar bagi dua pihak, yaitu (1) untuk mahasiswa semester 3 jurusan Sastra Inggris di Fakultas Bahasa dan Seni di Unika Soegijapranata, dan (2) untuk siswa kelas 7A dan 7B dari SMP Kebon Dalem.

Pelaksanaan kegiatan pelatihan bagi mahasiswa untuk mengajar di kelas

Kegiatan bagi mahasiswa yang menjadi anggota dalam program pengabdian masyarakat ini adalah telah diberikannya pendampingan untuk mengetahui bahwa pengajaran Bahasa Inggris pada kelompok siswa Gen-Z yang bermanfaat adalah dengan menggunakan berbagai macam fasilitas media teknologi di dalam kelas. Dalam hal ini mahasiswa dibuat mengerti bahwa media teknologi yang dimaksud tidak hanya perangkat laptop, LCD and pengeras suara saja untuk menyampaikan materi pelajaran, namun yang lebih penting adalah pemilihan materinya itu sendiri yang dapat berasal dari bacaan teks atau media visual yang diunduh dari internet dan film ataupun *video clip* dari fasilitas *Youtube*. Fasilitas media teknologi itu dinilai lebih tepat guna bagi siswa Gen-Z

daripada hanya mengajar seorang diri di depan kelas tanpa menggunakan suatu media teknologi. Dengan fasilitas seperti itu kemampuan siswa SMP yang menjadi target pengajaran untuk berbicara maupun menulis Bahasa Inggris dapat dibuat lebih aktif sehingga penyampaian materi tidak dirasa membosankan.

Sebelum mengajar, selain mahasiswa dilatih untuk memilih materi, mereka juga dilatih untuk membuat rancangan pengajaran yang berdasarkan suatu tema. Cara penyampaian dan penerapan materinya dengan cara bermain diberitahukan agar siswa SMP adalah target pelatihan menjadi lebih tertarik untuk mempelajari dan terlibat secara aktif dalam kegiatan yang dipersiapkan itu. Simulasi atas dampak dari materi yang diajarkan juga diberikan agar ada solusi jika menemui siswa yang tidak melakukan sesuai dengan hasil yang diinginkan. Hal ini menjadi alasan mengapa dalam mengajar satu kelas, tidak hanya satu mahasiswa yang berada di kelas itu namun ada minimal dua mahasiswa. Apabila yang satu mengajar, maka yang satunya menjadi pendamping bagi siswa yang pada saat pengajaran merasa kesulitan memahami dengan materi dan kesulitan dalam mengikuti kegiatan permainan yang disampaikan. Hal ini dilakukan agar langsung dapat memberi solusi bagi siswa yang mungkin agak tertinggal di dalam kegiatan kelas tersebut.

Total mahasiswa yang dilibatkan sebagai anggota dalam kegiatan Pengabdian Masyarakat ini ada tujuh. Salah satu dari mereka tidak langsung terlibat untuk mengajar namun menjadi pendamping teknis dalam mengoperasionalkan perangkat media teknologi yang berfungsi sebagai alat dokumentasi sekaligus evaluasi kegiatan belajar mengajar di kelas. Pendokumentasian yang dimaksud adalah mengambil rekaman berupa foto dan video terutama dalam kegiatan yang berupa laporan dengan cara berbicara di depan kelas, selain presentasi drama dari kelompok-kelompok kecil dalam mempraktekkan tema yang dipakai dalam pengajaran Bahasa Inggris. Selain itu, menerima hasil tugas tertulis untuk kemudian dievaluasi sehingga dapat melaporkan nilai tugas kepada Suster Kepala Sekolah dipakai untuk menjadi masukan tambahan dalam menilai Bahasa Inggris siswa pada akhir semester. Pembuatan video tidak hanya menjadi penting agar siswa dapat melihat dan menilai diri sendiri tetapi juga bagi mahasiswa yang bertugas sebagai pengajar saat itu karena akan dapat menjadi bahan evaluasi untuk memperbaiki

sistem pengajaran selanjutnya. Semua hasil dokumentasi ini menjadi bahan untuk kemudian diolah dalam laporan kegiatan sehingga dapat menarasikan tingkat keberhasilan dari kegiatan ini bagi mahasiswa yang dilatih sebagai pengajar dan siswa SMP yang dijadikan target pengajaran.

Pelaksanaan kegiatan pengajaran bagi siswa SMP Kebon Dalem

Untuk siswa SMP Kebon Dalem hasil kegiatan dapat dilihat dari rasa percaya diri siswa untuk menggunakan Bahasa Inggris dalam output berupa berbicara maupun menulis. Tidak hanya siswa diberi kesempatan untuk berbicara secara individual di depan kelas namun siswa juga difasilitasi untuk berbicara semua melalui kegiatan drama dalam kelompok yang kecil-kecil. Sebelum mempresentasikan drama masing-masing, siswa didampingi untuk menuliskan naskah dramanya sehingga topik yang telah diajarkan dapat diterapkan dengan baik. Membuat siswa bekerja dalam kelompok-kelompok yang kecil diperlukan untuk memaksimalkan aktifitas dari masing-masing siswa. Dalam menyusun sebuah naskah drama, siswa diberi kesempatan untuk memanfaatkan fasilitas internet sehingga dapat menemukan ide dengan lebih cepat dalam mengembangkan pemahaman dari materi yang telah disampaikan di kelas. Kegiatan drama di kelas didokumentasikan dalam bentuk video dan foto untuk dijadikan bahan evaluasi.

Hasil tulisan siswa dikumpulkan dan diberi nilai. Walaupun terdapat kesahalan struktur tata bahasa di sana sini, terlihat bahwa sebagian besar siswa telah memahami bagaimana menggunakan kosa kata dalam Bahasa Inggris yang sesuai dengan topik yang dipelajari. Meskipun ada juga siswa yang sepertinya asal mengambil contoh orang lain dari internet, terlihat bahwa ada usaha untuk memanfaatkan media digital sebagai fasilitas yang positif di dalam kelas dan bukan sebagai hal yang menjadi kendala di dalam kelas. Umum, membuat karangan dan menyampaikan ide dalam Bahasa Inggris di depan kelas.

Berangkat dari melihat contoh dalam youtube dan menginterpretasikannya sehingga dapat menuliskannya dengan gaya bahasa sendiri merupakan tantangan bagi para siswa. Maka ketika pengajar membantu dengan melihatkan beberapa video animasi dalam memahami topik yang disampaikan, siswa menjadi lebih cepat untuk mengaplikasikannya dalam bentuk tertulis dan kemudian dalam bentuk

laporan secara oral di depan kelas ataupun dalam bentuk kelompok drama. Kegiatan yang membuat siswa aktif dalam menggunakan Bahasa Inggris menjadi kegiatan yang terpenting di dalam kelas. Walaupun ada beberapa yang berusaha mengingat-ingat apa yang telah dituliskan itu sehingga penyampaian cerita individu atau dalam bentuk drama menjadi agak tersendat-sendat, secara umum siswa SMP Kebon Dalem dinyatakan dapat menguasai materi yang diberikan.

Pelaksanaan macam kegiatan *fun games* tematik

Berbeda dengan uraian yang dapat dibaca kembali pada tinjauan pustaka tentang penggunaan permainan di dalam kelas Bahasa Inggris yang sifatnya umum, kegiatan yang diberikan pada siswa SMP Kebon Dalem lebih spesifik dikarenakan materi yang diberikan sifatnya tematik. Yang dimaksud dengan tematik disini adalah bahwa materi yang diberikan berdasarkan suatu tema. Untuk tema yang dipilih dan disepakati oleh tim sehingga tercipta kegiatan yang menarik, bermanfaat dan tidak monoton adalah tentang (1) *process*, (2) *animal*, (3) *transportation*, dan (4) *tourism sites*.

Process – Permainan Membuat Sandwich

Pertama, untuk tema *process*, mahasiswa yang dilatih diberi gambaran tentang langkah kegiatan yang dapat dilakukan di kelas, yaitu:

LESSON 1:

INTRODUCTORY QUESTIONS:

1. *What is a sandwich?*
2. *What kinds of sandwiches do you eat for (a) breakfast, (b) lunch, (c) dinner?*
3. *What do you usually put in your sandwiches?*
4. *What is a club?*
5. *What is a club sandwich? Have you ever made your own club sandwich?*

WATCH THE VIDEO on “Fruits & Vegetables – English vocabulary”

https://www.youtube.com/watch?v=utwgf_G9IEo

6. *Mention 3 vegetables that you saw from the video?*

7. *What kinds of vegetables do you use for your club sandwiches?*
8. *Why do you choose the vegetables you have mentioned?*
9. *How do the vegetables taste like?*
WATCH THE VIDEO on “Cooking actions – English language” <https://www.youtube.com/watch?v=SRRtY928zWk>
10. *Report at least 3 (three) vocabularies for cooking actions*
11. *Show how you can apply the vocabulary, by writing sentences with the vocabulary on the white board/ paper.*
WATCH THE VIDEO “How to make a club sandwich” <https://www.youtube.com/watch?v=qdcCAhHOLBg>
12. *What do you have to do in making a club sandwich?*
13. *What kitchen utensils will you need to use?*
14. *What kinds of cooking actions will you need to do in making a club sandwich?*
15. *How was the club sandwich in the youtube made?*
16. *How different is your club sandwich in comparison to the one you see in the youtube?*
HOMEWORK:
17. *Come in the next class with a pair of sandwich slices and vegetables and other ingredients to make your favorite sandwich.*

LESSON 2:

1. *Get out your sandwich materials.*
2. *Get into pairs.*
3. *Show your friend how to make your club sandwich.*
4. *When asked, please be ready to report to the class how your friend made the club sandwich.*

WATCH THE VIDEO “Club sandwich – done in 7 minutes” <https://www.youtube.com/watch?v=0o569zZBghE>

1. *Discuss and speak up what becomes the differences/ similarities of the sandwich made in the youtube in comparison to the one you just saw. You can talk about the*

vegetables used/ sauce used/ preparation of the bread/ the taste of the sandwich, etc.

2. *Get a piece of paper to write down the differences/ similarities between your sandwich and your friend's sandwich.*

Jadi, seperti yang dapat dipahami dengan rencana kegiatan di atas, siswa di akses dulu apakah mereka mengetahui yang dimaksud dengan *sandwich* yang dibandingkan dengan *club sandwich*. Setelah itu, sebuah video yang membuat siswa kemudian dapat mengetahui berbagai kosakata tentang sayuran, membuat mereka dapat menyebutkan bahwa di *club sandwich* bisa menggunakan sayuran sebagai bahan materinya. Dengan mengetahui kosa kata sayuran, siswa kemudian diberi video juga untuk mengetahui beberapa kosa kata yang diperlukan untuk memasak. Oleh karena itu, video ketiga tentang membuat roti *sandwich* menjadi lebih mudah untuk dimengerti.

Pembuatan roti *sandwich* sebagai tema untuk membuat siswa berlatih menggunakan kosa kata untuk memproses sesuatu dipilih karena biasanya siswa membawa bekal yang disiapkan secara praktis di rumah. Biasanya roti yang dibawa hanya roti mentega yang ditaburi mesis atau keju, padahal sebenarnya roti bisa juga diberi sayuran tomat dan selada di antara telur dan daging iris maupun keju. Dengan informasi bahwa roti yang menjadi bekal tidak hanya untuk asal mengisi perut kosong namun dapat dibuat lebih bergizi dapat menjadi nilai plus dalam pengajaran kali ini.

Fun game yang dipersiapkan adalah setelah siswa melihat tayangan youtube dan menghafalkan kosa kata penting apa yang diperlukan untuk melaporkan tentang apa yang dilihat, siswa dihadapkan pada beberapa gambar tentang bahan yang diperlukan untuk membuat *sandwich* itu. Gambar yang dimaksud adalah (1) dua helai roti, (2) irisan tomat, (3) irisan keju, (4) irisan daging, (5) sebotol mayonnaise, (6) sebotol saus tomat, dan (7) hasil jadi *sandwich*. Gambar yang diberikan diacak untuk siswa kemudian mengurutkan harusnya mengiuti proses pembuatan *sandwich* itu pakai gambar yang mana duluan. Setelah diberi pengarahan bahwa kosa kata yang penting dalam Bahasa Inggris untuk enunjukkan adanya proses seperti: *first, second, third, next, after, before,*

then, in addition dan seterusnya; siswa kemudian diminta untuk menuliskan proses pembuatan sandwich. Dalam penulisan, siswa diperbolehkan berdiskusi dengan temannya. Setelah per siswa siap dengan hasil tulisannya, beberapa dipilih untuk maju ke depan dan melaporkan tentang apa yang ditulis itu dengan sebisa mungkin tidak sambil membaca. Sebagai kegiatan tambahan, siswa kemudian diminta untuk mengeluarkan bahan-bahan yang dibawa dari rumah untuk membuat roti. Dengan berdua-dua, salah satu dari siswa diminta untuk bertolak belakang tanpa melihat temannya dan menceritakan apa yang dia lakukan dengan dua helai roti dan bahan-bahan lain yang digunakan. Siswa yang lain diminta untuk melakukan proses itu. Setelah selesai mereka berdua kemudian diminta berhadap-hadapan dan melihat seberapa sama hasil dari *sandwich* yang dibuat itu. Ada yang bisa sama tapi ada juga yang berbeda. Kemungkinan perbedaan dapat dikarenakan siswa mempunyai kendala dalam kosa kata Bahasa Inggris sehingga tidak dapat mengarahkan siswa yang lain untuk membuat hasil *sandwich* yang sama. Akhir dari kegiatan adalah memakan *sandwich* yang telah dibuat itu.

***Animal* – Permainan dengan Menggunakan Kosa Kata Tentang Binatang**

Tema yang kedua adalah tentang *animal*. Sebagai gambaran kegiatan mengajar, mahasiswa diberi pengarahan untuk melaksanakan kegiatan pengajaran seperti ini:

LESSON 3: Animals

INTRODUCTORY QUESTIONS:

1. *What kinds of animals do you know?*
2. *How do the animals sound?*
3. *What animal would say*
 - a. *Meow*
 - b. *Bark*
 - c. *Hee haw*
 - d. *Sssss*
 - e. *Groar*
 - f. *Buzzz*

WATCH THE VIDEO “Old MacDonald”

<https://www.youtube.com/watch?v=LIWbUjHZFTw>

and “The Animal Sounds Song”

<https://www.youtube.com/watch?v=t99ULJjCsaM>

4. *Learn how the animals would sound in English.*
5. *Sing the song together.*
6. *Compare it with how Indonesians would say how those same animals sound.*

PLAY THE GUESSING GAME

1. *Get in a line within a group of six or seven students.*
2. *The first student takes a card that would mention a certain animal’s name. Whisper two sentences that describes the characteristics of the animal to the second student.*
3. *The second student whispers the same two sentences to student three.*
4. *This continues on to the last student.*
5. *The last student then says out loud the two sentences heard, and show everyone the characteristics of the animal by mimicking the behavior of the mentioned animal.*
6. *The first student then gives her/his judgement on how correct is the mentioned*

Seperti terbaca di atas, permainan yang diberikan adalah agar siswa dapat mengetahui dan memproduksi ulang macam bunyi binatang dalam Bahasa Inggris yang dibandingkan dengan Bahasa Indonesia. Untuk menarik perhatian siswa, kegiatan dapat dimulai dengan sebuah kuis tentang macam bunyi dan siswa harus membak bunyi binatang apa yang memproduksi suara itu. Media teknologi untuk mengajarkannya adalah video lagu dari Youtube yang berjudul *The Animal Sound Song*. Disini siswa diajari bahwa macam-macam binatang memunyai bunyi yang berbeda. Selain itu, siswa juga diminta untuk berdiskusi sejenak tentang macam binatang piaraan yang dimiliki di rumah. Siswa kemudian diminta untuk membandingkannya dengan macam binatang buas yang dapat dilihat di video *Learn Wild Animal Names*. Selanjutnya siswa diminta untuk mengikuti video lagu *Old McDonald had a farm*.

Sebenarnya, lirik lagunya pendek sehingga cepat untuk ditirukan. Namun lagu itu bisa menjadi sangat panjang ketika macam binatang yang dinyayikan cukup banyak. Disinilah siswa akan merasa ditantang untuk menyebutkan sebanyak mungkin macam binatang dengan bunyi suaranya. Lirik lagunya seperti ini:

*Old McDonald had a farm, ee ai ee ai oh
And on his farm he had a **pig**, ee ai ee ai oh.
With an **oink oink** here, and an **oink oink** there
Old McDonald had a farm, ee ai ee ai oh
Old McDonald had a farm, ee ai ee ai oh
And on his farm he had a **cow**, ee ai ee ai oh.
With a **moo moo** here, and a **moo moo** there
Old McDonald had a farm, ee ai ee ai oh!*

*Old McDonald had a farm, ee ai ee ai oh
And on his farm he had a **rooster**, ee ai ee ai oh.
With a **coo klee doodle** here, and a **coo klee doodle** there
Old McDonald had a farm, ee ai ee ai oh!*

Pada permainan ini masing-masing siswa yang dikelompokkan ke grup-grup berisikan maksimal 4 orang harus siap mendapatkan kosa kata macam binatang yang diketahuinya. Macam bunyi binatang yang diproduksi oleh siswa akan bergantung pada tata tertib yang disepakati oleh kelompok itu. Sebagai contoh, salah satu grup menyepakati bahwa bunyi kedua diucapkan dalam Bahasa Indonesia. Maka liriknya menjadi seperti ini:

*Old McDonald has a farm, ee ai ee ai oh
And on his farm he has a **rooster**, ee ai ee ai oh.
With a **coo klee doodle** here, and a **ku ku ru yuk** there
Old McDonald has a farm, ee ai ee ai oh*

Permainan yang lain adalah dengan siswa dibariskan berenam atau tujuh. Yang paling depan mengambil sebuah kartu yang berisikan nama sebuah binatang. Ia kemudian mendeskripsikannya dengan dua buah kalimat Bahasa Inggris yang dibisikannya pada teman di belakangnya. Bisikan itu dilanjut untuk diberikan kepada teman belakangnya sampai pada

akhirnya, yang terakhir harus mengucapkan kembali dua kalimat yang dibisikan itu dan memperagakan binatang yang dimaksud. Temannya yang di barisan yang paling depan tadi yang akhirnya dapat memberikan penilaian benar tidaknya binatang yang dimaksud itu.

Sebagai permainan akhir dari tema *Animals* adalah meminta siswa untuk berkreasi dan membuat drama tentang bagaimana Old McDonald bersama keluarganya memelihara berbagai macam binatang yang ada di peternakannya.

***Types of Transport* – Permainan Dengan Menggunakan Kosakata Tentang Macam Transportasi dan Kegunaannya**

Tema yang ketiga adalah tentang *transportasi*. Untuk tema ketiga ini, *lesson plan* sudah dapat disiapkan oleh mahasiswa sendiri setelah mendapat pengarahan agar mencari video yang dapat menjelaskan macam-macam transportasi dengan video animasi. Adanya video animasi yang berwarna dan tampil lucu dengan bentuk kartun disepakati lebih menarik perhatian siswa yang masih duduk di kelas 1 SMP ini. Berikut gambaran pelaksanaan kegiatan belajar mengajarnya:

LESSON 4: Types of Transport

INTRODUCTORY QUESTIONS:

1. *What kinds of transportation do you know?*
2. *Where can you find them?*
3. *Which forms of transport can you use in the holidays to go to*
 - a. *Jakarta*
 - b. *Bandung*
 - c. *Bali*
 - d. *Sumatera*

WATCH THE VIDEO “Transport”

https://youtu.be/X2a_9i87Qno

4. *Learn how the kinds of transport have different names*
5. *Learn how the kinds of different transport would function in different places: sea, air, land*

6. *Report in front of the class a form of transport that you like by stating how it works and say the reasons why you like that transport rather than any other kind*

Setelah siswa dapat latihan berbicara dan mengungkapkan pendapatnya tentang macam transportasi yang dipilih untuk pergi ke suatu tempat, siswa kemudian diminta untuk memperhatikan macam transport yang biasa terdapat di udara, di laut dan di daratan melalui video animasi yang telah dipersiapkan. Antara lain, siswa jadi mengetahui bahwa di udara macam transportasi yang ada adalah *airplane*, *helicopter*, dan *hot air balloon*. Siswa kemudian diminta untuk menjelaskan transport mana yang paling disukai dan bagaimana kira-kira masing-masing transport dapat dijalankan. Diskusi juga dilanjut dengan bagaimana caranya untuk bisa naik ke macam transportasi itu sehingga dapat berlibur ke mana saja.

Tourism Sites – permainan dengan menggunakan kosa kata tentang tempat-tempat wisata

LESSON 5: Tourism Sites

INTRODUCTORY QUESTIONS:

1. *What interesting places have you gone to in Semarang?*
2. *What kinds of fid in Semarang do you like? Where can you find them?*
3. *If you have a friend from another town coming to Semarang, where will you take him/ her to?*

WATCH THE VIDEO:

What's Good in Semarang

<https://www.youtube.com/watch?v=mOfm7T3ttmk>

Selayang Pandang Semarang

<https://www.youtube.com/watch?v=8TwhXXIXiz8>

4. *Get into groups of four. Be ready to answer the following questions. The quickest group to answer will be given a score. The highest score will be the winner.*
 - a. *What is the name of the building which is used to pray for the Buddha religion?*

- b. *What is the name of an admiral ship whose name is then used as a place of worship?*
 - c. *What is the Indonesian translation for Old Town?*
 - d. *There is a place when part of the name is translated to English means mirror. What is it called?*
 - e. *What is the name of a village that has many colors?*
 - f. *Where can you find batik paintings on the wall?*
 - g. *There is a place where people say has lots of ghosts because many people were jailed and died in this building, what is the name called?*
 - h. *What kind of food is long, has bamboo shoots, carrots, and sometimes have shrimp and chicken in it, and it is crunchy when you eat it?*
 - i. *What kind of food has black shrimp paste as one of the main ingredients in its sauce?*
 - j. *What kind of food is colorful and has a sweet coconut taste wit ice on it?*
5. *Still in groups of four, this time each member should describe about a tourist site or a special food that is specific of Semarang. Choose from the following list: Vihara Watugong, Tahu Gimbal, Lawang Sewu, SamPooKong, Es Gempol, Kota Lama, Loenpia, Kampung Pelangi, Kampung Batik, Grand Maerokaca.*

Untuk kegiatan dengan tema *Tourist Sites* ini, secara sengaja ada video *What's Good in Semarang* yang hanya berisikan gambar-gambar tempat wisata dan macam makanan khas Semarang. Keterangan tentang beberapa tempat wisata itu ditayangkan di video yang satunya, yaitu *Selayang Pandang Semarang* yang naratornya memakai Bahasa Indonesia. Dengan penyampaian yang berbahasa Indonesia ini siswa dapat menangkap dengan lebih jelas informasi apa saja yang diperlukan untuk menceritakan kembali apa yang dilihat dan didengarkan itu dengan memakai kosa kata yang cukup dalam Bahasa Inggris. Namun sebelum setiap siswa diminta untuk maju ke depan dan melaporkan tentang salah satu macam tempat wisata atau makanan dari Semarang itu, siswa diberi permainan tebak-tebakan sejumlah 10 pertanyaan. Kelompok yang paling cepat menjawab akan mendapatkan nilai. Nilai kelompok yang tertinggi

akan diperbolehkan untuk menyampaikan laporan individunya pada sesi yang terakhir.

KESIMPULAN DAN SARAN

Secara umum, kegiatan pelatihan ini dinilai telah memberikan hasil yang positif kepada kedua belah pihak yang adalah mahasiswa Unika Soegijapranata yang dilatih sebagai guru Bahasa Inggris yang handal, dan siswa SMP yang telah dapat mengekspresikan ide dan memakai Bahasa Inggrisnya dengan baik melalui permainan-permainan yang membuat mereka aktif dalam kegiatan berbicara dan menulis. Waktu yang tadinya dirasa panjang bagi siswa untuk mengerjakan sesuatu dalam Bahasa Inggris terasa lebih cepat dengan adanya permainan.

Bagi mahasiswa yang dilatih sebagai pengajar, waktu pengajaran dalam tiap pertemuannya dengan siswa SMP tidak terlalu lama, namun pembuatan materinya cukup lama karena harus meluangkan waktu untuk mencari video-video dan kegiatan permainan yang tepat dulu untuk kemudian diselaraskan dengan tema yang dipilih itu. Belajar untuk membuat rancangan pengajaran juga tidak akan tepat jika tidak diuji cobakan untuk dipraktikkan. Maka pelatihan untuk mengajar menjadi kegiatan yang penting dalam kesuksesan pelatihan ini.

Belajar dan mengajar Bahasa Inggris dengan media *Fun Games* di satu sisi memang merepotkan namun di sisi lain lebih menyenangkan. Repot dikarenakan harus mencari bentuk kegiatan yang tepat dari sekian banyak kemungkinan macam kegiatan. Namun menyenangkan karena hasil kegiatan yang bervariasi dalam penyampaian pelajaran yang telah mengikuti suatu tema lebih mudah untuk dicerna siswa. Kegiatan seperti ini dapat membuat siswa pulang dengan rasa yang bahagia daripada terbebani dengan hanya menghafal kosa kata dalam Bahasa Inggris yang mungkin tidak ada kesempatan untuk mempraktikkannya dengan baik.

Kegiatan belajar Bahasa Inggris dengan media permainan tidak hanya membuat mahasiswa dan siswa merasa lebih percaya diri namun juga merasa lebih berharga sebagai anggota dari suatu komunitas. Saran

Ada beberapa saran yang dapat meningkatkan tingkat keberhasilan kegiatan pelatihan ini, yaitu:

1. Keterlibatan mahasiswa yang sama personilnya sebagai pengajar dapat dilanjutkan pada kegiatan semester yang selanjutnya sehingga penagalam mengajarnya menjadi semakin baik.
2. Waktu pertemuannya dapat lebih diintensifkan dengan berkurangnya kegiatan-kegiatan wajib bagi siswa SMP Kebon Dalem yang terpaksa harus meniadakan kegiatan ekstra kulikuler Bahasa Inggris yang dijadikan ajang pelatihan belajar mengajar Bahasa Inggris bagi mahasiswa Unika Soegijapranata

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Situs Youtube:

Cooking actions – English language

<https://www.youtube.com/watch?v=SRRtY928zWk>

Club sandwich – done in 7 minutes”

<https://www.youtube.com/watch?v=0o569zZBghE>

Fruits & Vegetables – English vocabulary

https://www.youtube.com/watch?v=utwgf_G91Eo

How to make a club sandwich

<https://www.youtube.com/watch?v=qdcCAhH0LBg>

Old MacDonald <https://www.youtube.com/watch?v=LIWbUjHZFTw>

Selayang Pandang Semarang

<https://www.youtube.com/watch?v=8TwhXXIXiz8>

The Animal Sounds Song

<https://www.youtube.com/watch?v=t99ULJjCsaM>

Transport” https://youtu.be/X2a_9i87Qno

What’s Good in Semarang

<https://www.youtube.com/watch?v=mOfm7T3ttmk>

LAMPIRAN 1 - Foto Kegiatan



Foto suasana pelatihan untuk mahasiswa semester 3 Sastra Inggris di Fakultas Bahasa & Seni di Unika Soegijapranata: Disini mahasiswa diajak diskusi bersama tentang materi yang akan diajarkan dan bagaimana cara penyampaiannya.



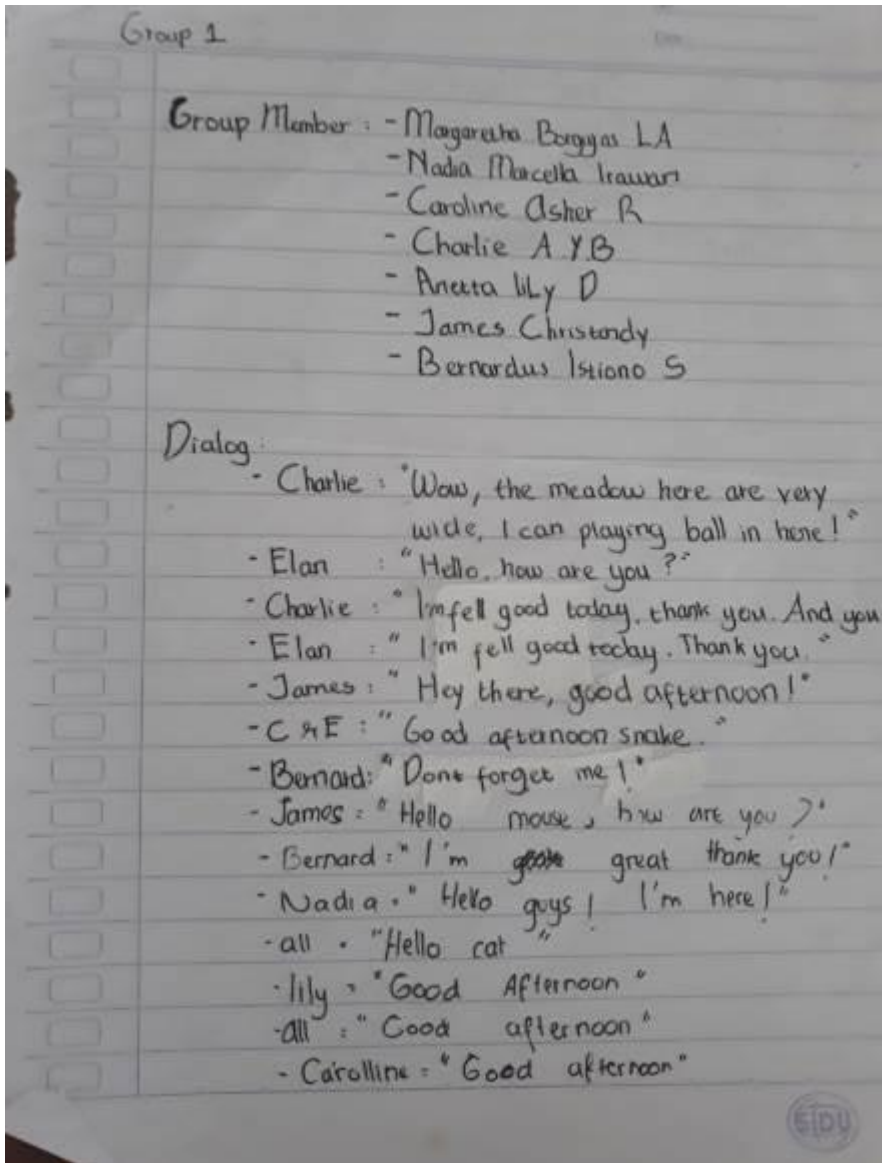
Tampilan foto sekolah yang dikarenakan gedung SMP sedang mengalami pembangunan, para siswa kelas 7 untuk sementara menempati gedung sekolah yang untuk TK dan SD.

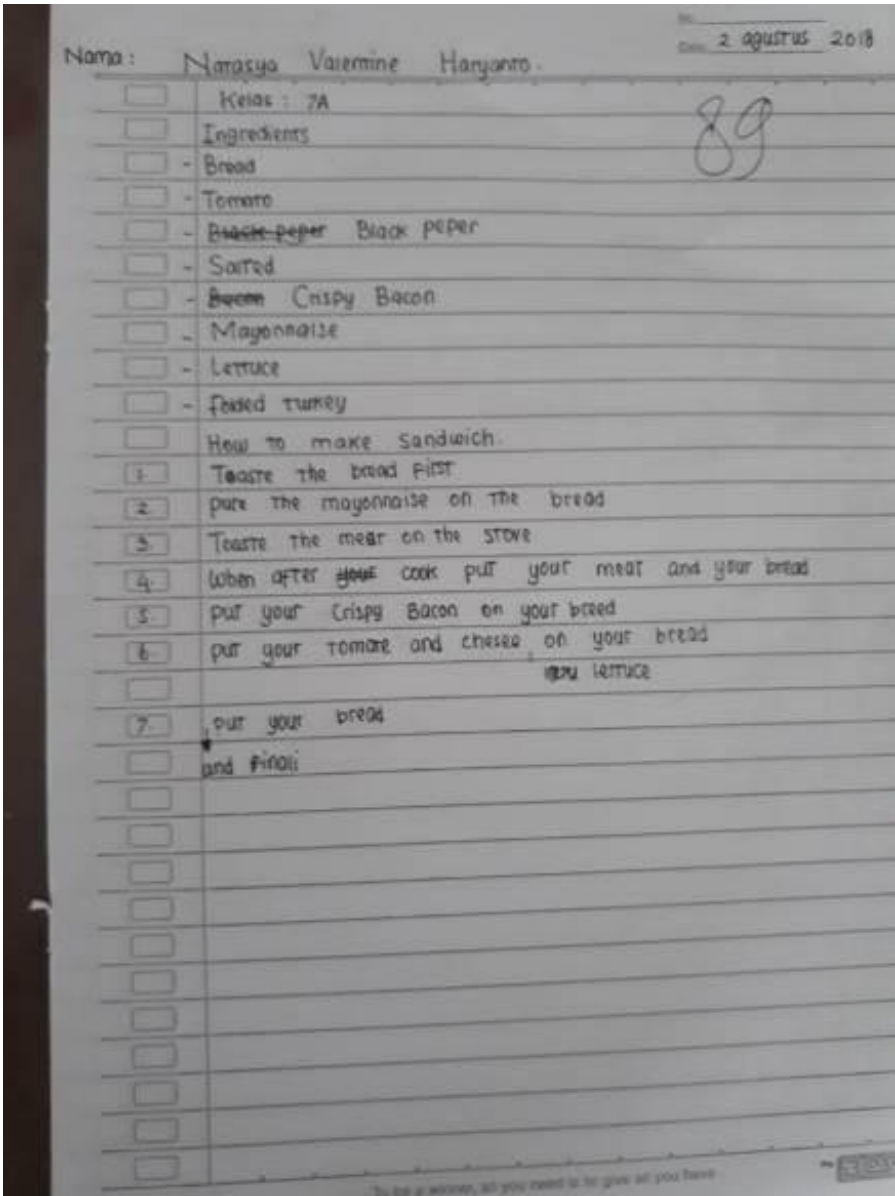
Foto-foto sewaktu praktek mengajar Bahasa Inggris untuk siswa kelas 7A & 7B di SMP Kebondalem adalah sebagai berikut:





Contoh Hasil Karya Tulis





Francisco. 14. 17

83

A car is a wheeled motor vehicle used for transportation. Most definitions of car say they are primarily on roads, ~~to~~ seat one to eight people, have four tires, and mainly transport people rather than goods. Cars came into global use during the 20th century.

Cars have controls of driving, parking, passengers, comfort and ~~the~~ safety, and conceding a variety of lights. Over the decades, additional features and controls have been added to vehicles, making them progressively more complex.

Examples include rear reversing cameras, air conditioning, navigation systems, ~~at~~ and in car entertainment. Most cars in use in the world are ~~not~~ propelled by an internal combustion engine, ~~to~~ fueled by the combustion of fossil fuels. This causes air pollution and also contributes to climate change and global warming.

The societal benefits include maintaining roads, land use, land use, road congestion, air pollution, public health, health care and disposing of the ^{veh} vehicle at the end of its life.

MATERI KEGIATAN

Materi I: How to make sandwich



Materi II: Drama about animal



Materi III: Transportation



Materi IV: Tourism Sites





PERTANYAAN

1. Apakah menurut Sigurdottir bermain *game* akan meningkatkan kemampuan berkomunikasi dalam Bahasa Inggris? Apa alasannya?
2. Apa alasan untuk para pengajar untuk memberikan *fun game* di dalam kelas Bahasa Inggris?
3. Sebutkan macam permainan di bacaan ini yang dapat meningkatkan empat macam ketrampilan Bahasa Inggris!

3.2. THE PERCEIVED OWNERSHIP OF ICT GADGETS AND USE BY INDONESIAN UNIVERSITY STUDENTS

(ANTONIUS SURATNO)

Abstract - Information and Communication Technologies (ICTs) in teaching and learning have changed how teaching and learning should be conducted as they always have something new on offer readily adapted and exploitable. This is a report of a survey and FGD (Focus Group Discussion) about the perception and use of information and communication technologies by university students in Indonesia. Three research questions, pertaining to (a) ICT gadgets perceived ownership; (b) day-to-day outside and in-school use and; (c) activities using ICT gadgets for English learning, guided the study and a structured questionnaire was used to survey 400 students from both private and state universities, and out of whom were randomly selected to get involved in an FGD (Focus-Group-Discussion). The data collected were analysed descriptively using SPSS and FGD data were used as supporting data. The study revealed the positive perception about the gadget ownership. Interestingly, the current study discovers that there has been a mismatch between the positively perceived ownership of the ICT gadgets and the real day-to-day use as media for learning, in particular as a useful aids for English language learning. Focusing on the result discussion, issues with regard to discrepancies in the provision of infrastructures and the lack of the support system by school institutions emerge from the FGD. This study recommends policy makers and decision makers gradually start integrating the technology into the school curricula in response to the call for currency in teaching and learning English.

Key words: ICT gadget ownership, activities using ICT gadgets, integration, support system, language learning

INTRODUCTION

Since the last two decades, the ever advancing information and communication technology has played a prominent role in all aspects of human businesses. There is no denial that every sector of people's day-to-

day life has been facilitated by the technology. It goes without saying every country invests substantial amount of money to catch up with the most recent technologies. In the name of competitiveness in the global and regional free market environments, countries down to smaller individual establishments allocate enormous amount of budgets and resources for technological investment. Despite being rather late in its adoption of technology, education as one of the human businesses, slowly join investing efforts and funding in the provision of ICT for quality of learning and teaching. For some, such an effort is genuinely motivated by the need to let the students and teachers explore the optimal learning and teaching, whilst for others, this maybe only to keep up with the most basic requirement for technological literacy as set by the national standard of curriculum which likely remains lacking visions of ICT use and implementational guidelines.

In a relatively short span of time, ICT has evolved in an unprecedented speed. For the case of Indonesia, from year to year the Internet users have multiplied significantly. Based on the data in 2014, the Internet users in Indonesia was 83.7 million people (Ministry of Communication and Information, 2014) and the number has leaped to more than 50 % in 2016 reaching a new record of 130 million in 2016 (Kompas.com, Monday, 24 October 2016). In the national policy, ICT has been viewed to be a key to improving efficiency process and to reaching competitiveness and that in the educational sector, schools are confronted by the rapid change of technologies. At the same time, schools have to be able to produce competitive human resources ready for competing in the global encounter and to do so, ICT inclusion into school curriculum is seen to be the answer.

Almost all electronic gadgets now provide choices of application programmes, such as the Internet, audio-video, games, smart facilities, and a lot more has revolved since the early 1980s (see Warschauer and Heale, 1998). What is more, the sophistication of hardware and software has made it a lot easier to use for various day-to-day uses including for that of learning activities. Although most technological gadgets were not primarily designed and manufactured for language learning, there is a growing optimism that they are potentially useable for learning assistance, not to mention for learning language.

In this very recent era, ICT has a lot to offer as manifest in the multitude of resources available to access both off and online readily exploitable for teaching and learning purposes, and previous research such as Rüschoff (1993), indicates that multi-media provide more options for learning and they can affect the results of learning. There are also highlights of acknowledgement that ICT, in the ever advancing multi-media facilities, has been viewed as an inseparable part of humans' life and has been widely acknowledged to be facilitative and mediating for learning, in particular where it has greater potentials for quality of learning. Given the evidence, technological advancement can be driven to gear up and expedite educational change and reform, in particular where learning-teaching, in the most parts of this nation, is still very much conservative and lack of innovation resulted from disparities of qualities and unequal resource distribution.

Despite the growing number of users, in the context of global and regional competitiveness, Indonesia is currently behind some other countries, even among the closest neighbouring countries in South East Asian region. There should be reasons why substantial amount of potential that ICT has for learning alongside the ubiquitous availability of technological gadgets does not result in optimal learning. Attempt, therefore, must be made to start doing something about it and one of which is by surveying the users of the ICT gadgets for educational purposes. Among the relevant subjects to be surveyed are university students as regards the ICT gadgets ownership. Issues that may be addressed are, among other things, how they perceive the use of the technology for the assistance of learning; whether they have used it in positive and productive ways for learning purposes; also if they have taken advantage of it for use of language learning.

LITERATURE REVIEW

Learning in Digital Era

We can say that these days people have been 'breathing technology' in a sense that barely no one is totally capable of living without it. Every day we are getting more and more digital where almost all aspects of human businesses are electronically facilitated. We are

getting accustomed to anything “E” such as E-banking, E-booking, E-news, E-journal, E-commerce, and all other Es. In the world of education, people are more and more customised by contemporary mode of learning called E-learning abundantly facilitated by the ICT. The challenge ahead confronting education is how it manages to create a knowledge based society whereby ICT gadgets are handily accessible to make a real change for learning.

For such a purpose, ICT has to be a means by which learning processes take place more efficiently, effectively, and fun. As a result, an ideal learning environment would be the one in which ICT becomes a natural learning aid and where teachers are essentially more like guides, partners, collaborators, and learning facilitators. ICT has to be a tool to which teacher and learners can resort as learning materials turns dry and boring so that learning will be of a more entertaining activity.

Reasons for it

ICT has a capacity to allow access to information in an unprecedented speed and efficiency. It is rich of resources which are accessible through various ICT gadgets. Good learning, which is identical with discovery and problem solving goes well with the nature of ICT, may well be optimized should there be a proper use and guidance by competent people. Learning topics and solutions to problems may be invented (Brush, Glazewski and Hew, 2008) as students are now generally more readily access the quality data and use relevant information for use of learning (Castro Sánchez and Alemán 2011), meaning that given a conducive learning environment, students should be able to perform a lot better.

Due to the wealth of the resources, teachers are more indulged with materials exploitable for teaching. All that they have to do is to invest time and effort to search and to put them into use. While teachers are supposedly more resourceful, each individual learner can be put in a situation whereby he/she can jointly contribute to the learning processes. Current teachers more suitably play their roles as a director, a guide and a learning conductor who orchestrate activities that make students perform well in the learning activities. The expected end result will be of a meaningful and productive engagement.

Over time ICT turns into a well-rounded human invention which brings with it such potentials for teachers to conduct learning and teaching via drill, simulation, games, online and offline learning, quizz, discussion, role playing, etc. Telephone, computer, Internet, e-mail, and many new coming social media change the way in which interaction between teachers and students takes place. Traditional face-to-face mode instruction can now be conducted through cyber space. A mass connectivity virtually facilitated by the Internet both synchronously or asynchronously. Even in the future it is not impossible that learning is no longer between teacher and students but rather between machine and students. Such technology as robotic machine allows learning to take place, one case in point is through chatbots. Reality is augmented to a lot more real which even often surreal through the use of the technology called augmented reality.

Fortunately, language learning, particularly English is one of the best facilitated subjects, in that it has much benefited from the English as an International lingua franca for people of any nation and walk of life. Also, computer application programmes are mostly written in English which is certainly facilitative to English learning. What is more, all four skills of language (*speaking, reading, writing* and *listening*) exercises have been much written on the Net which allow all the users to access and use for free practices.

The key to success of using ICT for language learning lies on three qualities that each learner and teacher has to have, i.e. autonomy, capability, and creativity (Lowther et al., 2008). Autonomous in taking control of their own learning or teaching; being capable of using necessary gadgets for appropriate purposes; and is able to create every possible opportunity to learn a new thing. All the three characteristics are necessities to develop good quality teaching and learning with ICT.

ICT and language learning

The rapid technological development now has enabled computers to load and display various forms of learning media. Molend, & Russel (1996) in Rusman (2011: 105) suggests that: "... It has ability to control and integrate a wide variety of media-still pictures, graphics and moving

images, as well as printed information. The computer can also record, analyze and react to student responses that are typed on a keyboard or selected with a mouse.”

Today's computer technology is not only used for word processing but also as a means of learning multimedia that allows students to create and produce design and engineering of a concept and science. The eminent difficulty of learning English in the foreign language environment like in Indonesia can at least be minimised with the presence of computer technology as it presents a pleasant condition for learning. As a case in point, with the multimedia technology, the displayed written text is accompanied by sound and animation which can attract students' interest in learning language

Technological facilities that can display text and adorns it with the display of the pictures, sounds, texts altogether will give a pleasant atmosphere for learners and allow them to understand the materials quickly, such as to read, to listen, and to write better. It also makes it easy for teachers to assist learners in understanding learning materials and improve language skills a lot more realistically.

The implications of using ICT in English learning are the opportunity to develop a traditional learning teaching mode into multimedia-based learning. With the development of multimedia technology it is possible to process language learning more interactively. In addition, there are several other benefits provided by the exploitation of ICT. As stated by Heinich et al. in Rusman (2011: 109) including the fact that ICT allows students to learn according to their abilities and pace in understanding the knowledge and information displayed.

The ability of the computer to re-display the information needed in learning can help students who have slow learning speed. In addition, the computer can be programmed to provide feedback on results learn and provide confirmation of student learning outcomes.

E-learning is another imminent option of facility hat ICT is currently offering. With the advent of information technology, it is a good option for language instruction which provides teaching materials and store learning instructions accessible anytime and from anywhere. Thus, it can be said, this technology has shortened the distance between teachers

and students in developing language skills which includes listening, speaking, reading and writing based on technology information in the form of e-learning. ICT offers wealthy learning information and increases interest in learning with attractive and communicative web design provisions.

RESEARCH METHODS

Here the researcher views the research object partly as being independent of the investigator, as primarily, it attempts to know how research respondents perceive the reality of the ICT gadgets. Yet, at the same time the data involve respondents' opinions about their hands-on experience on the use of the gadgets. Given such natures, the researchers consider that a mixed-method should be the appropriate approach to understanding the researched phenomena. This way, this undertaking is expected to be capable of answering the research questions.

The rationale supporting the use of mixed method is the amalgamation of both quantitative and qualitative data into a single *end of continuum* (Creswell, 2009:840). To be more precise, researcher aims to embed the secondary data (qualitative data) to the primary data (quantitative). The second reason is that it allows the researcher to triangulate the research findings (Rossman & Wilson, 1994, Creswell, 2003). Triangulation (Patton, 2001) refers to an attempt to look for research consistency which is, in this particular research, also intended to delve deeper into the very nature of the data so that both can be functionally complementary to each other in minimizing the pitfalls of a mere reliance on a single method (Creswell, 2003).

Population and sample

The total research subjects of 400 students from 4 public and 4 private universities were selected randomly to fill out the survey questionnaire consisting of various statements relevant to the respondents' perceptual beliefs about ICT, specifically designed to know the extent ICT has been used in day-to-day life activities of the students both inside and

outside classroom, as well as those pertaining to language learning-related activities.

Whilst schools and participants were intentionally balanced between public and private to maintain non-bias portrayal of the phenomena. Upon completion of the survey, an FGD was held involving five to 10 students per institution to gather the information concerning their real experiences with ICT gadgets ownership.

DATA COLLECTION AND ANALYSIS

The survey instrument for this study was purposively designed close-ended. For each of the statements in the instrument, participants were requested to choose answers based on Likert scale of Strongly Agree, Agree, Disagree, Strongly Disagree for garnering information on the perception about the ICT gadgets, whilst for the rests of the questionnaire, to establish frequency, Rarely, Sometimes, Often, and Very Often were available options to choose from. The analysed tapescripts of the FGD was then taken as supporting data.

Data were analysed descriptively using SPSS statistical software to determine the Mode, Mean and the Standard Deviations as the statistical parameters of the analysis needed to generalize the findings. Specifically, for determining the respondents' perception, the lower the Mode suggests the less positive their perception and vice versa. Similarly for the rest of the questionnaire, the lower the Mean suggests the less important the item of the questionnaire, or suggests the less frequent use of the ICT gadgets for particular activities as defined in the wordings of the questionnaire and vice versa. Data from the FGD was analysed topically to portray the respondents' authentic opinions about the use of ICT gadgets.

Establishing validity and reliability

Prior to data analysis, research instrument was piloted to establish the validity and the reliability of the questionnaire needed to determine the efficacy of the instrument (Creswell, 2003), so that the results of which were expected to improve the wording, the scales, and the format of the questionnaire, in addition to establishing content validity. In the post-

piloting stage, instrument of the research was revised for readiness of administration.

ANALYSIS AND DISCUSSION

Quantitative analysis

The validity of the pre-data collection was conducted to test the 62 items of questionnaire by comparing the counted *r value and r table*. The *r table* of (.05) is **0.359**. This means 95% items of questionnaire were valid. As for two (2) invalid items, revision has been made by simplifying the wording of the questionnaire. The reliability test indicates that *r table* at (.05) is **0.359**, while the value of Alpha is **0.957**, meaning that the standard of consistency of the instrument is well met.

Perception

The following is the analysis of the questionnaire to answer the first research question, i.e. the extent they perceived about the ICT gadgets ownership, 18 questionnaire items comprise of perceptive descriptive statements about it and the result of which measurable through the mean indicating that the total average statistical mean is at 3.32 with the value of standard deviation 0 .5 signalling the moderately low data dispersion.

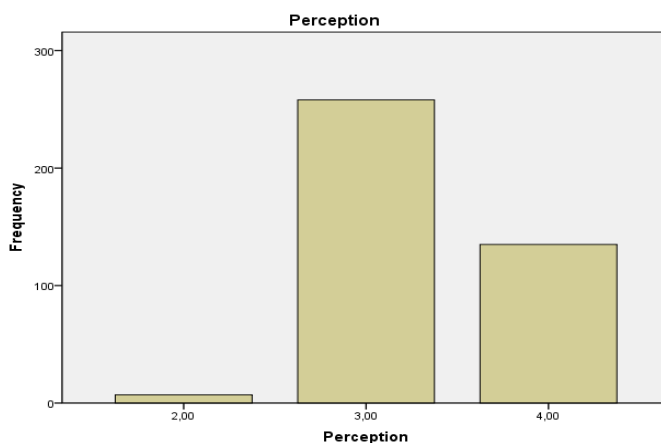
Table 1. *The Mean of respondent' perception*

Statistics		
Perception		
N	Valid	400
	Missing	0
Mean		3,3200
Median		3,0000
Mode		3,00
Std. Deviation		,50322

Table 2. *The Valid Percent of the respondent' perception Mode*

Perception					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	7	1,8	1,8	1,8
	3,00	258	64,5	64,5	66,3
	4,00	135	33,8	33,8	100,0
	Total	400	100,0	100,0	

Looking further into Table 2 above, we can see that the overall responses of the respondents fall into the category of positive perception with 64.5 Valid Percent with noone chose very negatively and barely negatively, as well as supported by the 33.8 Valid Percent of responses of very positively, we can say that the overall perception about the gadgets ownership is very positive. In other words, more than 98 percent of respondents perceive the gadgets ownership as being positively and very positively. Graph 1 below clarifies the previous data in a more descriptive outlook.



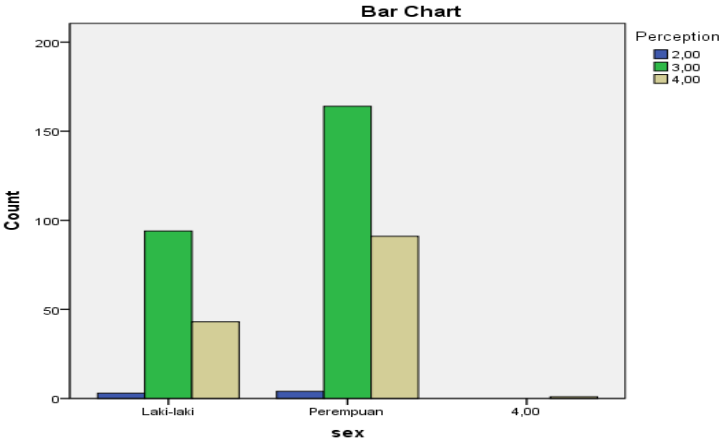
Graph 1. Graph of perception

As the data were cross tabulated on the basis of sex in terms of male and female tendency of the perception, both sexes have similar tendency where their percentage of their perception is akin to each other despite the different number of respondents. The difference of the look of the graph is simply because there has been imbalances of the number of the respondents where females were more easily accessed than males making the total of the females were two third of the whole number participating in the survey.

Table 3. Cross tabulation based on sex

sex * Perception Crosstabulation					
Count					
		Perception			Total
		2,00	3,00	4,00	
Sex	Males	3	94	43	141
	Females	4	164	91	259
Total		7	258	135	400

The graph below illustrates the tendency between the cross tabulated data of the sex of the respondents

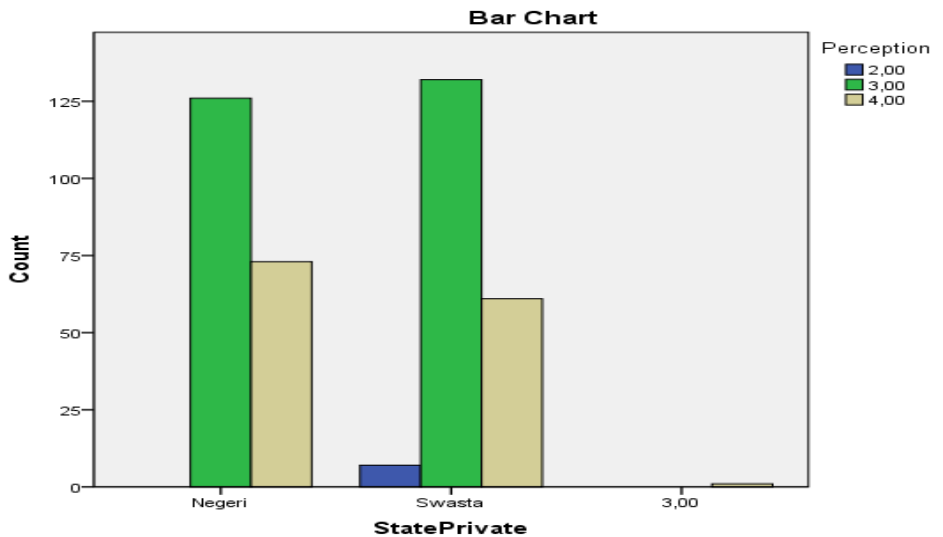


Graph 2. Crosstabulation based on sex.

Table 4. Crosstabulation based on public and private schools

StatePrivate * Perception Crosstabulation					
Count					
		Perception			Total
		2,00	3,00	4,00	
StatePrivate	Negeri	0	126	74	200
	Swasta	7	132	61	200
Total		7	258	135	400

Unlike the previous crosstabulated data, the respondents from both public and private schools shows a slight different tendency in that those having positive perception is higher in private universities than the private counterpart. In contrast, those perceives very positively turns to be higher in state than private university and there were 7 participants from private universities perceived negatively about the ICT gadget ownership.



Graph 3. Crosstabulation based on school status

The General Use of Gadgets Outside Campus

This section presents the statistical data of the respondents' use of gadgets outside classroom. This section emphasizes the general tendency by highlighting the Mean and the Mode and the following is the result:

Table 5. *The Modes value of the outside-campus use*

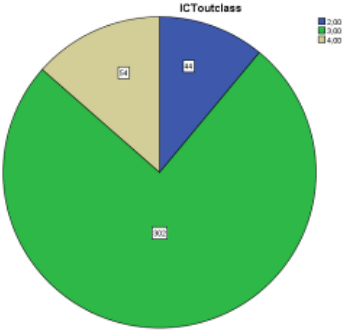
		Statistics											
		Reading & Emailing	OL Converse	News Reading	Dictionary & Encyclopaedia	Practical Info Search	Learning info serach	Using software	Discussion forum	OL Gaming	Fun Net Surviving	Watching & downloading	SoalMed Update
N	Valid	400	400	400	400	400	400	400	400	400	400	400	400
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,882	3,427	29,900	29,325	2,787	3,075	2,652	2,427	2,362	27,900	30,400	29,950
Mode		3,00	4,00	3,00	3,00	3,00	3,00	3,00	2,00	2,00	3,00	3,00	3,00

As can be seen from the table above, the data show that the Mean frequency of the gadgets use outside classroom use ranges from rarely to frequently for each illustrated activities. Interestingly, of all the activities, On Line Chatting is the most favourite activity. This is consistent with the previous survey on the same activities done by Senior High School Students (Suratno & Aйдawati, 2016) where Social Media has been a predominant activity. All in all, various activities using ICT gadgets have been done by respondents for a range of positive activities especially for communication but unluckily less so for learning purposes, such as for OL chats, news reading, dictionary & encyclopaedia, information search, software use, Internet surf, etc.

As data were transformed and recoded, the overall look of the Mean of aspects asked as regards the frequency of gadget use for each of the described activities, they look like this.

ICToutclass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	44	11,0	11,0	11,0
	3,00	302	75,5	75,5	86,5
	4,00	54	13,5	13,5	100,0
	Total	400	100,0	100,0	

This graph illustrates how the 12 items of the survey about the frequency of the gadgets use for each activity using ICT gadgets outside campus. Respondents admit to have very frequently used them for various purposes, while the minority which is less than 25% of whom frequently and rarely used them.



Graph 5. ICT gadgets use outside campus

Specific school-related use of ICT gadgets

This section concerns the use of gadgets in the day-to-day campus activities. With the predominant Mode value of 3, the responses distributively spread from the average Mean value of 2.1 to 3.4, subsequently from smaller to bigger, 11 activities with Mean value of more than 2 and the rest, 5 activities with Mean value of more than 3. This suggests that respondents frequently make use of the ICT gadgets for learning-related activities when it comes to school assignment, such as Internet surfing, learning resource search, downloading information, submitting assignment, and using social media for assignment. Anything related to job vacancy search, employment self-promotion, uploading personal information, and online learning are among the least frequently done activities.

The data indicating the less frequency of use when it does not have anything to do with assignment might indicate respondents’ lack of self-initiative to develop academically. In other words, they seem to be dependent on the demand from others, in this case, teachers. Consequently, activities such as communicating via email with the teachers, participation on an line learning, collecting and saving necessary information for learning purposes are less attractive to them.

Table 6. Mean and Modus of academic use

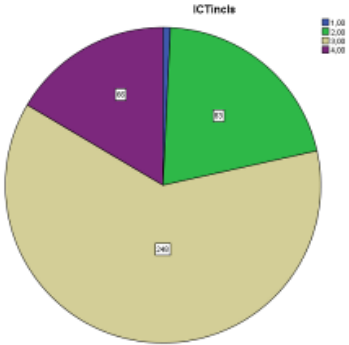
		Statistics														
	Doing home work	Search ing the Net for school assign ment cent	Search ing the Net for learn ing info	Search ing the Net for job vacanc y	OL comm unity for learn ing	OL- learn ing related activiti es	Joining OL learn ing	Submit ting and storing info	Email ing school assign ment cent	Access ing school assign ment cent	Seem ed for conta cting teachers	Submit ting school assign ment	Down loading info from Camp us web	Check ing Camp us update info	Upload person al info for job opport unity	Updat e and upload info
N	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
M's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3,2250	3,4025	3,0425	2,5300	2,4975	2,3275	2,1350	2,6000	2,8125	3,2100	2,7250	3,1550	2,8225	2,7950	2,2275	2,7600
Mode	3,00	3,00	3,00	3,00	2,00	2,00	2,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	2,00	3,00

Computing and transforming the survey data and re-categorizing the 16 items of questionnaire, the overall look is as follows:

Table 7. *Distribution of the reformed data*

ICTIncls					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	,8	,8	,8
	2,00	83	20,8	20,8	21,5
	3,00	248	62,0	62,0	83,5
	4,00	66	16,5	16,5	100,0
	Total	400	100,0	100,0	

The table shows that respondents frequently use (62%) and very frequently use the gadgets (16.5%). There are subsequently 20.8% and 0.8 % of them rarely and never use the gadgets for learning activities. The graph below clarifies the above data.



Graph 6. In-class ICT gadgets use

ICT gadgets for learning english

This section pertains to research question number 3, i.e. the respondents’ use of ICT gadgets for learning English. Unlike the previous data presentation, this time researcher starts with computing all 16 items of survey attempting to disclose the frequency of gadgets use for learning

English by recoding the whole data and categorizing them into a new 4 categories, never, rarely, frequent, and very frequent and this is the result.

Table 8. *ICT gadget use for learning English*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
BelajarBI	400	1,00	4,00	2,7200	,72658
Valid (listwise)	N400				

It is obvious from the table that the average Mean value is 2.7, meaning the frequency of use for language learning is relatively low. The following descriptive analysis may further clarify it.

Table 9. *Mean Value of the gadgets use for learning*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Any gadgets to improve English	400	1,00	4,00	29,575	,70848
Some Chatting for Practising English	400	1,00	2,00	29,325	,71929
Reading & Information Search	400	1,00	4,00	28,750	,76867
Accessing Videos	400	1,00	4,00	27,575	,86055
Downloading information for leaning	400	1,00	4,00	27,525	,80178
OL Vocabulary Exercise	400	1,00	4,00	26,850	,75975
Text messaging	400	1,00	4,00	26,700	,80792
OL Video for listening	400	1,00	4,00	26,325	,78357

OL Reading Exercise	400	1,00	2,00	26,125	,71904
OL Video for practice	400	1,00	4,00	26,125	,77385
OL Audio for practice	400	1,00	4,00	26,075	,79374
OL Grammar Exercise	400	1,00	4,00	25,675	,75290
Uploading English information	400	1,00	4,00	24,675	,85485
Email for Writing Practice	400	1,00	4,00	24,350	,81697
OL Voice Recorder for Pronunciation	400	1,00	4,00	23,475	,78949
Discussion forum	400	1,00	4,00	22,725	,84263
Valid N (listwise)	400				

In spite of the average low frequency, among the activities for learning English is via social media in particular chatting, video viewing, and information downloading. Whilst, among the least frequent activities are online discussion forum, accessing video and audio recordings, Another surprising fact is that activities directly related to 3 English language skills, writing, grammar, hand-on listening, and reading exercises readily available online and offline are among the most infrequent.

DISCUSSION

The revealing data suggest that ICT gadgets are still very much limitedly used for day-to-day practical use for communication such as social media and telephoning, in addition to entertainment. It can be said that, despite the ever advancing technology and developing abundant facilities for learning readily accessible for practicing all the English language skills, very few respondents have ever systematically and regularly accessed them for learning. This may also indicate that curricular wise, school institution authorities who are in charge of English language competence are not yet concerned about nor pay enough attention to English learning.

The average Mean value of only approximately 2.7 coupled with the lack of evidence in systematic use for learning by individual

respondents, suggests that the technological wealth is not parallel with the supposedly optimal use for learning. The data revelation is, in the one hand, interesting to further investigate, but, on the other hand, is a major concern given that almost all the surveyed subjects have had access to most recent ICT gadgets.

There might be some possible reasons behind this discrepancy. First, the lack of knowledge about the real potentials of the gadgets, Second, they might have been knowledgeable but lacking effort to optimize. Third, teachers may have not been equipped with decent gadgets and therefore are lacking in knowledge of potential exploitation, Fourth, which is the most naive one, is the possibilities that they have decent gadgets and knowledge altogether, but lacking in innovation and motivation to explore and to make a change. The last one is not impossible considering that education system currently in place still very much emphasize result than processes, also quantity often remains overweighing quality.

The predominant use of the ICT gadgets for social media, video viewing indicates that activities involving gadgets for learning English remains idiosyncratic rather than institutional. Respondents frequently do such activities simply because they are part of their day-to-day practical needs of communication and entertainment, instead of intentional activities for language learning. This fact opens up an opportunity for school institutions, in this case anyone in charge of developing universities into a competitive institution strong in English language, to consider maximizing the wealth of the technological gadgets by systematically integrating the ICT gadgets into the campus academic activities. One possible way is by maximizing the classroom activities with all possible activities linkable to technological gadgets in which curricular policy should explicitly outlines such effort in an explicit detail of activities.

In the long run, the ICT gadgets use which is still very much individual can be slowly transformed into more and more institutional. It means that anyone concerned with the competitive advantage of English in the academic whole should be involved in planning, outlining, and formulating the integration of English language skill enhancement via ICT

gadgets into each individual subject taught in university. Say for instance, Legal School may optimize the chance for students to explore legal cases in the international level; Economic students may be demanded to learn macro economics in the scope of the global perspectives. The way to do so can be in the form of video conferencing with other institutions abroad or Internet searching for extensive literature reading. In the implementational stage, the institutional policy makers have to coordinate all the relevant sectors such as Internet network infrastructure providers, network management organisers, training units, and subject lecturers, etc.

The lack of interest in each language skills including skill support enhancement (vocabulary and grammar) is another issue to respond. Technology has been so advanced that even a lot of free practices, quizzes on almost all language skills are easily accessible and quite often freely exploitable for learning. Even so, little has indicated that the said facilities have been much used. The question arising, then, is whether there has been enough knowledge about the facilities, or if people are knowledgeable, whether they are trained to make use of the facilities for learning purposes? If the answer is no for the two questions, then, training of the technological use for language learning is the immediate step to do.

Qualitative analysis

Focused Group Discussion was meant to delve first-hand information about such issues as: their knowledge about ICT, experience of access and use, activities using ICT gadgets in the day-to-day inside and outside campus and this is the general findings:

Responses and opinions of participants indicate how they realise the importance of ICT gadgets in the day-to-day life. Respondents are well aware about their functions, roles and potentials for learning, despite lacking in taking their advantages. Consistent with the survey, they mostly use the gadgets for communication activities such as telephoning and social media activities, while less so for learning. As the topic of discussion switched to the issue of gadget use and access to network, impression about common grievance of respondents about the poor infrastructure and support system was obvious. As they were asked if campus provides enough ICT gadgets (computers and Internet network), they said that:

H: There is

W: but very few.

D: yes... very few.

K: Why do you think?

W: The number is many and they are made available only in TC (training Centre) room.

As the question went on to quality of hardware and software, they admitted that overall the quality is sub-standard and still beyond the expectation.

K: How good is the quality of the services in terms of gadgets and software?

H: Ok, but not yet good.

K: Standard?

H: Not quite.

W: Not too good.

K: Why?

W: Limited number and not reliable.

When time portion of gadget use allocated for learning issue was raised, they shared common opinion that they still very limitedly use it for learning. Social media, communication and games are three most popular activities using ICT gadgets.

K: Do you know what ICT gadgets can do for you?

W: Yes, a lot.

H: Game, social media, learning.

K: Which application do you most frequently access?

D: Using social media.

W: Word. like Microsoft. Internet for social media

D: Oh ya. Smart phone is for communicating and chatting on social media, updating status, while for PCs, we use them for word processing and playing games.

K: Which is more frequently done, learning or non-learning?

W: Non-learning.

K: Such as?

H: Entertainment and communication

W: Instagram, Line, What's Up.

D: I do sometimes find list of idiom and very rarely doing Internet

Regarding what ICT gadgets can do to help people learn, they said:

K: Do you know that ICT gadgets can do to help your study?

H: A lot.

W: Yes to do school homework, finding references, and many more.

D: Yes. Very useful. If you are stuck with the meaning of word you can easily access your gadgets. You can find journals, articles.

The final question was pertaining to the issue of leaning English using ICT gadgets

K: What can ICT gadgets do to help you learn English?

W: A lot, like using dictionary, and using application to learn English.

D: I can watch Video, You Tube for speaking and listening, expand vocabulary.

From the above extract of the FGD, we notice a gap between their knowledge about the potential of the gadgets and the actual day-to-day use. They were generally well aware of the functions and potentials of the gadgets they own, yet the actual use for learning purposes , in particular where learning English is concerned remains very limitedly done. What the respondents do when using gadgets for learning is not primarily resulted from a systematic part of school curriculum, but instead as part of each individual initiative.

Missing link

From the last part of the FGD, we notice that there has been inconsistency of participants' direct responses and the responses of survey questions where the statistical Mean of the ICT gadgets use for learning English were relatively low all over, in contrast to their acknowledgement about its importance for English learning assistance. Thus there has been a gap between the knowledge about the use and the actual practice of day-to-day use. They tend to infrequently use the gadgets for consciously learning English

Script of FGD suggests that the answer to FGD questions was consistent with the survey result in that ICT gadgets are most popularly used for social media activities, gaming, communicating, whilst less so for systematic use of learning. If there is any effort to use for learning purposes, it tends to be done sporadically by individual learner which varies from person to person suggesting that the optimal use of the ICT gadgets for learning is not yet optimised and indicating that despite their effort to use ICT gadgets for learning English, the systematic and regular use for learning has not taken place. This might be because demand and stimulus to do so coming students' external parties such as institution, teachers, and conducive academic environment has been lacking if we don't want to say non-existent.

The final destination of the ICT gadgets for optimal use of learning eventually very much depends on the creation of precondition for learning both in terms of infrastructure and sub-system. In order for decent learning to take place, it demands that each individual school institution provide minimum infrastructure and sub-systems in the form of compatible policies supporting the integration of ICT gadgets into curricula prior to optimising the versatility and resourcefulness of ICT.

CONCLUSION

The conclusion that can be drawn from this research is that irrespective of the sex and school status, respondents perceived the ICT gadgets positively as vindicated by the survey and FGD results and that the respondents have generally used the ICT gadgets for activities of necessity such as on line chats, reading news, using dictionaries and encyclopaedia, searching for information, downloading and watching videos, and the most popular one is using it for social media and communication activities. In spite of being in the generally under facilitated environments, students have individually made use of the ICT gadgets positively.

Respondents have exploited them, however erratically, for such a wide range of purposes including to support learning. Unfortunately as indicated by the moderately low accumulative Mean scores and FGD which managed to discover the generally poor sub-standard infrastructure

and sub-systems supports, we can conclude that the prime reasons respondents have not taken advantage of the ICT gadgets to specially use for improving and learning English, such as reading, writing, listening, grammar quizzes, vocabulary expansion is not the lack of knowledge about the potential contribution the ICT can make for learning English but rather the prevalent institutional policy mismatch. To cope with it, a real action by both policy makers and institutional levels to start changing policies on ICT integration into the school curricula is barely unpostponable.

SUGGESTIONS

The findings of this research brings with it the implication on the urgent need for a change in the infrastructure, sub-system, training and the change of curricular aspects in terms of the policy to systematically integrate the ICT into language learning. Research investigating the extent each individual institution has started integrating ICT into teaching and learning English has to be the follow up research of this current project by which observation and interview with the school principals and English teachers would be of meaningful research instruments to map out the actual effort different universities have adopted ICT-based policies and practices of language learning.

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QUESTIONS

1. Technology develops in revolutionary fashion, while technological infrastructure provision will always be imminent issue in most educational institutions. Discuss how would this particular discrepancy could be tactfully dealt with in order for education to remain capable of taking the advantage of the technology in the relevant educational institutions?
2. Technological gadgets are getting more and more widely used by people from anywalk of life. However, owning gadgets does not necessarily mean facilitating learning. Please look into how educational institution could create an atmosphere in which ownership of gadget could mean creation of meaningful activities for learning?
3. New advanced technological invention carries with it the chance and possibility of learning without techers' physical presence. Distance learning, E-learning, Chatbots interaction, Augmented reality learning are a few cases in point. Could you figure out and describe how would optimal and fashionable learning in the future be like?

3.3. STRATEGY TO AVOID NEGATIVE PERCEPTION ON GAME

(YEDIJA PRIMA PUTRA, HENDRA PRASETYA)⁸

Abstract: In the beginning, games are made to provide entertainment. But, with the interesting entertainment, some game developers use that just for their own benefit. Moreover, many of them including elements of violence and pornography on their games. That is just only to make more profit for them. That's why some parents are anxious and have a bad view of games. But, not all of the games have elements of violence and pornography. Some of developers make game which is including educational value. "Crazy Machines 2" is one of many games which has educational value. This is one of the ways to Avoid Negative Perception on Game.

Keywords: game, creativity, strategy, avoid negative perception

INTRODUCTION

Background

With the passing of the current era, the advancement on the field of computer technology is also very fast. The advancement of technology has the main purpose to facilitate every human's work. But, just like the advancement of technology, games which are released in the electronic devices are also more and more developed. In the beginning games on a computer device is intended to provide entertainment for the users of these devices. However, most of these games are only used to one's personal advantage or the developer of these game, and has no educational value contained in these game. There's even violent games, which is not good for the brain development.

⁸ This article has been published in *Sisforma*, 1(1), 2014: pp. 22 - 25. Permission has been granted by the main author to have this article inserted for this book. The original file is available at <http://journal.unika.ac.id/index.php/sisforma/article/voew/90/96>. Although layout wise, in this book, it is not like the published article from the journal, the originality of the writing style remains unchanged.

On the other hand, at this time jobs on the sector of creative industries are very attractive and give a lot of profits. Indonesian Ministry of Industry stated that the creative industries are included in the small and medium industries which have a strategic role because they can provide a substantial contribution to the national economy[1]. It could be said that creativity is needed in the future. According to Seifert and Hoffnung (1987). Adolescent is defined as the stage of development which brings the individual transition from childhood to adulthood[2]. It could be said that this is the period when a human changes from a child into an adult. And these changes require a process as a basis for their adult lives (in this case creativity). This is what makes the parents anxious and have bad views of games found in the electronic device. However, not all of the games that exist on the electronic devices are not educative or have educational value. There are also games that are actually created to provide education for the game users. For that reason, here we will discuss the game that have educational value (in this case games "Crazy Machines 2").

Objectives

The purpose of this discussion is to analyze the educational values contained in "Crazy Machines 2" to petrify brain development. To be linked with creativity. So it can change the views of people who think that the games in the computer does not have educational value. Moreover, also as a reminder for parents to be more selective in choosing a game for their children, because not all of the games in the computer have good educational values. So the children do not play the un-educating games, which not support the development of their brains and morals.

REVIEW OF LITERATURE

Basic Theory

Cognitive Theory (Piaget and Vygotsky). argues that playing is a part or stage of cognitive development (power imitate, memory, perception, imagination) that must be undergone by a child. Playing also a means to learn to think for expressing ideas (creative / creativity), or imagination[3].

Schaller and Lazarus, a German national, explains that the game is a human activity that is contrary to the work, but the game was a

balance between work with the rest. The game is something to do to calm the mind or rest[4].

According to Munandar Utami (1995) creativity is a general ability to create a new one, as the ability to provide new ideas that can be applied in solving problem, or as the ability to see the new relationships between the elements that already exist. [5] There are several things that can limit the creativity, among others:

1. Stress
2. Monotonous routines
3. Thinking in general [6]

RESEARCH METHOD

The method used to analyze this game is by playing the game. In this way, we can understand what the game makers wanted by creating this game, in addition, by searching for journals and articles on the effect of educational games, against children, as the basic theory.

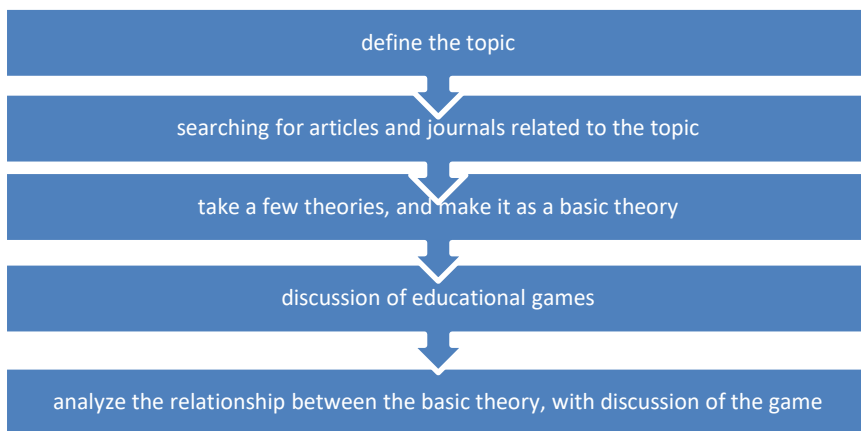


Figure 1 Flowchart of Method Research

RESULTS AND DISCUSSION

"Crazy Machines 2" is one of the puzzle game genres. In this game we have to construct some mechanical circuits arranged such

that they can work sequentially or simultaneously to achieve specific goal / mission in order to continue to the next level. To achieve these objectives, we are required to construct some simple components to be incorporated into a particular system. At each levels, will have a way of solving different problems and difficulties increasingly challenging. In one level, it is possible that the problem can be solved by a few different ways. In compiling each of the components we have the freedom to put them together. We can rotate the components, reverse them and putting them freely. example:



Figure 2 Game Play Screenshot

Level 1-9, entitled "Light and Wind", has a goal to drop the ball and launch the fireworks using components that have been provided at the bottom of the screen, as shown in Figure 2. So, in this game players are demanded to use the logical thinking, to achieve the specific goal / mission in many ways. When the users play the game, the players automatically think how to achieve the goals / missions of each level there. By using the logical thinking, unconsciously players will use their imaginations to solve problems in this game. And this will increase the creativity of the player.

Then, when the player has been playing long enough, the player will easily capture what the objectives of each level of the game. This is because the player already has the ability to catch the purpose / mission of each level. Also, the longer the rising level of the game, then the player will solve easily. This caused by the player's ability to remember and to emulate some of mechanical series of previous levels

to be reintegrated into a new series. Moreover, the players have no restrictions in making a new design in each level. As a result, they can think out of the box and be creative. Because they are taught to create something new from the components which are interconnected. And because there is no restrictions in making the design of mechanical machine, players can do anything on this game. They can make any mechanical machine. With any purpose. This can spur the creativity of the players by making their own creations.

The game developer admits” Players are able to experiment with physics while building functional, fun, or just plain silly contraptions and machines, for hours of enjoyment and creativity.”[7] With the existence of this game, we knew that there was a game that is intended to help the brain development for children (in this case creativity). Despite the existence of a few games that have inappropriate charges to be played by children such as violence and pornography. Therefore, we must be clever in choosing the game on electronic device that will be played by our children.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The existence of a game, in electronic device is basically intended only as entertainment. From the discussion above, it can be concluded that not all of the games that exist on electronic devices are merely as a means of entertainment, but there is also game that have educational value. Game analysis above is one example of games which has very good educational value during the brain development of children.

Recommendations

In addition to the entertaining games, and those having educational value, there is also a game that does not educate and it is not good for the moral development of the child. There is a game that has elements of violence and pornography. Therefore, by this discussion, the parents can be careful in selecting good games for their child. Because playing are one of the processes that must be undergone by a child.

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QUESTIONS

1. Why do parents see games in electronic games as being negative?
2. Do electronic games have a positive effect to its players
3. What is “crazy machine2” about?
4. What is “light and wind” about?
5. What kinds of educative games have you ever played with?

3.4. MEMPROMOSIKAN BUDAYA JAWA MELALUI GAME EDUKASI BAHASA INGGRIS YANG BERBASIS SMARTPHONE⁹

(EKAWATI MARHAENNY DUKUT)

LATAR BELAKANG

Generasi Z atau *the centennial generation* menurut Ibrahim (2017) adalah para pemuda yang saat ini duduk di bangku perkuliahan. Bagi kelompok pemuda ini, media teknologi bukanlah barang konsumen yang dibeli untuk menaikkan citra mereka, namun media teknologi adalah barang yang menjadi jembatan untuk berkomunikasi, tukar menukar pendapat, media pendidikan dan hiburan. Sebagai kelompok yang dijuluki *digital savvy*, mereka mempunyai pemikiran yang terbuka terhadap hal-hal yang baru sehingga cepat menangkap tetapi juga cepat lupa akan informasi yang dianggap menarik. Informasi yang menarik bagi mereka adalah hal yang tervisualisasikan dengan baik daripada hal yang hanya tertulis secara tekstual. Yang tervisualisasikan dengan gambar itu dapat memberi ruang bagi generasi tersebut untuk menjadi inovatif karena mendapatkan tantangan untuk mengembangkan sesuatu hal secara kreatif.

Seorang pakar media digital, Sanjaya (2017) menjelaskan bahwa generasi ini lebih senang dilibatkan sebagai *co-creator* daripada duduk di belakang bangku dan hanya mendengar dan mencatat hal yang disampaikan oleh seorang dosen. Mahasiswa generasi Z akan merasa tertantang apabila media teknologi atau gadget untuk “penulisan buku atau blog, ...atau bahkan membuat game” untuk “pembelajaran Pancasila, Kewarganegaraan, Religiusitas, dan sejenisnya” dapat digunakan secara aktif.

Menarik bahwa biasanya informasi yang berhubungan dengan media digital adalah materi yang mempunyai konten tentang budaya barat, utamanya Amerika Serikat yang mempunyai keinginan untuk menjadi negara yang memimpin dunia budaya populer. Dengan keadaan seperti itu, maka menjadi hal yang biasa apabila melihat mahasiswa jaman sekarang tampil

⁹ Artikel ini adalah hasil penelitian internal Fakultas yang belum pernah diterbitkan.

dengan bangganya menggunakan banyak aksesoris budaya populer yang utamanya berasal dari Amerika Serikat. Hal ini seakan-akan menginformasikan bahwa budaya asli Indonesia bukanlah budaya yang laku untuk dinikmati dan disebarluaskan.

Serupa dengan generasi sebelumnya yang mengagung-agungkan barang asli atau tiruannya dari Amerika Serikat untuk menunjukkan bahwa mahasiswa adalah anggota masyarakat yang modern dan mempunyai kemampuan yang lebih baik dari bangsa yang lain; kaum generasi *centennial* ini juga mengagung-agungkan cara berbicara dan gaya hidupnya yang berkiblat pada bangsa Amerika Serikat.

Pemikiran Sanjaya tersebut di atas, bahwa *game* dapat dipakai untuk belajar Pancasila, mengandung arti bahwa budaya lokal seperti yang ada di Semarang, Jawa Tengah dapat dipakai sebagai materi dasar sebuah *game*. Peneliti dalam hal ini setuju dikarenakan bangsa Indonesia tidak harus meminjam budaya populer dari Amerika Serikat untuk dinilai sebagai bangsa yang berbudaya tinggi. Sesuai dengan ranah penelitian-penelitian sebelumnya, peneliti telah mempromosikan budaya Jawa dengan menerbitkan lima buku cergam (cerita bergambar) seri yang berjudul “Aku Suka Sayur” dari PT Gramedia (Dukut, Utami, Nugroho, Putri, & Nugrahedi, 2014). Dalam buku ini ada karakter-karakter kartun yang sengaja didandani dengan kostum Jawa. Sebagai contoh, untuk karakter sayur yang bernama Kartini, dikarenakan bentuknya bagaikan seorang penari, maka Kartini si wortel penari dibalut dengan baju penari golek dengan kain putih coklat bercorak parang dan selendang kuning beserta beberapa aksesoris kepala yang lazim dipakai oleh seorang penari golek di Jawa. Dengan visualisasi seperti itu, peneliti telah mengangkat budaya local menjadi sesuatu yang patut diketahui oleh masyarakat luas karena bahasa yang dipakai di buku adalah Bahasa Inggris selain Bahasa Indonesia. Tidak hanya budaya bangsa Indonesia terangkat karena pembaca diharapkan mempunyai ketrampilan Bahasa Inggris dengan lebih baik, pada saat yang sama, apabila yang membaca adalah seorang warga negara asing, maka ia akan merasa senang karena ia dapat belajar tentang budaya Indonesia yang disuguhkan melalui visualisasi yang ada di buku itu selain belajar mempraktekkan Bahasa Indonesianya.

Dalam buku cergam series itu, karakter sayur lain yang mempromosikan budaya Jawa adalah *Spibam si Super Bayam*. Ia digambarkan bagaikan tokoh cerita wayang Jawa yang bernama Gatotkaca, yang dikenal oleh rakyat mempunyai tulang yang kuat bagaikan besi dan otot yang kuat bagaikan para *superhero* yang dengan mudah dapat mengalahkan banyak musuh. Layaknya sayur bayam yang nyata, diinformasikan melalui cergam bahwa bayam mempunyai vitamin besi yang tinggi yang dapat mengalahkan berbagai penyakit. Dalam memperkenalkan budaya Jawa, *Spibam si Super Bayam*, diberi baju hitam yang tengahnya ada gambar bintang untuk meng simbolkan bahwa badannya bertameng baja sehingga dapat ditangkap oleh pembaca bahwa ia adalah karakter yang kuat karena tidak akan ada peluru, tombak atau pisau yang akan menembus dadanya. Layaknya wayang Gatotkaca yang nyata, celana yang dipakainya juga berukuran tiga perempat dan di pinggangnya dibalut dengan kain Jawa yang bercorak parang hitam putih seperti *Kartini si Wortel Penari* tadi.

Dari dua contoh tokoh itu dapat dikatakan bahwa budaya Jawa memang dapat dipromosikan melalui cergam yang sebenarnya bertujuan mengajarkan anak-anak bagaimana menggunakan Bahasa Inggris. Dengan kata lain, belajar Bahasa Inggris tidak harus mengetengahkan tokoh-tokoh super seperti yang didapati pada buku komik Marvel terbitan dari Amerika Serikat itu.

Usaha peneliti untuk mempromosikan budaya Jawa juga telah dilakukan dengan membuat penelitan tentang macam corak kain batik yang biasa dipakai untuk produk-produk yang memanfaatkan kain perca, seperti selimut, bantal dan hiasan dinding. Corak yang dipakai untuk kain perca itu telah dibandingkan dengan kain-kain *quilt* dari Amerika Serikat. Maka dalam rangka ingin mengetahui lebih mendalam tentang budaya Jawa, peneliti telah melakukan penelitian tentang corak-corak atau motif itu.

Meng-hak patenkan “Pokina & Tommy: TOEFL *game software*” (Indonesia/ Central Java Patent No. EC00201704252, 2017) adalah usaha lebih lanjut peneliti untuk mempopulerkan budaya Jawa yang terdapat dalam buku cergam tersebut di atas tetapi dengan media digital animasi yang dikemas dalam sebuah *game* edukasi Bahasa Inggris. Dalam cerita animasi yang ditampilkan pada bagian latihan Menyimak (*Listening*) diinformasikan bahwa sawi yang biasanya dipakai oleh orang Jawa untuk membuat masakan

capjay, bakso, dan sebagainya menjadi cara untuk mempromosikan kebiasaan orang Jawa mengolah sawi. Seperti dua tokoh sayur di atas, Pokina sengaja memakai kostum *chef* (koki) sebuah restoran yang diberi aksesoris kain Jawa bermotif parang di bagian depannya.

Game edukasi biasanya diciptakan dengan misi untuk mengajarkan sesuatu tentang subjek tertentu melalui sebuah peristiwa historis atau budaya dengan cara yang menyenangkan, yaitu dengan mengajak pengguna *game* untuk bermain (Surati, 2014, p. 9). *Game* edukasi yang telah diciptakan oleh peneliti dan tim-nya adalah *game* interaktif untuk meningkatkan kemampuan Bahasa Inggris para pemainnya. Mengadopsi tes kemampuan Bahasa Inggris yang dikenal sebagai TOEFL, maka *game* difasilitasi dengan latihan-latihan untuk meningkatkan kemampuan *Listening*, *Reading*, *Writing* dan *Speaking*. Dalam latihan *Listening* itu ada animasi para karakter yang berpakaian baju Jawa selain memperlihatkan contoh kebiasaan masyarakat Jawa.

Dalam perjalanannya, ketika *game* dimainkan, ditemukan adanya beberapa kendala. Antara lain, *game* tidak mau dijalankan apabila PC tidak mempunyai fasilitas *hardware* yang memadai sehingga berat untuk memainkan *game* itu. Kendala kedua adalah terbatasnya jumlah pemain *game* yang disebabkan oleh keharusan pemain yang perlu berada di ruangan yang ada PC (*personal computer*) di depannya.

Maksud utama untuk mempromosikan budaya Jawa itu sebaiknya memanfaatkan digital media terkini yang sering dipakai. Maka, agar budaya Jawa terpromosikan dengan lebih baik, peneliti merasa perlu mengubah *game* tadi ke dalam sebuah digital media yang lebih populer, yaitu pada sebuah *smartphone*.

Alasan pemilihan *smartphone* dilandasi oleh keadaan masyarakat Indonesia yang tidak pernah lepas tangannya dari *gadget* itu. Secara observasi lapangan seorang warga negara Indonesia sering terlihat mempunyai lebih dari satu *smartphone* karena percaya bahwa alat tersebut adalah alat komunikasi dan hiburan yang dapat diandalkan. Menurut *Kementrian Komunikasi dan Informatika Republik Indonesia*, pengguna aktif *smartphone* pada tahun 2018 diperkirakan mencapai 100 juta, padahal penduduk Indonesia adalah sekitar 250 juta (Rahmayani, 2015). Dengan kata lain, hampir separo dari penduduk Indonesia adalah pengguna *smartphone*. Menarik bahwa *Nielsen Informative Mobile Insights* menemukan bahwa 61

persen dari pengguna ponsel berusia di bawah 30 tahun (Hasan, 2015). Dengan keadaan seperti itu, maka peneliti berkeyakinan bahwa alat ini menjadi sasaran promosi *game* edukatif berbahasa Inggris yang paling efektif untuk memperlihatkan budaya Jawa. Berdasarkan latar belakang itu maka penelitian ini berjudul “**Mempromosikan Budaya Jawa melalui Game Edukasi Bahasa Inggris yang Berbasis Smartphone**”. Tujuan dilakukan penelitian ini adalah agar budaya Jawa yang dikawatirkan mulai hilang dengan maraknya budaya populer dari Amerika Serikat itu dapat berangsur-angsur dipertimbangkan menjadi hal yang penting untuk dipertahankan sebagai budaya yang adiluhung.

Rumusan masalah penelitian

Mempertimbangkan latar belakang penelitian ini, maka empat macam permasalahan telah dirumuskan, yaitu:

1. Apa saja kekurangan dan kelebihan *game* edukasi Bahasa Inggris interaktif pada *smartphone* dibandingkan dengan yang di PC?
2. Apakah *smartphone* bermanfaat sebagai sarana media pembelajaran pada kelas Bahasa Inggris?
3. Seberapa efektif *game* edukasi *smartphone* dalam meningkatkan ketrampilan Bahasa Inggris mahasiswa?
4. Bagaimana tanggapan dari pemain *game* tentang gambaran budaya Jawa yang dipromosikan pada *game* edukasi di *smartphone*?

Tujuan penelitian

Tujuan penelitian ini adalah untuk mengidentifikasi:

1. Apa saja yang menjadi kekurangan dan kelebihan *game* edukasi Bahasa Inggris interaktif pada *smartphone* dibandingkan dengan yang tadinya di PC
2. Apakah *smartphone* bermanfaat sebagai sarana media pembelajaran pada kelas Bahasa Inggris
3. Seberapa efektif digital media *smartphone* dalam meningkatkan ketrampilan Bahasa Inggris mahasiswa
4. Bagaimana tanggapan dari pemain *game* tentang terpromosikannya budaya Jawa yang terdapat pada *smartphone*

Lingkup/ Batasan Penelitian

Batasan penelitian adalah pengguna *game* edukasi yang sedang kuliah di Unika Soegijapranata. Sebagai objek yang menjadi fokus perhatian adalah simbol-simbol budaya Jawa yang dapat dilihat di *game* edukasi ciptaan peneliti, yaitu pada bagian animasi video *Listening*.

Signifikansi penelitian

Hasil atau *output* penelitian ini signifikan karena dapat mempraktekkan keahlian peneliti yang mempunyai perhatian terhadap perkembangan budaya populer smartphone dalam mengedukasi Bahasa Inggris mahasiswa tanpa mengesampingkan kekayaan dari macam budaya yang ada di Jawa.

TINJAUAN PUSTAKA

***Smartphone* sebagai media informasi pembelajaran**

Media teknologi saat ini semakin digemari oleh masyarakat Indonesia. Setiap saat dapat dilihat seseorang menggenggam sebuah alat komunikasi baik pada saat berwisata, istirahat sambil makan ataupun sedang melaksanakan pekerjaan yang menjadi tanggung jawabnya sehari-hari. Walaupun hanya dibatasi sebuah dinding kamar atau bahkan kursi di tempat makan, telepon genggam sepertinya menjadi alat yang paling penting dalam keseharian seseorang. Jika telepon itu yang telah berkembang menjadi sebuah *smartphone* tiba-tiba hilang, sepertinya dunia pun telah hilang dan orang tersebut berlaku seperti orang yang bingung akan berbuat apa karena segala informasi tersimpan di dalam memori alat kesayangannya itu. Seperti namanya, *smartphone* alat kecil itu memang *smart* atau punya kepandaian untuk menyimpan bermacam-macam informasi yang tidak mungkin diingat oleh seseorang.

Juraman (2014, hal. 2) dalam makalahnya menyatakan bahwa mahasiswa saat ini “peka terhadap teknologi-teknologi baru dan inovasi baru” seperti “*smartphone android*” yang menjadi kebutuhan sehari-hari untuk tidak ketinggalan informasi selain dapat ikut masuk ke dalam kelompok yang “gaul”. Lebih lanjut Juraman memaparkan bahwa seturut dengan perkembangan system informasi di universitas yang mempunyai

portal akademik dengan fasilitas digital library yang dapat mengakses ebook dan ejournal, semakin banyak mahasiswa tidak hanya menyibukkan dirinya di depan sebuah *personal computer*, namun mata para mahasiswa itu serasa berat jika pindah dari kebiasaannya memandang layar kaca *smartphone* yang menjadi mini portal akademik gratisnya. Hal inilah yang menjadi penyebab utama mengapa *smartphone* populer sebagai alat informasi edukasi.

Dalam hasil wawancara yang dilakukannya kepada beberapa mahasiswanya, Juraman (2014, hal. 11-12) mencatat bahwa media digital *smartphone* atau *android* seringkali dipilih dikarenakan alat tersebut dilengkapi dengan fasilitas yang dapat mengakses informasi dari internet dengan kecepatan tinggi, dapat digunakan dengan mudah dan praktis, tampilannya menarik serta harga belinya terjangkau untuk dibeli oleh mahasiswa. Sebagai sebuah media yang dapat mengakses informasi edukasi, *smartphone* dapat ke google untuk secara gratis mengambil data dari wiki ensiklopedia, kamus online dan offline, google translate, detik.com, dan sebagainya. Tujuan mengakses informasi dengan *googling* di *smartphone* adalah untuk mencari artikel ilmiah dan bahan pelengkap tugas mata kuliah lainnya, selain untuk menambah wawasan. Sebagai salah satu akibat dari hasil inovasi *smartphone* adalah kecenderungan mahasiswa untuk lebih menggunakan *smartphone* untuk membaca buku daripada duduk dan berdiam diri di perpustakaan untuk kegiatan membacanya. Mendapati bahwa mahasiswa lebih memilih untuk mempelajari sesuatu melalui *smartphone* maka dalam dunia industry 4.0 berbagai pihak menangkap fenomena ini dengan memproduksi beraneka ragam *game* edukasi.

Sebuah penelitian dari Nalliveettil & Alenazi (2016) mendukung bahwa *smartphone* dapat memotivasi mahasiswa untuk lebih aktif melakukan kegiatan akademisnya yang tadinya ada kendala komunikasi. Melalui *smartphone*, siswa yang pendiam di kelas menjadi aktif karena siswa seperti itu lebih menyukai untuk kirim pesan melalui *smartphone* daripada bicara di hadapan siswa lain. Mereka juga merujuk ke penelitiannya Warschauer yang menemukan bahwa antara penggunaan iPads dan laptop, siswa di sekolah-sekolah K-12 di Amerika Serikat lebih memilih iPad untuk dipakai di kelas. Hal ini dikarenakan fasilitas yang diberikan iPad lebih menarik, yaitu alat tersebut ada touchscreen, dan mobilitasnya lebih baik dikarenakan bobotnya yang lebih ringan. Dengan demikian, dapat dikatakan bahwa penggunaan *smartphone* dapat diambil sisi positifnya karena selain ringan dan mudah

dipakai, alat tersebut dapat membantu siswa untuk menyelesaikan tugas-tugasnya dengan waktu yang lebih tepat.

Game Edukasi *Smartphone* Sebagai Media Pembelajaran Terkini

Game edukasi adalah permainan yang dirancang untuk suatu tujuan pendidikan tertentu (Surati 2014, hal. 1). Pendidikan dalam hal ini dapat meliputi pembelajaran untuk dapat memahami suatu konsep, peristiwa atau budaya tertentu. Sebagai sebuah *game* harus memenuhi kriteria yaitu, suatu produk yang dapat menyenangkan pemainnya. Maka dalam bermain, pemain tidak akan merasa dibebani apabila yang dimainkan adalah tentang suatu pendidikan yang diberikan melalui sebuah permainan.

Menurut *Massachussets Institute of Technology* (dalam Vitianingsih, 2016, hal. 1) *game* terbukti dapat meningkatkan logika dan pemahaman pemain terhadap suatu masalah yang di proyeksikan sehingga *game* dinilai dapat menunjang proses pendidikan. Lebih lanjut dinyatakan bahwa *game* edukasi mempunyai kelebihan dibandingkan dengan metode pembelajaran konvensional di dalam kelas yaitu dengan adanya animasi pada *game*, daya ingat seseorang menjadi lebih baik karena hal yang dilihat itu dapat disimpan dalam waktu yang lebih lama.

Pemanfaatan *game* edukasi di dalam kelas banyak positifnya, namun akan gagal apabila guru di kelas tersebut tidak mahir menggunakan teknologi. Kemahiran disini tidak hanya dalam penggunaannya secara fisik, tetapi juga dalam hal inovasi materi dengan media teknologi yang tersedia. Nalliveettill & Alenazi (2016) mengingatkan perlunya kerjasama antara guru dengan perusahaan-perusahaan software edukasi maupun peneliti sehingga dapat diciptakan produk belajar-mengajar yang efektif dan efisien. Menurut Ally (2009) akhir-akhir ini lebih banyak konsumen yang memilih untuk mendapatkan software pembelajaran atau *game* edukasi melalui *smartphone*. Pembelajaran kosa kata Bahasa Inggris yang biasanya dicari di buku kamus, sekarang ini beralih ke penelusuran kata lewat kamus *online* di *smartphone* masing-masing.

Sebuah *game* akan menarik perhatian pemain apabila ada beberapa elemen psikologis yang dipenuhi. Anantara lain, sebuah *game* perlu menimbulkan adanya keinginan pemain untuk 1) menyelesaikan *game*, 2) mengalami sebuah pertandingan, 3) menjadi ahli dalam sesuatu hal, 4)

mengalami suatu eksplorasi, dan 5) mendapatkan nilai yang tertinggi dari game (Lesmana, Santoso, & Adipranata).

Game android untuk meningkatkan ketrampilan Bahasa Inggris sudah banyak yang beredar. Kebanyakan game yang ada dibuat oleh negara barat yang bahasa utamanya adalah Bahasa Inggris. Macam latihan yang diberikan dalam kebanyakan aplikasi adalah bagaimana meningkatkan kosa kata dengan adanya quiz atau mengisi titik-titik dalam kalimat. Beberapa ada yang melatih cara pengucapan kosa kata Bahasa Inggris dengan mendengarkan kata untuk kemudian mereproduksinya dengan cara pengucapan yang mirip, ataupun mengasah kemahiran dengan menggunakan tata bahasa Inggris yang benar dalam sebuah percakapan.

Sebuah situs web mempromosikan adanya 5 macam aplikasi yang paling baik untuk pembelajaran Bahasa Inggris. Pertama, *Duolingo: Learn Languages for Free* adalah aplikasi yang diperuntukkan oleh pembelajar pemula untuk belajar 7 kata baru dalam Bahasa Inggris setiap hari. Dalam 20 menit pemain aplikasi ini akan diberi beberapa latihan yang ada hadiahnya jika dapat menyelesaikannya. Kedua, adalah *Learn Languages Busuu* yang berbasis pada peringkat CEFR untuk sistim penilaiannya.

Permainan ini memberikan latihan tidak hanya untuk kosa kata, tetapi juga untuk dialog dan menulis dalam Bahasa Inggris. Dalam promosinya, pemain dapat latihan bercakap-cakap dengan para penutur asli. Ketiga, *Improve English: Word Games* mengajarkan kosa kata. Keempat adalah *Memrise: Learn Languages Free* dan kelima adalah *Learn Languages: Rosetta Stone*.

Aplikasi permainan itu menawarkan latihan-latihan untuk mengembangkan kosa kata Bahasa Inggris. Lalu yang keenam adalah *Learn English with Babbel*. Babbel adalah aplikasi yang berfokus pada kosa kata dengan memanfaatkan fasilitas untuk sound recognition, picture recognition, spelling dan fill in the blanks. Beberapa latihan yang ditawarkan adalah bagaimana untuk introduce yourself dan order food. Yang terakhir, ketujuh adalah *Learn English Grammar* yang membantu pemain untuk menguasai tata Bahasa Inggris. Terlihat dari contoh aplikasi yang ada, berbagai macam latihan dapat dikategorikan sebagai *game* edukasi karena dibuat untuk membuat pemain menguasai Bahasa Inggris dengan waktu yang dapat dikelola sendiri.

Ragam Budaya dan Cerita Rakyat Dalam Genggaman Tangan

Indonesia adalah negara yang mempunyai 34 provinsi dan 17,000 lebih pulau yang didiami oleh penduduk yang mempunyai beragam macam budaya. Salah satu pulau yang paling padat penduduknya adalah Jawa. Di pulau ini, budaya dari berbagai suku dan juga dari negara lain berkumpul menjadi satu. Tidak hanya budaya asli Jawa dikawatirkan semakin tidak jelas karena adanya pengaruh budaya dari pulau lain, tetapi juga dengan budaya Barat yang mau tidak mau cepat terserap oleh penduduk Jawa karena selaras dengan cepatnya teknologi media yang mempengaruhi segala aspek kehidupan kita. Oleh karena memblokir masuknya media teknologi berarti sama saja dengan menutup diri untuk maju, maka adanya teknologi media perlu dimanfaatkan bagi pendidikan orang yang menetap di Jawa.

Di Jawa selain perangkat computer *desktop*, banyak orang menggunakan *smartphone* seperti yang dipaparkan di atas tentang kebiasaan mahasiswa jaman sekarang. Kekawatiran akan kurang dimengertinya budaya asli Jawa ini dapat diatasi dengan menciptakan game edukasi melalui *smartphone*. Rendrahadi, Andreas Handoyo dan Alexander Setiawan adalah peneliti yang telah membuat aplikasi pembelajaran pengenalan budaya Indonesia pada *mobile device* yang berbasis android (2018). Android menurut ketiga peneliti itu adalah sebuah sistem operasi untuk perangkat mobile yang berbasis Linux. Dengan memberikan fasilitas yang terbuka pada platform-nya, maka beberapa komunitas pengembang aplikasi mengambil kesempatan ini untuk membuat proyek dasar aplikasi dengan android, dengan menampilkan fitur-fitur yang baru pada perangkat itu. Ini menjadi alasan mengapa kebanyakan telepon genggam di Indonesia berbasis android.

Aplikasi yang diciptakan oleh Rendrahadi, Handoyo, dan Setiawan menampilkan beragam provinsi yang dapat dipilih dengan menggunakan fitur *search*. Setelah mendapati provinsi yang diinginkan maka akan ditampilkan informasi budaya berupa macam tarian, alat musik dan lagu daerah, dari provinsi tersebut. Setelah mempelajari tampilan budaya yang ada secara visual dan yang dapat didengar, pemain diberi kesempatan untuk menebak-nebak gambar provinsi yang dibuat sebagai puzzle sehingga disin pemain ditantang untuk menyusun potongan puzzle menjadi gambar utuh kembali. Selain itu ada permainan menebak suara lagu atau alat musik sehingga jika benar pemain akan diberi suatu nilai tertentu. Contoh ini memberi

pemahaman bahwa budaya yang ada di Jawa dapat ikut dilestarikan melalui sebuah game yang diciptakan pada android dengan cara yang serupa.

Danny Lesmana, Leo Willyanto Santoso, dan Rudy Adipranata berhasil membuat game adventure 2D Cindelaras yang berbasis android dengan menggunakan motion sensor. Pemilihan Cindelaras berdasarkan pengertian bahwa cerita rakyat biasanya mengandung pesan moral yang mengandung makna hidup dari kisah nyata dan fiktif, sehingga bermanfaat bagi pembentukan karakter seseorang. Menurut ketiga peneliti itu, cerita rakyat adalah sebuah legenda yang tokohnya dapat berwujud manusia, binatang, maupun dewa yang mengisahkan persoalan manusia yang dapat dijadikan pedoman untuk kehidupan yang lebih baik di masa depan jika dapat diambil hikmahnya. Dengan cara promosi yang tepat, maka sebenarnya cerita rakyat kita sendiri dapat mengalahkan cerita-cerita barat seperti *Cinderella* dan *Snow White* karena kisahnya lebih sesuai dengan budaya kita sendiri.

METODOLOGI PENELITIAN

Metode penelitian

Penelitian ini menggunakan metode kualitatif dimana penelitian yang dihasilkan adalah data deskriptif yang berupa kata-kata tertulis dari suatu olahan data dari hasil observasi lapangan, olahan data kuesioner maupun wawancara.

Lokasi penelitian

Penelitian dilakukan di Fakultas Bahasa dan Seni, Unika Soegijapranata, Jl. Pawiyatan Luhur IV/1, Bendan Dhuwur, Semarang.

Fokus penelitian

Fokus penelitian adalah tentang pemanfaatan *smartphone* android yang dapat memainkan game edukasi untuk meningkatkan ketrampilan Bahasa Inggris selain sebagai media untuk mempromosikan budaya Jawa.

Subyek penelitian

Subyek penelitian ini adalah mahasiswa aktif dari kelompok Tahun Ajaran 2017/18 dari Fakultas Bahasa dan Seni dari program studi Sastra Inggris, Unika Soegijapranata.

Teknik pengumpulan data

Teknik yang dipakai untuk mengumpulkan data adalah melalui kuesioner. Ada 25 pertanyaan yang sifatnya tertutup dengan siswa diberi kesempatan menjawab dengan pengukuran skala Likert dari Sangat Tidak Setuju, Tidak Setuju, Netral, Setuju dan Sangat Setuju. Setelah itu ada 4 pertanyaan yang sifatnya terbuka karena siswa dapat menjawab dengan menuliskan jawabannya sesuai yang ingin dituliskan. Macam pertanyaan kuesioner yang dapat dilihat pada lampiran adalah untuk mengetahui tanggapan dari mahasiswa yang menguji coba game edukasi yang diciptakan oleh peneliti.

ANALISIS

Game edukasi smartphone TOEFL-like

Saat ini banyak *game* edukasi yang tidak diciptakan hanya untuk personal computer (PC) namun juga untuk smartphone android. Selain bahwa smartphone beratnya jauh lebih ringan daripada PC sehingga dapat dengan mudah dibawa kemana-mana dengan tetap terhubung pada beberapa media sosial lainnya yang berhubungan dengan pekerjaan ataupun yang untuk bersantai diri saja, *game* di smartphone punya kelebihan yang lainnya,

Beberapa kelebihan dari gaming di android adalah bahwa untuk memainkan *game* dapat mengandalkan sebuah powerbank kecil jika listrik di smartphone mulai habis. Tidak seperti PC yang jika listriknya habis harus mencari colokan listrik. Selain itu, banyak game yang di gratiskan di Google Play. Kalaupun game berbayar, seseorang dapat mendownload sebuah game dengan minimal 200 ribu rupiah. Di dalam sebuah smatphone, ada beragam fasilitas sensor di dalamnya yang dapat membantu permainan lebih lancar seperti adanya kamera dan fasilitas merekam suara.

Dalam penelitian ini, responden diberi sebuah *game* edukasi untuk diuji coba. Game yang diberikan berupa permainan yang terdiri dari empat macam ketrampilan Bahasa Inggris untuk mengukur seberapa bagus

responden dalam latihan *Listening*, *Reading*, *Writing* dan *Speaking* yang seperti TOEFL karena ada pertanyaan multiple choice yang melekat pada latihan *Listening* dan *Reading*. Kemudian ada pula gaming *Writing* dan *Speaking*nya yang terintegrasi temanya dengan apa yang sudah didapatkan dari mengerjakan yang *Listening* dan *Reading* sebelumnya itu.

Di dalam latihan *Listening*, responden diminta untuk melihat animasi yang berdurasi sekitar 7 menit. Setelah mencermatinya ada 15 pertanyaan pilihan ganda yang harus dijawab. Usai latihan *Listening*, responden diberi latihan *Reading* yang diikuti oleh 15 pertanyaan pilihan ganda juga. Sebagai bentuk latihan berikutnya, responden diminta untuk membuat latihan *Writing* dimana mereka harus menuliskan apa yang sudah dapat dipelajari dari *Listening* dan *Reading* sehingga dapat membuat tulisan yang terperinci tentang resep menu masakan yang diceritakan dalam latihan *Listening* dan secara tidak langsung diberi penjelasan lebih lanjut pada latihan *Reading*. Sebagai bahan latihan terakhir adalah *Speaking*. Disini responden diminta untuk melaporkan secara oral tentang gambar dari tokoh animasi yang terlihat dalam latihan *Listening*. Tidak serupa dengan tiga latihan lainnya yang hasilnya dapat langsung di unggah secara online lewat internet, hasil *speaking* responden terekam di smartphone masing-masing untuk di email ke peneliti.

Meskipun data atas keberhasilan permainan yang konsep dasar pembuatannya menyerupai *Integrated Based TOEFL* versi pendek waktunya ini bisa dijadikan bahan analisis, fokus penelitiannya tidak disini. Fokus penelitian adalah bagaimana mahasiswa yang menjadi responden ini menanggapi game edukasi sebagai bahan untuk belajar Bahasa Inggris. Fokus yang lain adalah bagaimana tanggapan mahasiswa tentang beberapa gambaran budaya jawa yang tercermin di dalam animasi *game*. Oleh karena itu, bab analisis ini membahas hasil kuesionernya saja.

Pandangan penggunaan *game* edukasi *smartphone* sebagai sarana belajar Bahasa Inggris.

Kuesioner yang harus diisi oleh responden terdiri dari 25 pertanyaan tertutup dan 4 pertanyaan terbuka. Dari ke 25 pertanyaan itu ada 10 pertanyaan yang memberi penilaian tentang seberapa efektif *game* edukasi yang dibuat oleh peneliti itu berhasil meningkatkan minat mahasiswa untuk

belajar Bahasa Inggris. Pertanyaan yang dimaksud adalah dari nomor 1-3, 9-13, 16, 22, 24-25. Berikut perinciannya.

Pada kuesioner no. 1, ada pernyataan “Learning English with animation is more interesting than learning in a classroom with no digital media”. Pernyataan ini ingin mengetahui apakah mahasiswa lebih memilih untuk mengikuti suasana kelas tradisional yang mengandalkan buku di kelas atau memilih untuk memanfaatkan fasilitas yang ada di *smartphone*. Setelah mengolah data ini dengan skala Likert, didapati data bahwa 27.27% sangat setuju, 40.91% setuju, 13.64% netral, 4.55% tidak setuju, dan 0% sangat tidak setuju. Jumlah sangat setuju yang 40.91% menunjukkan bahwa asumsi dan hasil penelirtian kelompok lain terverifikasi bahwa generasi sekarang senang dengan diperbolehkannya *smartphone* di dalam kelas untuk meningkatkan antusiasme belajar.

Pernyataan no. 2 adalah “The English language in the TOEFL-like game exercises are easy to understand” mendapat tanggapan sangat setuju 13.64%, setuju 45.45%, netral 22.73%, tidak setuju 9.09%, sangat tidak setuju 0%. Hasil tanggapan sebanyak 45.45% untuk setuju bahwa mainannya mudah, menandakan bahwa mahasiswa menikmati permainan yang diciptakan peneliti. Maka game edukasi dapat dikatakan penting untuk diberikan di kelas agar suasana belajar Bahasa Inggris menyenangkan.

“Learning English in class is more fun than learning through an animated digital media” adalah pernyataan no.3. Untuk pernyataan ini mendapatkan tanggapan sangat setuju 4.55%, setuju 36.36%, netral 27.27%, tidak setuju 13.64%, sangat tidak setuju 4.55%. Angka 36.36% persetujuan disini membingungkan dikarenakan jika pada no. 1 banyak yang setuju, semestinya di no. 3 jawabannya banyak yang tidak setuju. Mungkin mahasiswa tidak memahami arti pertanyaan dan nasal memberikan persetujuannya. Tapi bisa jadi yang menanggapi serius menyatakan setuju kalau kelas tradisional tanpa *smartphone* itu lebih baik dikarenakan suasana kelas lebih focus perhatiannya pada pelajaran daripada tergoda untuk memakai *smartphone* untuk kegiatan lain selain yang seharusnya dilakukan di dalam kelas.

Selanjutnya, pernyataan no. 9-13 juga memberi masukan tentang bermanfaat tidaknya *game* untuk pembelajaran Bahasa Inggris mahasiswa.”I enjoy playing interactive digital media that challenges my knowledge of

English grammar” pada no. 9 mempertanyakan apakah secara langsung *game* dinilai dapat membantu meningkatkan ketrampilan tata Bahasa Inggris mereka. Jawabannya ada 9.09 yang sangat setuju, 40.91% yang setuju, 31.82% yang netral dan 4.55% tidak setuju serta 0% yang sangat tidak setuju. Dengan hasil tertinggi di penilaian setuju mendukung bahwa *game* edukasi yang diciptakan oleh peneliti bermanfaat sebagai materi di dalam kelas Bahasa Inggris.

Di pernyataan no. 10 pernyataan “The time provided in each section is enough for me to complete the exercises” ingin mencari tahu apakah mahasiswa merasa nyaman dengan waktu yang diberikan untuk mengerjakan latihannya. Dalam hal ini jawabannya 0% yang sangat setuju, 31.82% yang setuju, 31.82% netral, 9.09% tidak setuju dan 9.09% sangat tidak setuju. Dengan jumlah prosentase yang lebih setuju daripada yang tidak setuju memberi arti bahwa permainannya dapat diterima sebagai media yang cocok untuk meningkatkan ketrampilan Bahasa Inggris mereka.

No. 11 menyatakan bahwa “The speaking exercise encourages me to use my English more actively” ingin mencari tahu apakah mahasiswa menemukan manfaatnya dalam bermain terutama untuk ketrampilan berbicaranya. Ada 4.55% yang menyatakan sangat setuju, 45.45% setuju, 40.91% netral, 0% tidak setuju dan 0% sangat tidak setuju. Walaupun ada 40.91% yang menjawab netral, yang tidak setuju 0% dan sisanya menjawab setuju. Hal ini memberi pemahaman bahwa ketrampilan berbicara memang perlu dilatih melalui alat media digital. Pentingnya latihan untuk meningkatkan ketrampilan berbicara didukung oleh beberapa jawaban dari responden di kuesioner yang sifatnya terbuka, yaitu dari pertanyaan:

Which TOEFL Like section (Listening, Reading, Writing, Speaking) is the most beneficial to learn English? Why?

Tabel 1. Apresiasi terhadap *game* yang memberikan latihan speaking

No. responden	Jawaban
3	the most useful for me is in the listening and <u>speaking</u> p because this part is the easiest part for me to ease i learning process
4	The most beneficial is reading and <u>speaking</u> , becau people need to read the basic of English and practice

	with <u>speaking</u>
5	The <u>speaking</u> section is the most beneficial to learn English. Because this section train us to improve our productive skill especially the <u>speaking skill</u> .
6	listening and <u>speaking</u> . it's help me to listen carefully and be <u>brave to speak</u>
15	writing and speaking because they help us to face dunia kerja
17	Speaking, because if we can <u>speak English</u> we can also read, write and listen well

Bagi 6 mahasiswa ini meningkatnya ketrampilan berbicara/ *speaking* melalui latihan yang diberikan di game edukasi dapat mempengaruhi peningkatan Bahasa Inggris untuk ketrampilan yang lain seperti *writing*, *reading* dan *listening*; dan sebaliknya. Trampil dalam berbicara Bahasa Inggris akan membantu mahasiswa untuk lebih siap menghadapi dunia kerja karena tidak akan canggung untuk berbicara dalam Bahasa Inggris ketika diwawancarai atau sedang bertugas keluar.

“I like doing the integrated based TOEFL-like application exercise” menjadi pernyataan no. 12. Sebanyak 9.09% menjawab sangat setuju, 27.27% setuju, 50% netral, 0% tidak setuju, 9% sangat tidak setuju. Separuh pengujian coba game menyatakan netral menunjukkan kalau ada tidak adanya *game* seperti tidak ada bedanya untuk kegiatan kelas. Namun 0% yang menyatakan tidak setuju dan 27.2% setuju menandakan bahwa *game* penting untuk diberikan.

Pernyataan no. 13 “The TOEFL-like application instructions are easy to follow” menerima 13.64% yang sangat setuju, 40.91% setuju, 31.82% netral, 0% tidak setuju dan 0% sangat tidak setuju. Walaupun di nomor sebelumnya ada 50% yang menjawab netral, di pernyataan ini sebanyak 54.55% yang setuju kalau *game* bermanfaat buat mereka.

No. 16 menyatakan bahwa “The multiple-choice questions in the exercise are easy to do” juga mencari tahu apakah permainan bermanfaat. Jawaban sebanyak 0% di sangat setuju, 63.64% setuju, 22.73% tidak setuju dan 0% sangat tidak setuju adalah bukti keberhasilan game menarik perhatian dan menjadi pendukung materi di kelas.

Dua pernyataan terakhir di no. 24 “I will recommend my friend to use thus application to learn English” dan no. 25. “I will play this English language interactive learning game again to get the best result” adalah pernyataan untuk mengetahui kemungkinan ketertarikan mahasiswa untuk menggunakan permainan yang diciptakan lagi. Untuk no. 24 sebanyak 9.09% sangat setuju, 22.73% setuju, 31.82% netral, 9.09% tidak setuju, dan 0% sangat tidak setuju. Sedangkan untuk no 25 ada 9.09% sangat setuju, 31.82% setuju, 27.27% netral, 18.18% tidak setuju dan 0% sangat tidak setuju. Bahwasannya untuk no. 24 kebanyakan tidak ingin merekomendasikan *game* ke orang lain, agak beda dengan hasil jawaban seperti direkap di no. 25 dengan banyak yang setuju untuk memainkan *game* edukasinya lagi.

Dalam pertanyaan, “In your opinion, what are the disadvantages and advantages of the digital media that makes use of animation?” ada jawaban sebagai berikut:

Tabel 2. Pentingnya *game* untuk inovasi kegiatan kelas

No. responden	Jawaban
1	Disadvantages : the picture isn't clear; Advantages : we can learn English as well
2	For advantage, I can learn english easily.
4	jaman sekarang orang-orang lebih suka digital media daripada koran
7	kelebihannya adalah membuat pelajaran bahasa inggris menjadi lebih menarik dan menyenangkan. kekurangannya menurut saya tidak ada
9	Kekurangan: beberapa bentuk animasi di app kurang jelas Kelebihan: sangat menyenangkan dan membuat semangat mengerjakan
13	Advantages : more interesting to study
14	plus nya kita menjadi lebih imajinatif dan tdk bosan
15	Advantages : more interesting, the characters is good and colourful
16	can help some people to learn easily

Memperhatikan bahwa sebanyak 11 dari 25 hal dalam kuesioner mempertanyakan penting atau tidaknya *game* edukasi di dalam kelas, dan bahwa dari 11 itu sebanyak 10 hal mendukung pentingnya *game* edukasi,

serta adanya jawaban-jawaban yang lebih terperinci seperti yang terlihat di table 2, maka peneliti menyimpulkan bahwa usaha untuk membuat materi pengajaran menarik dengan adanya *game* edukasi memang ada gunanya bagi peningkatan Bahasa Inggris mahasiswa.

Pandangan Tentang Manfaat Budaya Jawa Dalam Animasi *Game* Edukasi *Smartphone*

Pernyataan no. 4 mempertanyakan menarik tidaknya *game* edukasi yang menggunakan beberapa gambaran budaya lokal pada animasinya mendapat jawaban bahwa 9.09% sangat setuju, 31.82% setuju, 45.45% netral dan 0% untuk tidak setuju maupun sangat tidak setuju. Di no.5, pernyataan “I learn about different culture in the animation” mendapat tanggapan 4.55% yang sangat setuju, 36.36% yang setuju, 45.45% yang netral, 0% yang tidak setuju dan 0% yang sangat tidak setuju. Banyaknya jawaban yang setuju disini mengandung arti bahwa *game* yang diciptakan itu memang memeberukan informasi yang sarat budaya. Secara sengaja, peneliti tidak hanya memperlihatkan kan budaya Jawa tetapi juga budaya Barat sebagai perbandingan di dalam animasi yang dipakai untuk latihan *Listening*-nya. Maka tanggapann no. 4 dan 5 dapat diterima logikanya.

Gambaran Budaya Jawa

Pokina si koki pakchoy didandani dengan kostum koki yang berwarna putih layaknya kostum koki yang biasa dipakai oleh orang Barat. Bedanya adalah desain yang dikenakan di bagian depan dada bagaikan slempang yang mengarah ke bawah. Disana didapati corak batik Jawa yang berwarna kuning dan ada motif parang yang berwarna coklat. Ini menjadi tanda bahwa si koki berasal dari Jawa (lihat gambar 1).



Gambar 1. Kostum Jawa koki Pokina

Gambaran penjual mie ayam dan bakso di film animasi Pokina yang membawa mangkok untuk diketuk sebagai tanda si penjual sedang lewat di jalanan adalah gambaran khas penjual mie ayam dan bakso di pulau Jawa. Dalam gambaran ini si penjual menawarkan jajanannya dengan membawa gerobaknya yang mempunyai roda. Sedikit berbeda dengan yang semestinya,



adalah bahwa si penjual memakai topi ala koboi dan atap gerobaknya ada kain tenda seperti pada penjual di negara Barat (lihat gambar 2). Biasanya di jalanan jika penjual memakai topi yang dipakai adalah topi yang biasa dipakai oleh seorang pemain bisbol. Untuk atap gerobaknya biasanya hanya ada kerangka kayu dengan seng sebagai penutupnya. Gambar ini sengaja tampil seperti ini agar suasana penjual dengan lingkungan sekitarnya dapat dilihat oleh pemain game dari belahan dunia Barat.

Gambar 2. Tukang mie ayam dan bakso



Gambar 3. Pakchoy pengucapan “c” seperti Capjay



Gambar 4. “C” di pakchoy seperti Charlie Chaplin

Pengucapan huruf “c” dalam nama sayuran pakchoy juga diajarkan dalam animasi dengan cara melibatkan budaya bangsa Inggris karena terkenal akan aktornya yang bernama “Charlie Chaplin”, dan juga budaya Cina yang seringkali membuat olahan sayuran “capjay”. Secara global juga diajarkan bahawa huruf “c” diucapkan seperti juga permen “coklat” yang sudah mendunia dari global ke lokal. Tampilannya dalam video animasi terlihat di Gambar 3 dan 4.

Dengan demikian sayuran pakchoy dan cara pengucapannya sebagai wakil dari dunia lokal bisa terangkat ke dunia global karena gam ini ditujukan ke siapa saja yang tertarik untuk mengunduhnya tanpa adanya batas apapun. Selain Poki si koki pakchoy atau sawi, karakter utama dalam game edukasi yang diujicobakan adalah Tomi si aktor tomat. Dalam penggambaran budaya Jawanya diperlihatkan bahwa tomat bisa dijadikan bahan untuk pembersih muka, seperti yang dapat dilihat di gambar 5:



Gambar 5. Pemanfaatan tomat untuk membersihkan muka

Gambaran budaya barat

Gambaran budaya Barat tercermin dari penggambaran gerobak modern yang di dorong oleh tukang bakso yang mendapatkan kanopi sebagai atap daripada yang semestinya yaitu atap gerobak dari seng (lihat gambar 2). Selain itu, dapur koki yang digambarkan juga merupakan dapur modern yang mempunyai kulkas, lemari piring dan gelas serta panci-panci yang digantung (lihat gambar 6).



Gambar 6. Dapur modern konsep Barat

Jika dapurnya adalah tradisional Jawa, yang terlihat seharusnya ada kompor tungku api yang bahan bakarnya masih dari api hasil pembakaran kayu, dan peralatan masak biasanya besar-besarnya dan terbuat dari aluminium daripada dari *stainless steel*. Penggambaran tukang penjual bakso yang juga menjadi

petani pun juga ada unsur pertanian gaya Barat (lihat gambar 7) yaitu memakai cara tanam hidroponik, dan menu makanan yang ditawarkan pun juga meniru cara Barat, yaitu dengan menampilkan resep es krim pak choy (lihat gambar 8).



Gambar 7. Bertani sayuran sawi konsep Barat



Gambar 8. Es krim sawi/ pakchoy

Untuk *game* Tomi si aktor tomat, sejak awal sudah ada pemikiran bahwa yang namanya seorang actor itu berkiblat pada bintang film dari Hollywood. Oleh karena itu Tomi yang karena biasanya tomat berbentuk bulat, dibuat menjadi karakter yang gemuk namun menggemaskan. Sebagai seorang actor yang terkenal ia pun diberi baju setelan jas seperti yang terlihat di gambar 9.



Gambar 9. Tomi si aktor tomat

Sebagai pelengkap bahwa Tomi adalah seorang bintang film, ia di tempatkan di panggung dengan korden merah dan lampu sorot di atasnya.

Gambaran lain yang menunjukkan konsep Barat adalah bahwa seorang aktor perlu ke sekolah pendidikan actor agar ia dapat tampil secara professional di depan kamera seperti terlihat di gambar 10. Kemudian sebagai seorang aktor Tomi juga perlu menjaga staminanya dengan memperhatikan tubuhnya. Maka si Tomi diperlihatkan sebagai seorang actor yang rajin olah raga dengan bermain barbell di tempat itness seperi yang terlihat di gambar 11.



Gambar 10. Tomi mengikuti pendidikan untuk para actor



Gambar 11. Tomi rajin berolah raga *di tempat fitness*

Jika Tomi adalah seorang actor dari Jawa tulen maka bentuk olah raganya mungkin adalah bermain kuda sehingga ia dapat berolah raga untuk menembak anak panah di suatu lapangan, atau berlatih nari di suatu gedung. Namun, oleh karena actor berkonotasi dengan asalnya dari dunia Barat, maka tidak ahanya Tomi adalah aktor yang pernah mengenyam pendidikan sebagai actor di suatu sekolah tetapi ia melatih otot-otonya agar selalau dapat tampil prima di depan kamera dengan berlatih barbel. Dengan adanya penggambaran budaya dari Jawa sebagai perwakilan budaya Timur dan juga budaya Barat, maka animasi ini memang dapat menarik perhatian pembelajar dari negara manapun.

KESIMPULAN

Penelitian tentang “Mempromosikan Budaya Jawa melalui Game Edukasi Bahasa Inggris yang Berbasis Smartphone” bermula dengan keingintahuan peneliti tentang:

1. Apa saja kekurangan dan kelebihan *game* edukasi Bahasa Inggris interaktif pada *smartphone* dibandingkan dengan yang di PC?
2. Apakah *smartphone* bermanfaat sebagai sarana media pembelajaran pada kelas Bahasa Inggris?
3. Seberapa efektif *game* edukasi *smartphone* dalam meningkatkan ketrampilan Bahasa Inggris mahasiswa?
4. Bagaimana tanggapan dari pemain *game* tentang gambaran budaya Jawa yang dipromosikan pada *game* edukasi di *smartphone*?

Setelah mempelajari bagaimana para responden yang adalah mahasiswa tingkat pertama di Program Studi Sastra Inggris di Unika Soegijapranata, Semarang menanggapi *game* edukasi TOEFL-like yang telah diciptakan oleh peneliti setelah mengujicobakan permainannya, jawaban atas ketiga pertanyaan tersebut diatas adalah:

Pertama, ringannya *smartphone* dan bentuknya yang mungil memungkinkan pemain *game* membawa permainan itu ke dalam kelas tanpa adanya kendala bahwa tidak harus berada di dalam laboratorium komputer dan menunggu kesempatan untuk ada ketersediaan alat komputer untuk dipakainya. Fasilitas listrik dan internet kampus juga bukan menjadi kendala dikarenakan dengan *smartphone* sudah tersedia powerbank dan masing-masing *smartphone* sudah dilengkapi dengan paket internet. Kekurangannya adalah dengan *smartphone* dapat mengakses fasilitas media sosial lainnya, ada kemungkinan bahwa perhatian mahasiswa dalam mengerjakan soal akan terganggu dengan masuknya kegiatan yang bersamaan dari keaktifitasannya di Facebook, email, atau *game-game* lainnya. Kontrol dari dosen untuk tiap mahasiswa yang boleh menggunakan *smartphone* di kelas juga menjadi kendala, karena perhatian mahasiswa di kelas belum tentu untuk pelajaran yang sedang dijalankan di kelas.

Kedua, *game* edukasi TOEFL-like dinilai oleh mahasiswa yang telah mengujicoba *game* sebagai aplikasi yang pantas dipakai sebagai sarana pembelajaran Bahasa Inggris di kelas. Sebanyak 11 nomor dari 25 hal dalam

kuesioner yang mempertanyakan penting atau tidaknya *game* edukasi di dalam kelas, terdapat 10 nomor yang memberi jawaban sekitar 40-50% yang setuju bahwa *game* edukasi penting diberikan di kelas.

Ketiga, *game* edukasi yang diciptakan dinilai efektif. Dari hasil kuesioner tertutup dan terbuka ditemukan bahwa adanya latihan *Speaking* sangat membantu karena dengan mempunyai kesempatan untuk lebih aktif berbicara dalam Bahasa Inggris, ketrampilan lainnya seperti untuk menulis, membaca dan menyimak latihan-latihan Bahasa Inggris di dalam *game* maupun dalam kegiatan kelas lain yang tidak selalu menggunakan peralatan media digital dapat dilaksanakan dengan lebih mudah.

Keempat, dalam mempromosikan budaya Jawa, *game* edukasi yang diciptakan dapat dibilang efektif karena secara bersamaan budaya baru dari Barat-pun juga dipelajarinya. Sebanyak 9.09% sangat setuju dan 31.82% setuju ditampilkannya budaya Jawa/ Barat pada *game*. Hal ini dikarenakan 4.55% yang sangat setuju dan 36.36% yang setuju bahwa melalui *game* dapat belajar tentang budaya baru.

Dengan demikian, dapat disimpulkan bahwa *game* edukasi yang diciptakan peneliti dapat digunakan tidak hanya oleh orang Indonesia yang tinggal di Jawa namun juga bagi orang asing di luar Indonesia yang ingin latihan TOEFL dan sekaligus melihat aksesoris Jawa melalui film animasi yang ada dalam latihan *Listening*. Secara umum dapat disimpulkan bahwa *game* edukasi bermanfaat untuk dipakai di dalam kelas karena telah meningkatkan Bahasa Inggris mahasiswa dan sekaligus telah mempromosikan budaya dengan sukses.

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LAMPIRAN



Macam pertanyaan dalam kuesioner

PROMOTING JAVA CULTURE THROUGH A SMARTPHONE BASED EDUCATIVE GAME

The purpose of the questionnaire is to explore your perception about the use of a Javanese culture-based educative game animation to learn English. Your identity/ background information will not be used for public purposes. Your answers will help the researcher apply a media technology model to preserve Javanese culture while at the same time learn English language.

BACKGROUND INFORMATION	
Name :	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
Age :	
School :	
Class :	

DIRECTIONS FOR PART A: Put a check (✓) in the box that best represents how the statement applies to you. The options are Strong Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strong Agree (SA)

No	Questions	SI	D	N	A	SA
1	Learning English with a culture-based animation is more interesting than learning in a classroom with no digital media.					
2	The English language in the TOEFL-like game exercises are easy to understand.					
3	Learning English in class is more fun than learning through a culture-based animated digital media.					
4	The culture-based characters in Tommy and Pokina animation is interesting.					
5	I learn about different culture in the animation.					
6	I learn more about the benefits of vegetables in the animation of the listening section.					
7	I found new information about vegetable consumption in the reading exercise.					
8	I like the vegetable recipe.					
9	I enjoy playing interactive digital media that challenges my knowledge of English grammar and Javanese culture..					
10	The time provided in each section is enough for me to complete the exercises.					
11	The speaking exercise encourages me to use my English more actively.					
12	I like doing the integrated based TOEFL Like App exercise.					
13	The TOEFL Like App instructions in each section are easy to follow.					
14	The button symbol for BACK, NEXT   RECORD, STOP in the game application are easy to follow.					
15	The navigation in the App is easy to follow.					

16	The multiple-choice questions in the exercise are easy to do.					
17	The application works well.					
19	The audio recording in the animation is clear.					
20	The visual images with Javanese culture in the background are excellent and vivid.					
21	The color used in visualizing Tommy and Pokina is appealing.					
22	TOEFL Like App Tommy & Pokina meets the needs of learners having various learning					
23	Searching TOEFL Like App Tommy & Pokina Google Playstore is easy.					
24	I will recommend my friend to use this application to learn English.					
25	I will play this English language interactive learning game again to get the best result.					

DIRECTIONS FOR PART B:

Answer these questions. You can use the back of this paper/ or add another page if you need more space.

1. In your opinion, what are the disadvantages and advantages of the digital media that makes use of culture-based animation?
2. What kind of feature can be added to make the TOEFL Like App more interesting?
3. Which TOEFL Like section (Listening, Reading, Writing, Speaking) is the most beneficial to learn English? Why?
4. If you could design an animation, what kind of animation do you want to make, so English learning is fun?

PERTANYAAN

1. Apa yang dimaksud dengan smartphone?
2. Apakah game bahasa di smartphone membantu para siswa untuk belajar? Berikan alasannya!
3. Apakah game *Pokina & Tommy: TOEFL game software* berhasil mempromosikan budaya Jawa? Kenapa?
4. Gambaran seperti apa dari animasi di game yang mewakili budaya Barat?

3.5. “WISATA BUDAYA JAWA TENGAH” GAME AS A MEANS OF PRESERVING THE CULTURE OF CENTRAL JAVA

(CHRISTINE AYU WULANDARI)¹⁰

Abstract –Indonesia has a cultural diversity in each area; some existing traditions in Central Java are Dugderan, Semarang and Ruwatan Rambut Gimbal, Wonosobo. The growing globalization era affecting society mindset can create an impact such as forgetting Indonesia culture or ignoring the cultural heritage asset. As a result of neglecting the asset, Reog Ponorogo and Wayang Kulit, some Indonesia legacy, were ever claimed by another country. Seeing the importance of the efforts in heritage preservation, a way can be introduced and performed as a medium of instruction i.e. a mobile game of Central Java cultural heritage with the theme of cultural traditions. Game is not always negative, but can be used as an interesting learning media called Educational Games.

Keywords: Educational Game, Cultural Tradition, Central Java

INTRODUCTION

Indonesia is an archipelago which has 34 provinces [1], where each island has its own provincial cultural diversity. Indonesia cultures are dance, clothing, custom homes, traditions or rites of the region Central Java is a province on the island of Java which has a fascination of the natural and cultural tourist attractions, one of which is a cultural tradition. As an example of the existing tradition in Central Java from the city of Semarang is Dugderan tradition. It is a unique tradition to welcome the coming of Ramadan with the characteristic of Warak Ngendog [2]. There is also a tradition of “Ruwatan Cukur Rambut Gembel (cutting dreadlocks off) “located in the Dieng as the tradition which is hereditary until now. “Rambut gimbal (dreadlocks)” is the unique physical form of hair which is believed to

¹⁰ This article has been published in *Sisforma 4 (2)*, 2017: 28-33. Permission has been granted by the main author to have this article inserted for this book. The original file is available at <http://journal.unika.ac.id/index.php/sisforma/article/view/1171>

have the mystery of which “rambut gembel” child has a distinct personality. Thus, the required ritual for hair cutting off is believed to restore the child's personality [3].

Intensified technological development, including the use of smartphones, is increasingly sophisticated. According to Nielsen Mobile Insights Informance [4], it reveals that the growth of smartphone users in Indonesia from the year 2013 to 2017 on 33% CAGR is driven by population aged under 30 years or about 61% as its users. Those activities include 19% gaming enthusiasts spending 1.5 hours playing on the device where the older students also get involved in it.

LITERATURE REVIEW

Cultural tradition

The tradition is hereditary customs that are still handed down by the community or the presumption that the ways in which there have been most ways are good and true [5]. The word of culture comes from the word "buddayah" meaning the favor or sense [6], according to the system as the whole Culture Koentjaraningrat ideas, actions, and results of the work of the man in the life of society, which provide the belonging to the individual with a means of learning [7][8].

Cultural tourism

Cultural tourism is a great way to see activities, researching, learning, and understanding the culture (traditions, behaviours, crafts, art, etc.) community in a certain place in a certain time [9].

Education game

Education Game is a game with aspects of aspects related to the education [10].

DISCUSSION

Designing the flow of “wisata budaya jawa tengah” game

Before designing the game concept of “Wisata Budaya Jawa Tengah (Central Java Cultural Tour), data collection was done in advance as finding literature, books, and traditions of the event survey. In addition, the survey to establish the concept was also conducted by observations on Google trends to see the level of popularity of a keyword search event traditions e.g. *Dugderan* (beginning the Ramadan/ Fasting month), *Pengambilan Api Abadi* (Picking out eternal flame), *Kirab Kebo Bule* (albino buffalo parade), *Apeman* (celebrating food festival), *Lapisan* (celebrating another food festival), *Buritan* (Offerings to sea), and *Ruwatan Rambut Gimbal* (Treatig dreadlock hair). Observations on Google trends showed that the level of popularity on the 7 traditios wasvery less sought, but any given time the popularity was the most high escalated with a value of 100. There was even 1 tradition that did not have the value graph due to less popular. In the Google trend, value of 100 shows the value of the highest mount in popularity, while the 50 value indicates the value is quite popular. Below are the figures of the search graph of 7 event traditions at Google trend:



Figure 1. Popularity Charts 7 Central Java Traditions in Google Trend

The design of the gameflow was made in advance with the creation of *flowcharts* to ease the programmer in making the programming. In Figure 2, the system design of flowchart “Wisata Budaya Jawa Tengah” tells about the flow system on the application.

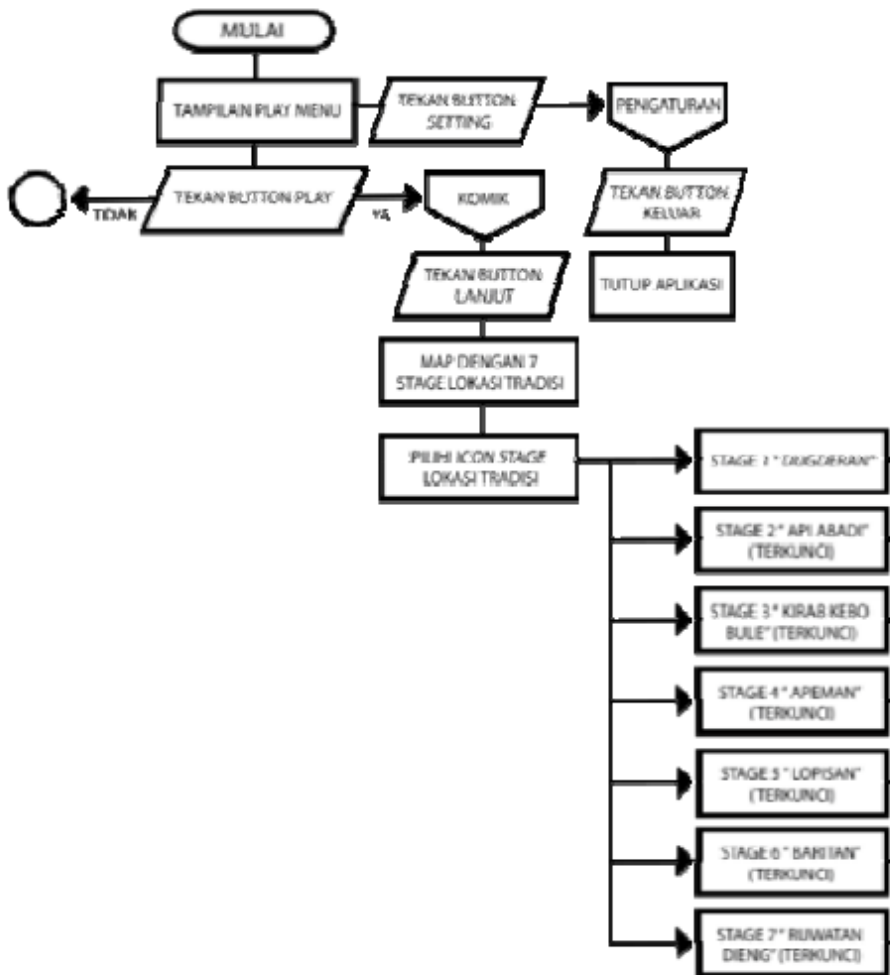


Figure 2. Flowchart Game "Wisata Budaya Jawa Tengah"

The Gameplay of 7 Tradition Eventsin “Wisata Budaya Jawa Tengah” Game

Before starting the game, the player will be presented with the comic storyline the start of tour itineraries of cultural traditions of Central Java. After that the player will be presented in a Central Java map menu with 7 icons where 6 of the 7 City icons are locked while open location 1 is in Semarang City. In this game, it provides 7 different mini games among the traditions. Before starting the game from each mini-game, the player will be presented an animated icon tradition of the information that will be the location of the selected player. Here is a concept of the gameplay of each stage of cultural tourism city of Central Java is as follows:

Table 1. *Gameplay 7 Mini Game Event Traditions*

Stage
<p>Dugderan</p> <ul style="list-style-type: none"> • Location : Semarang City • The Main Character : Warak Ngendhog • Gameplay : At this stage, players are introduced Warak Ngendog character or icon. In Dugderan game, this player must take the coins in the form of eggs and coins, as well as to avoid the road if the player does not want game over and succeeds at the finish line. The player must get a score above 700 to open the next stage.
<p>Pengambilan Api Abadi Mrapen</p> <ul style="list-style-type: none"> • Location : Grobogan Regency • The Main Character : a monk • Gameplay : At this stage, an overview of the flame-takingevent which is presented to players to use tells where a Vesak Buddhist monk is assigned to pick out flame. In the game, the player must tilt the phone to the left or to the right to drive the monks to take the coins and avoid the obstacles in the form of rocks, holes and wood. The player must get a score above 200 coins to unlock the next stage.
<p>Kirab Kebo Bule</p> <ul style="list-style-type: none"> • Location : Surakarta • The Main Character : Buffalo Albino & Buffalo

<ul style="list-style-type: none"> • Gameplay : On this stage, it describes a simple form of albino buffalo. Players must remember the pictures between two buffaloes. Play with the swipe to the right or the left, characteristics of the corresponding ordinary images that correspond to fast until time runs out. The player must answer correctly 8 points to unlock the next stage.
<p>Apeman</p> <ul style="list-style-type: none"> • Location : Klaten City • The Main Character : Young Women.
<ul style="list-style-type: none"> • Gameplay : At this stage, a procession of visitors is crowded in getting Apem cake. In the game, the player must drive the player character to the right or to the left, and catch 3 types of apem to get the score. When the character player is affected, grapes score will be reduced. And when exposed to an egg, lives will be reduced in 1 of 3 lives. The player must get a score above 110 to unlock the next stage.
<p>Lopisan</p> <ul style="list-style-type: none"> • Location : Pekalongan City • The Main Character : 2 Colors Giant Lopis • Gameplay : This stage gives an overview with arranging a simple ceremony on stage game where players have to cut giant lopis by pressing the Red or Green button in accordance with lopis appearance before time runs out. Players will be able to continue the next tradition if correct answers are above 8.
<p>Baritan (Sedekah Laut)</p> <ul style="list-style-type: none"> • Location : Pemalang City • The Main Character: Boat / Ship that contains crops. Gameplay: At this stage, a picture of how the procession casts or drowns offerings in the sea. In the offerings control to the right, left, top for carrying of offerings – passing ships and whales so as not to get hit where the player must also take the coins to be able to add to the score that can be used to open the stage tradition of the next with a score above 600.
<p>Ruwatan Rambut Gimbal</p> <ul style="list-style-type: none"> • Location : Dieng, Wonosobo Regency • The Main Character: Rambut Gimbal Child with type Pari, Jatha/Jatah, Wedhus

- **Gameplay** : This stage gives an idea as to what kinds of rambut gimbal type are usually in the procession. Players must remember the types of rambut gimbal with both already introduced in the animation as well as the information reviewed back in tutorial. Players just click on the correct image of rambut gimbal child as ordered quickly before time out.

Gameview “Wisata Budaya Jawa Tengah”

In Figure 3, it shows an early game menu display play after loading the game. When users first install applications games "cultural tourism Central Java", then the comic look appears. Comics can also be read back in a comic play on the display button menu.



Figure 3. Play Menu Display

In Figure 4, it is the menu map with the location where the 6-7 city icons are locked and display when the mission trip has completed.



Figure 4. Display the Menu Map Is Locked and Open

In picture 5, there is a mini game displaying 7 traditions: Dugderan (beginning the Ramadan/Fasting month), Pengambilan Api Abadi (Picking out eternal flame), Kirab Kebo Bule (albino buffalo parade), Apeman (celebrating food festival), Lopisan (celebrating another food festival), Baritan (Offerings to sea), and Ruwatan Rambut Gimbal (Treating dreadlock hair).

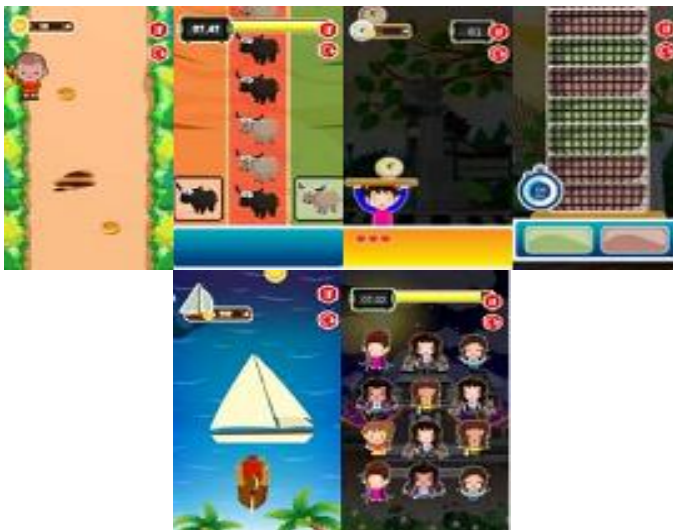


Figure 5. Display Mini Game 7 Traditions

RESEARCH RESULTS

Once the design and process are finished, the game is ready. Game trials are conducted with post-test survey to 34 respondents who had previously also been in doing the survey pre-test. To know that the game "Tour of Central Java Culture" can make learning more fun and interesting, the result shows the surveys in the picture below:



Figure 6. Diagrams Opinion Game "Wisata Budaya Jawa Tengah" Can Make Learning Fun

In Figure 6, it shows that 30 respondents agreed that the games can make learning more interesting and enjoyable, especially in the introduction of the cultural traditions of the region of Central Java. Two children answered the mediocre/simple to make study interesting. While the two children responded to less agree, they were lazy to read animation information and prefer to hear voice.

In Figure 7, it shows 30 of 34 older students replied that after playing a game of "cultural tourism Central Java", they got a new insight of a tradition that was not yet known.

Apakah setelah kamu bermain *game* "Wisata Budaya Jawa Tengah" ini mendapatkan wawasan tradisi baru yang belum kamu ketahui ?



Figure 7. Diagram Opinion Adds Insight after Game Play

Figure 8 shows that 29 children agreed and strongly agreed. Three children responded quite possible to know the information of historical and cultural traditions of Central Java.

Apakah setelah kamu bermain *game* "Wisata Budaya Jawa tengah" ini kamu jadi lebih tahu akan sejarah atau informasi akan tradisi yang ada di Jawa Tengah ?

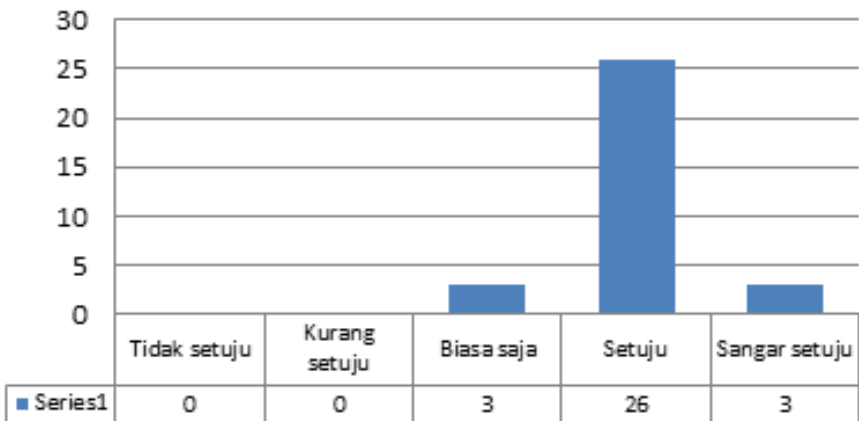


Figure 8. The Diagram after Playing Games about History, Cultural Traditions of the Known Information

Figure 9 shows after playing a game of “Wisata Budaya Jawa Tengah”, they gain knowledge and become familiar with the new tradition of Central Java in addition to the previously known from the tradition in which as many as 10 children answered to 7 traditions and as many as 24 children answered a few selections from the 7 tradition.



Figure 9. Evaluation Diagram after Playing Game "Wisata Budaya Jawa Tengah"

Figure 10 shows 73% or 25 children agreed that the game "Tour of Central Java Culture" could be used as the preservation efforts, 21% or 7 children said very much agree, while 6% or 2 children chose the common or neutral options because they did not know whether games could deliver information that would be the introduction of traditions in the preservation of traditions of the region.

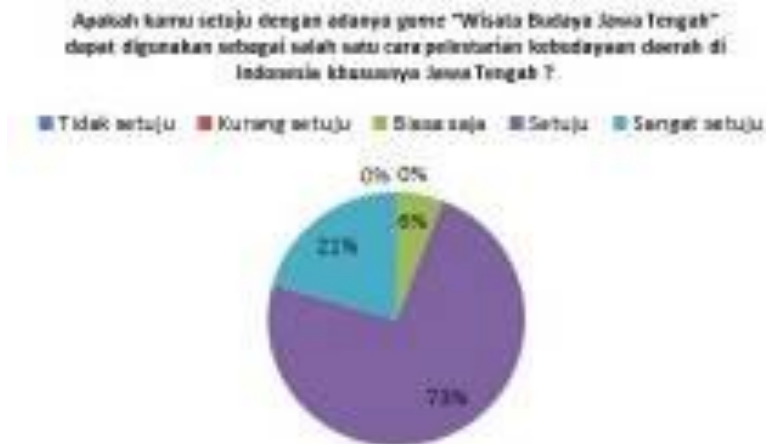


Figure 10. Opinion diagram Respondents Will Game "Wisata Budaya Jawa Tengah" As an example of Conservation Efforts

Figure 11 shows the result of 62% or 21 children agreed and 26% or 9 very agreed with the opinion that the game “Wisata Budaya Jawa Tengah” could be used as media promotion of regional traditions and the introduction of Central Java, while 12% or 4 children argued that was mediocrity or neutral.

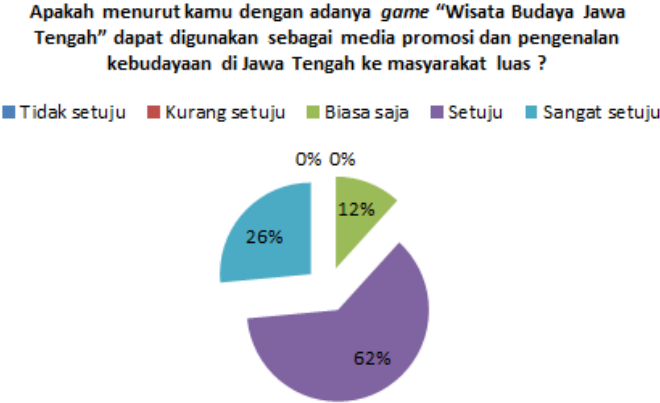


Figure 11. Opinion diagram existence of Game “Wisata Budaya Jawa Tengah” Used as Media Promotion and Introduction Central Java Regional Tradition

CONCLUSION

Games do not always give a negative impact for the players when managed correctly such as educational games. The game “Wisata Budaya Jawa Tengah” is a game with the aim to educate by providing insight into the cultural tradition of introducing knowledge area of Central Java. From the survey results, it can be concluded that the game “Wisata Budaya Jawa Tengah” could provide a positive impact in the increase of knowledge of Central Java traditions that were previously not known. In addition, the game created an interesting way of learning about the tradition in the province of Central Java. The introduction of the Central Java regional traditions in the game was delivered without removing the elements of information from tradition such as background, character related on the tradition. This game could help parents to introduce the Central Java tradition with a medium of instruction for children or students. The public could be involved to participate in the game in order to

stimulate the preservation of Central Java tradition and Indonesia culture in general.

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QUESTIONS

1. Why did the researcher make this game?
2. How many cultures are presented in *Wisata Budaya Jawa Tengah* game? What are they?
3. Is the game useful for the player? Why?
4. Do you think games like presented in this article help players to gain some educational knowledge? Why?
5. If you could add a cultural site to this game, which site will you suggest from Central Java? Why do you think it is unique enough to add onto the list of games?

3.6. MAKING EDUCATION GAME TO CHOOSE HEALTHY SNACKS FOR CHILDREN

(VANIA WAHYU FEBRIANI, T. BRENDA CHANDRAWATI, ALBERTUS DWIYOGA WIDIANTORO)¹¹

Abstract – One of the learning media is game. Games that can be used as a learning tool can be called as education games. Because children like games, games can make positive effect for them. Children can study while they are playing games. Education game that has theme about snacks for children is still rarely found. Unfortunately, children from elementary school have a habit to buy and eat snacks without paying attention to snacks hygiene and health. For this reason, education about choosing hygiene and healthy snack for children should be made. The aim of this games is to make children more careful about choosing snacks that they will eat. This paper will explain how to make education game about snacks and to prove that this game can be used as an education tool to educate children about snacks.

Keywords – education, game, snacks, making game, hygiene and healthy.

INTRODUCTION

Children are one of snacks enthusiasts. Usually, children like to buy snacks that can be found outside school. The snacks that can be found are fried foods, noodles, snacks in the small plastic bag, ice, colourful candies, or tempura [1]. Children have high risk to become sick because of bad snacks [2]. The disease can be stomach ache until hepatitis A. This disease appears because there are so many snacks that are not hygienic and contain dangerous chemical substance. Even though there are not many snacks that are not hygienic and healthy, children have to pay more attention when choosing snacks that they will eat. They should not only focus on taste, display, and the price, but also hygiene and health. Based on reference [1], all of respondents like to buy snacks outside school every day. They do not wash their hands before and after eating if they think their hands are still

¹¹ This article has been published in *Sisforma* 5 (1), 2016: 26-32. Permission has been granted by the authors to have this article inserted for this book. The original file is available at http://journal.unika.ac.id/index.php/sisforma/article/view/621/pdf_9

clean. After giving questionnaire to children in elementary school, 70% of the respondents like to buy snacks outside school and 3% do not know that they need to wash their hands before eating. 17% of the respondents do not know that they should use soap when washing their hands and 37% do not know about the steps to wash their hands properly using soap and water. Besides that, 47% of the respondents know the different about snacks that are hygienic and healthy based on the colour, 47% know the different based on the taste, and 73% know the different based on the hygiene of the snacks. For this reason, learning media should be made to educate children about choosing hygienic and healthy snacks. One of the learning media is games. Games are being chosen because children like games as games have pictures, colour, and visualisation which are interesting and suitable for children imagination [3]. Games can give positive impact if games are used properly for children. Games that can be used as a learning media can be called as education games. Education games have an ability to reduce the boring effect of study [4]. Education games for children about how to choose snacks is rarely found. So making an education game about choosing hygienic and healthy snacks is a good idea. The game will have a goal to educate children about choosing hygienic and healthy snacks. This game will be named “Yummy Snack”.

LITERATURE REVIEW

Game

Game can be used to study and be designed to have a goal play [5]. Game can be used as media to make player to have fun while playing and can involve player to study too [4]. Children like games [5] and can be used to train to solve the problems and conflicts [6]. Game can be called as an interactive media which can involve player to choose game story [7].

Games can be divided into varieties in genres, such as adventure, arcade, role play, simulation, strategy, and education [5] [8]. Adventure is a game’s genre that has some challenges in one world to another world. Simulation is a game’s genre that has a mission to face some objects that move fasts, dangerous, and can attack player. Role play is genre’s game that mould player to become one with one of the characters. And simulation is a genre’s game that simulate real life [9].

Strategy is a genre’s game that needs strategy to play and education is a genre’s game that is designed as a learning material. Based

on the references [10], game with interesting visual can attract children. Story, colours, and pictures are being liked by children. With education games, without realizing, the knowledge will be absorbed easily when playing.

Education game

Education games are games that have a learning material but fun. Education games can be used to increase language, thinking, social, and motoric abilities [11]. Education games are designed to train concentration and solving problem [12].

Education games can be used as an interactive learning media [13]. Education games are designed to have some elements like scoring, time, and reward when they win and punishment when they fail [8].

Education games have an advantage in their visualizations of the real problems [13]. Beside that, education games can help learning to become effective and efficient [6] and give motivation to player so they can study [14]. Education games can be an addition to fun aspects when studying [15]. The happier the player, the knowledge can be easily absorbed.

One of the examples of education game is LINE Pongpongpong. This game can be used to study basic mathematics. This game can be used to educate and entertain player [16].

Education games can be used for children who like to play games instead of studying [3]. By playing, children will be easily absorbed new knowledge and can easily direct them to study [3].

Game engine

Game engine is a software that is developed to make games [17]. Game engine has some tools that can be used to give the developer ease and speed in making game. Game engine then can produce video games that can be played on mobile, web browser, PC, or console [18].

Game engine can be divided into three: open source, freeware, and commercial [18]. Open source is one of the game engine's type that provides free game engine. For example, Cocos2d-x, Ogre3D, etc. Freeware is the game engine's type that can be used freely but there are some paid feature.

For example, CryENGINE, Unreal Development Kit, etc. The last is commercial. Commercial is a paid game engine. For example, Game Maker Studio, etc.

Cocos2d-x

Cocos2d-x is one of the open source game engine. Cocos2d-x is using C++, Lua, and JavaScript programming language. But for the JavaScript one, it is named as Cocos2d-JS [19].

Basic feature that is always used is CCDirector, CCNode, CCScene, CCLayer, and CCSprite [20]. CCDirector sets all the scene in one game project. CCNode sets CCScene, CCLayer, CCSprite, and CCMenu.

CCScene sets scene on game, CCLayer sets layer on scene on game, CCSprite sets picture that can be displayed on layer. CCMenu sets menu that can be used on scene game.

Visual studio

IDE or Integrated Development Environment is a toolbox that can help developer to work on a project easily [18]. IDE has their own library which can have some functions. One of the examples is Visual Studio.

Visual Studio is developed by Microsoft to make application with GUI or without GUI. Visual Studio can be used with programming language such as C, C#, C++, and Visual Basic. Visual Studio have two version; free and paid [18].

RESEARCH METHODS

This game is made by using Cocos2d-x and Visual Studio. After the game has done, this game and a questionnaire that contain some questions will be giving out to 30 respondents that are children in elementary school. Some questions in questionnaire are about how good this game is and whether this game can give them more knowledge about choosing hygienic and healthy snacks or not. The result of this questionnaire can be a proof that this game can be used to educate children or not.

RESULTS AND DISCUSSION

Making the game

The game is made to educate children in choosing hygienic and healthy snacks. The game is named “Yummy Snack”. After doing some data collections and data processing, designing gameplay, making game was started. Making game was started by making assets for game. Assets game contains buttons, menu, backgrounds, characters, and objects like the variety of snack that can be used in game based on snacks that children liked.

After making assets, the researcher then make programming of the game. Programming consists of GUI (Graphical User Interface) and mechanics. GUI programming consists of menu and HUD (Head Up Display). Mechanics programming consists of game systems.

GUI programming is a process to code game interfaces. GUI programming using Cocos2d-x uses CCSprite, CCMenuItemImage, and CCMenu. Code 4.1 shows the example of how to set sprite positions on Pause sprite.

```
CCMenuItemImage* pause = CCMenuItemImage::create  
("PAUSE/pause.png", "PAUSE/pauseselected.png", this,  
 menu_selector(SceneFour::pause)); CCMenu* menu =  
    CCMenu::create(pause, NULL);  
    pause->setPosition(ccp(77,533));  
    menu->setPosition(CCPointZero);  
    this->addChild(menu, 1);
```

Code 1. Example of GUI programming code

Mechanics programming is a process to code game systems. This systems consists of 6 scenes which uses mechanics programming. Code 4.2 shows the example of adding score when the choice is true and subtracting health when the choice is wrong.

```
void SceneOne::trueans(CCObject* pSender)  
    // ... scorecount=scorecount+10;  
    // ...  
    }  
void SceneOne::falseans(CCObject* pSender)
```

```

    {
    //...
    }
    health=health-1;
    //...

```

Code 2. Example of mechanics programming

Explanations

All of the stages on “Yummy Snack” game have their own purpose so it can reach the main purpose to educate children to choose hygienic and healthy snacks.

The first menu is encyclopaedia that is being named as *Ensiklopedia*. This menu contains additional knowledge. *Ensiklopedia* consists of 2 stages, the first is how to wash hands properly. The purpose of this stage is to educate children on how to wash hands properly with soap and water. Many children still do not know how to wash their hands properly and still carelessly eat snacks.



Figure 1. Ensiklopedia: how to wash hands properly

The second stage is the variety of snacks, the characteristics of dangerous snacks, and the effect if we consume that. On this stage, the snacks that are being displayed are based on the research on what kind of snacks children like to eat [1]. The purpose of this stage is hopefully the children can be more careful on choosing snacks.



Figure 2. *Ensiklopedia*: variety of snacks

The second menu is Games. This menu contains 4 stages of games. The first stage is a trivia games that contains 10 questions from 21 random questions. These questions are on information from *Ensiklopedia*. Player just chooses the right answer from the questions that are being displayed. The purpose of this stage is to make player know more the knowledge that are being displayed on *Ensiklopedia*.



Figure 3. Games: stage 1

The second stage of Games is when a player has to group the snacks that are being displayed to the right place. It illustrates whether the snacks is good or not based on the colour or the display. The purpose of this stage is, after playing this stage, children can pay more attention to the display of snacks which will be bought and consumed.



Figure 4. Games: stage 2

On the third stage, a player will be playing by choosing one of the sellers that sell good snacks. This stage will display the characteristics of the seller and the player has to choose one that suits the criteria on the cleanest seller. This stage's purpose is to make children or player pay more attention on the seller hygiene.



Figure 5. Games: stage 3

On the last or the fourth stage, player has to choose the pair of cards that display good or right snacks. This stage purpose is to make player to pay more attention on the display of snacks.

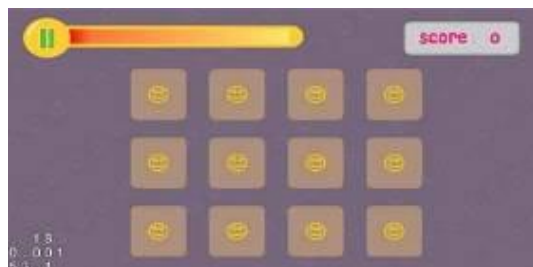


Figure 6. Game: stage 4

RESULTS

After the developing of the game is done, then game is given to 30 children in elementary school from 7 until 12 years old to find out whether this game has an impact or not. The previous results in the paper about designing education game to choose hygiene and healthy snacks for children can be compared with this. The previous respondents and the respondents that are being used in this paper are the same person.

Before playing the game, 70% of the respondents knew the effect of eating too much snacks. After they play “Yummy Snack”, the result increases to 80%; 10% higher. Before they played the game, only 70% of the respondents liked to pay attention the hygiene of the snacks seller. After they play the game, 80% of the respondents claimed that they paid attention to the hygiene of the snacks they want to buy and eat.

The next question is about how children know the different between good snacks and bad snacks. Based on the colour, 47% of the respondents knew that before playing the game. But after playing game, 70% know the difference based on the snack’s colour.

Based on the taste 47% of the respondents knew the difference before playing the game. After playing the game, it becomes 67% of the children who know the difference.

Based on the hygiene of the snacks, 83% of the children knew the difference before playing the game. After playing the game, 97% of the children know the different.

As much as 83% of the children before playing the game knew that before eating snacks they have to wash their hands with soap. After playing the game, 97% of the children know that fact. 37% of the children knew that there were some steps to wash hands properly before playing the game. After they play the game, 97% of the children know how to wash their hands properly.

Beside that, children are required to grade “Yummy Snack” game. 20 children mark this game with 5 points or very good based on overall performance and feature. Based on the design, 14 children mark this game 4 points or good. And based on game model, 13 children mark with 5 point or very good.

CONCLUSIONS

“Yummy Snack” game can be used to educate children from 7 until 12 years old who are still studying in the elementary school about how to choose hygienic and healthy snacks. This can be seen from the increase of all point of aspects of knowledge about hygienic and healthy snacks before playing the game and after playing the game.

Formulation that can be used to educate children is by using encyclopaedia or the collection of additional knowledge about the simulation of washing hands with soap and choosing the variety of snacks that are usually consumed by children. The game provides the characteristics of dangerous snacks and the effects when they eat the snacks. Beside that, it can be added by some other games like how to differentiate snacks based on the display, how to decide the hygiene of snacks and how to choose the snack sellers. Using the method of learning by playing, the knowledge can be absorbed easily.

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QUESTIONS

1. What motivates the researchers to make this game?
2. Mention all of the stages of making *Yummy Snacks* game!
3. Is the game useful for children?
4. How educative is this game towards the choice of snacks to consume?
5. What is your favorite snack? Why?

3.7. POPULARIZING INDONESIAN SCENES THROUGH PICTUREBOOKS AND DIGITAL ANIMATION SOFTWARE: A WORLD ENGLISHES TEACHING IDEA

(EKAWATI MARHAENNY DUKUT)¹²

INDONESIA AND ITS COMPETENCE-BASED CURRICULUM IN SCHOOLS

In 2014, the Indonesian Ministry of Education and Culture officially implemented a school curriculum called the Competence-Based Curriculum, where objectives are ‘formulated in terms of a prescribed or target competence of the outcomes of language learning’ (Agustien, 2014, pp. 39–40). Agustien elaborates on the curriculum as having been based on a Systemic Functional Linguistic theory that ‘sees language as a resource for making meaning, for interacting with others, and for communication’ (2014, p. 40). Communication in this case is about how people can interact with others by use of language that has lexico-grammar rules to abide, so the conversation produced by the language is meaningful or functional. In linguistic terms, conversations would only become functional when they meet the inter-locutor’s expectations.

The language competence for communication purposes has been conceptualized from Celce-Murcia, Dörnyei, and Thurrel’s (1995) schema that puts importance on five different kinds of competence (see Figure 1). Through this schema, Celce-Murcia et al. (1995) argue that language learners should not only possess linguistic competence (the knowledge of language code in syntax, morphology, vocabulary, phonology and orthography) but also: actional competence (the ability to understand and convey communicative intent by inter- preting and performing language functions); sociocultural competence (the knowledge of customs, rules and beliefs, and principles of a given society); strategic competence (the ability to adapt the use of verb and nonverbal language for communication); and discourse

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competence (the ability to use the four language skill areas, i.e. listening, speaking, reading and writing). Following this reasoning, therefore, this explains why in the teaching of English as a foreign language in Indonesia, the four skills should be integrated to communicate the sociocultural and strategic competence of the language learners.

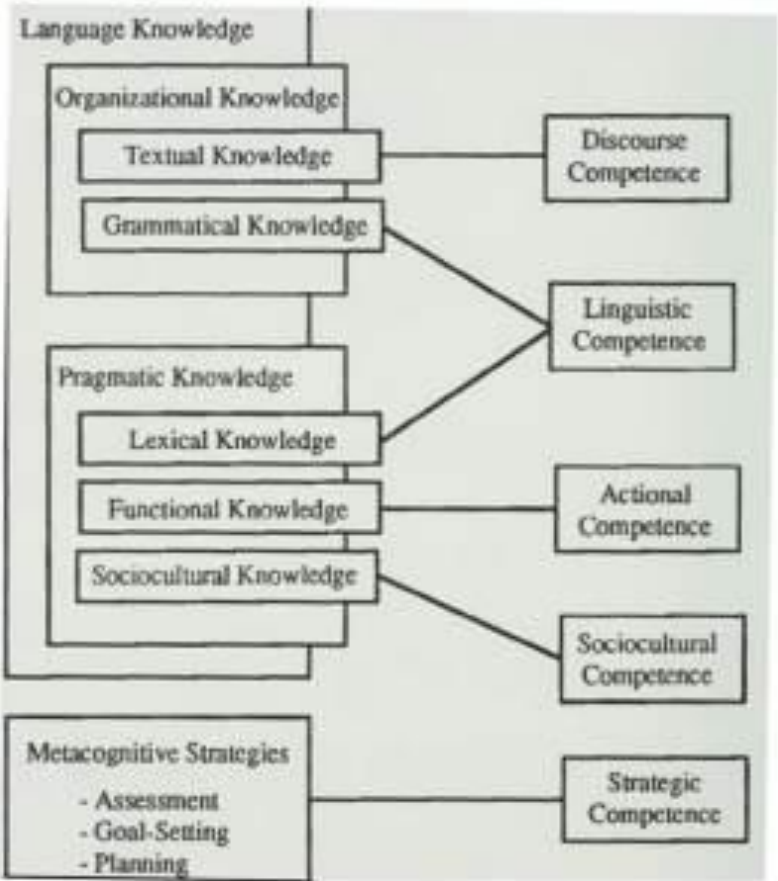


Figure 1. Schematic Representation of Communicative Competence.
Source: Celce-Murcia Et Al. (1995, P. 12).

Celce-Murcia et al.'s (1995) schema is actually brought down from Hymes' (1967, 1972) concept of communicative competence and Canale and Swain's (1980) three language com- petences (i.e. grammatical competence, strategic competence and sociocultural compe- tence), which is then further developed by Canale (1983) into the fourth component (i.e. discourse competence). The schema has also made use of Bachman and Palmer's (in press) idea of language knowledge and metacognitive strategies (on the left) to construct the five communicative competences (on the right) as theorized by Celce-Murcia et al. (see Figure 2).

The five communicative competences are important in that Indonesia has adopted the Competence-Based Curriculum after knowing that the previous curriculum, the KTSP (School-Based Curriculum) in 2006, was not supporting English language's communicative competence. Although the KSTP integrates all language skills, it has unfortunately: removed the English subject from elementary school; reduced the teaching hours at high

school; reduced text and speech acts in the materials; limited topics for discussion; added more grammar points; and reduced teachers' involvement in material and curriculum development (Putra, 2014, p. 65). Putra (2014) argues that the rationale for this kind of arrangement for Grade 1–3 elementary school students is done so that the use of first language or local indigenous language in the classroom has time for mastery before students



are then instructed completely in Indonesian.

Figure 2. Model of Communicative Language Abilities.
 Source: Celce-Murcia Et Al. (1995, P. 12).

According to Agustien (2014), the curriculum before KTSP that was implemented in schools was far better for accommodating English language classes. She argues that there has been 360 hours of English language

learning in elementary school for Grades 4–6, 480 hours in junior high school for Grades 7–9 and 540 hours in senior high school for Grades 10–12. Although not as minimal as the KSTP curriculum in English teaching hours and the lesser opportunity for producing oral and written discourse, the recent 2014 Competence- Based Curriculum which still eliminates the elementary school's English is giving more chances for junior high school teachers to be involved in the English language material and curriculum development for the seventh to ninth-grade students. Putra (2014, p. 72) notes that the government, the Kemendiknas, claims that 'the reduction will benefit teachers from not having too much load of materials and having an opportunity to focus on developing students' competence optimally on a certain topic'. Putra continues to explain that 'by using only a certain type of text in a semester', teachers will have more chances to creatively create teaching materials that employ the four language skills of English. It is through this rationale that the researcher feels an innovative and creative pedagogical material becomes important to have. The kind of material that the researcher is offering in order to produce students who are ready for the global world is one that allows students to master the listening, reading, writing and speaking skills of English.

LITERATURE REVIEW

Media technology in English classroom

In order for a student to be regarded as a globalized person, academicians and researchers are challenged with the development of today's media technology to create innovations for the English classrooms. The underlying reason for this is the fundamental nature of Generation Z (n.d.) students, who cannot avoid the frequent use of electronic gadgets in their daily lives. Comprising nearly two billion people, Generation Z, who are often labeled as 'Digital Natives' (Mohr & Mohr, 2017, p. 86), 'desire frequent educational opportunities that use technology and visual media' (p. 93). They are the social media drivers and popular culture leaders, who are intimate friends with today's gadgets. In comparison to the millennials, Generation Z is a group of people that is characterized by: accepting same-sex marriages; enjoying video-sharing on YouTube; using the Snapchat application for photo messaging; using smartphones with multi-touch

interfaces for their telecommunication media; and preferring to listen to streaming music rather than those from a portable media player (see Figure 3).



Figure 3. Differences Between Generation Z and The Millennials.

Source: [Http://Www.Thevab.Com/Wp-Content/Uploads/2017/08/Gen-Z-8-16-17.Pdf](http://Www.Thevab.Com/Wp-Content/Uploads/2017/08/Gen-Z-8-16-17.Pdf).

Meanwhile, according to the Video Advertising Bureau, Generation Z are those who are 14–19 years old. It is they who are taught since early childhood to find answers through Google and have smartphones as an essential part of life. From the moment a Generation Z student wakes up, the first thing she would get her hands on is the mobile phone. Not only will she be checking on the time, but she will start chatting to her digital media friends about the scheduling of the day. Be it Facebook, Whatsapp, Skype or Instagram application, she would busily make herself exist in her virtual world first, before finally deciding to get up from bed, wash up and make other preparations for the physical world of school or work. Khofilah (2016) supports this kind of environment when she argues that ‘Generation Z students will see an academic atmosphere as positive when some kind of media technology is used in the classroom’ (p. 68) rather than just discussing what they may find through the traditional learning via reading textbooks.

As outlined earlier, in Indonesia the teaching of English language has been officially eliminated from elementary school’s education, thereby requiring junior high school students to be ready with whatever capacity they would have from home and their neighborhood to follow the English language materials they would receive at school. In trying to find out how important media technology would be in supporting students in learning

English, the researcher created a product named Tommy & Pokina: English Language Game Software (Dukut, Murniati, & Chandrawati, 2017) to be tried out by a random 20 students each from the eighth-grade students (14–15 year olds) of three selected junior high schools in Semarang, Indonesia that have a computer laboratory. In the research, data were taken from: SMP Kebon Dalem (a Catholic-based junior high school); SMP Eka Sakti (a Moslem- based junior high school); and SMP Permata Bangsa (an international-based junior high school). Thus, a total of 60 students are asked how much they have enjoyed the game through a questionnaire, which consists of 13 statements to answer according to a given Likert scale of 1–5.

The statements in the questionnaire are how much they consider: (1) the colors used in the game are interesting; (2) the English language game is more interesting than reading a book; (3) the game characters are interesting; (4) the button instructions of the game are easy to understand; (5) the game is easy to play; (6) the language used in the game is easy to understand; (7) the game codes are easy to understand; (8) the time given to play is sufficient; (9) the time given to play is too much; (10) learning how to play the game is fun; (11) learning in a traditional classroom is more fun than playing the game; (12) the voice of the characters in the short film is clear enough to hear; and (13) the visualizations of the game are clear to see.

Out of the 13 statements, statements 2 and 11 are particularly relevant to discuss. In statement 2, it was found that 5% strongly disagree, 10% disagree, 22% are neutral, 33% agree and 30% strongly agree; thereby, this means that students see the English language game software as more interesting to do than reading a textbook as a medium to learn English in the classroom. Statement 11 is also interesting to discuss. It asked whether or not a traditional class of learning English with a textbook is more enjoyable than playing the English language game software, with an answer of 7% strongly disagree, 17% disagree, 53% neutral, 13% agree and 10% strongly agree; the 17% of students disagreeing indicates that using class materials such as game software is better than the traditional method of using books. The 53% who answer neutral, however, signifies that they neither disagree nor agree. With a follow-up interview, this answer is clarified by their realization that the use of media technology represented by the game is not as widespread as books. Consequently, students welcome anything that would motivate them to better their English language learning. This particular answer is understandable

because not all junior high schools in Semarang are lucky enough to have a computer laboratory whose personal computers (PCs) are compatible for gaming. Nevertheless, the strong agreement the students have in responding to statement 2 about the use of media technology for the English classroom is supported by Gertner (2011, p. 10), who believes that multimedia technology has the potential to give enjoyment to users and thus gives pleasure in learning. Alessi and Trollip (2001) also support the importance of media technology in the classroom because one of the advantages of using it is that it can lessen the time-consuming tasks that may distract students from learning (p. 6).

TEST OF ENGLISH AS A FOREIGN LANGUAGE-LIKE GAME SOFTWARE FOR THE ENGLISH CLASSROOM

As has already been expressed, the learning of English language should take into account exercises that elevate students' linguistic competence; that is, which integrate the four skills of English. In developing creative materials for junior high school students, therefore, a PC-based game software was devised in order to integrate the four skills of language learning, which consist of exercises in listening, reading, writing and speaking. This idea is taken from a Test of English as a Foreign Language (TOEFL) called the integrated-based test (IBT), which since 2005 has been designed to replace the computer-based test. In comparison to the paper-based test, which is more frequently used in Indonesia due to less opportunities for students to take the IBT (that requires computer input), the Integrated-based Test only has exercises in listening for 30–40 minutes, structure and written expression for 25 minutes, reading comprehension for 55 minutes and writing exercises for 30 minutes ('TOEFL: Paper-based Test', n.d.).

By comparison, the IBT has exercises on reading for 60–80 minutes, listening for 60–90 minutes, speaking for 20 minutes and writing for 50 minutes ('TOEFL IBT: About the Test', n.d.). This speaking component in IBT is interesting to follow up since students in junior high school would have experiences in doing multiple-choice questions for listening and reading, and perhaps some writing, but very limited opportunities, if any, for speaking tests. Knowing that no junior high school students in Indonesia have ever done an IBT, and most likely also in other countries, the researcher

then sees this as an opportunity to make an innovative product; that is, TOEFL-like IBT game software that employs an integrated test for all four skills for junior high school students.

In creating the product, the researcher involved her colleagues from the Game Technology Department of the Faculty of Computer Science in Soegijapranata Catholic University, due to the reason that in the world of gaming there are a number of regulations or conceptual ideas to follow. First of all there is a development phase of making a game asset. This includes devising graphics, visual effects, typography and interface (Siswanto, Ardianti, & Srisanto, 2014, p. 12). For this reason, many people are involved in producing a game. They can range between experts from the Departments of Literature and Arts, Animation, Music, Computer Programming, and Information Systems. These experts are needed since a game must have the following three elements: visual (i.e. all graphic elements that are used to create an interaction with the game players); audio (i.e. the supporting element that makes the game ‘real life’ because the sound stimulates the brain to move the motoric body system); and gameplay (i.e. the game system, which organizes the story and the program that must be used to play the game). A game is, therefore, an interactive medium where a user should actively play with certain strategies to choose the best way of approaching the game. This choosing phase is important for users to identify themselves as game players.

FROM PICTUREBOOKS TO DIGITAL ANIMATION TO ENGLISH LANGUAGE GAME SOFTWARE

Tommy & Pokina: English Language Game Software has obtained a license from the Directorate General of Intellectual Property Rights in Indonesia with code number EC00201704252 (Dukut et al., 2017). It is a product that results from a research study, which finds the need to make innovative materials to increase the motivation of students in English language learning, due to the Indonesian government’s regulations of eliminating English from Indonesia’s elementary schools. In the junior high school there is usually only two meetings consisting of around one hour per meeting. This condition, according to Agustien (2014), is ‘half of what the previous curriculum’ allocation was and it ‘inevitably gives the impression

that in this curriculum, English has been marginalized' (p. 42). Thus, supplementary materials that take advantage of media technology should be made.



(a)



(b)

Figure 4. A Popular Indonesian Bakso Push-Cart Street Seller: (a) Picturebook Version; (b) Digital Animation Version.

In creating Tommy & Pokina: English Language Game Software, the researcher based it on two of her vegetable cartoon characters from a picturebook series that were a result of the researcher's community service activity in 2014 (Dukut, Utami, Nugroho, Putri, & Nugrahedi, 2014). The two vegetable cartoon characters chosen for the game are from the picturebooks Poki the Pakchoy Chef (Dukut et al., 2014a) and Tommy the Tomato Actor (Dukut et al., 2014b). In the picturebooks there are some Indonesian cultural backgrounds as a way to popularize local scenes.

An example of the cultural background scene is the use of pakchoy vegetables as the only vegetable for a meatball soup called bakso. The bakso is usually sold around the streets on a push cart for Rp 7.500 per bowl. With US\$1 equivalent to the Indonesian rupiah of Rp 13.700, the price of one bowl of bakso is equivalent to around 60 cents. With this cheap price, the bakso is an Indonesian favorite snack. Figure 4 is the picture from the book version that shows off Poki the pakchoy and his white cabbage friend with the bakso seller about to enjoy a bakso soup (Figure 4(a)), and a younger bakso seller pushing his bakso push cart around the neighborhood, who is attracting young children to buy his bakso by making a ting-ting sound from clicking a spoon on to a bowl (Figure 4(b)). Another local content is the picture showing how some Indonesian women tend to apply fresh cut tomatoes as facial masks, as seen in one of the cultural background scenes in

the Tommy the Tomato Actor picturebook and digital animation product (see Figure 5).

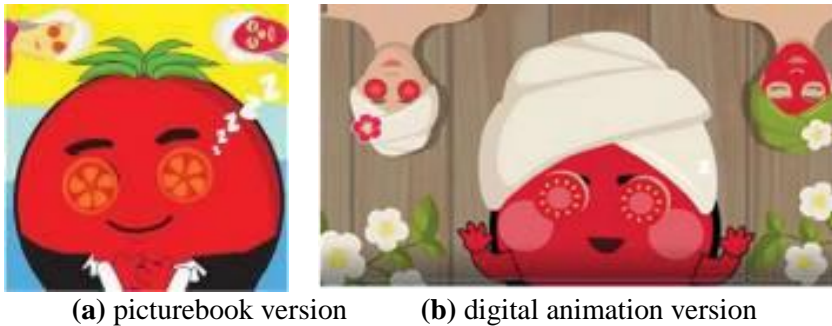


Figure 5. An Indonesian Facial with Tomatoes

In addition to those kinds of local scenes, the researcher also makes use of the story to show innovation in making interesting healthy desserts for children. In the book there is a picture of pakchoy vegetable ice cream (see Figure 6) complete with a menu at the back with instructions on how to make it (Dukut et al., 2014a, p. 20).



Figure 6. Pakchoy Ice Cream Recipe.

For the tomato, there is a tomato pudding recipe to make for dessert (Dukut et al., 2014b, p. 21). In this way, children are expected to ask their

mothers to cook the dish rather than mothers having to force children to eat the vegetables raw like that often prepared as fresh salad. The picture of the delicious looking dessert is shown in Figure 7.



Figure 7. Tomato Pudding Recipe.

The nutrients and vitamins contained in the pakchoy and tomato vegetables are also informed through cute cartoon drawings (see Figure 8), so as a result children become interested to consume the vegetables without being asked.



Figure 8. Nutrients and Vitamins in Pakchoy Vegetable.

Clearly, the picturebooks not only provide attraction, but also become a medium to teach children the importance of consuming vegetables. Equally important is the book that helps children learn how to respect and conserve the Indonesian local culture. The locality of the culture is a creative way of making Indonesian children have a higher motivation for learning English by seeing pictures of something which they are familiar with. If there are no local scenes, the book may not have attracted as many children and parents to read and own the book. Learning to speak English as a world

language, after all, does not force learners to only learn about the English-speaking countries' cultures, but rather to acknowledge that there is such a thing as World Englishes. McKay (2004, p. 10) once argued that most English books in Asia are using materials designed with US or British culture in mind; consequently, there is some difficulty in visualizing what children would see in the book compared with that from the reality. This kind of condition may be the answer to why some Asian learners of English may have some difficulty in memorizing vocabularies that are not compatible with their local culture.

The picturebook created by the researcher is bilingual (i.e. having English–Indonesian text). This is done to carry out two objectives. First, is to teach Indonesian children who are studying at kindergarten up to the second grade of elementary school to read and understand simple English words. Second, it gives the opportunity for foreigners to also learn simple Indonesian words. See Figure 8 for a sample of the layout of the bilingual language in the book.



Figure 9. How To Read ‘Like’ [Laik].

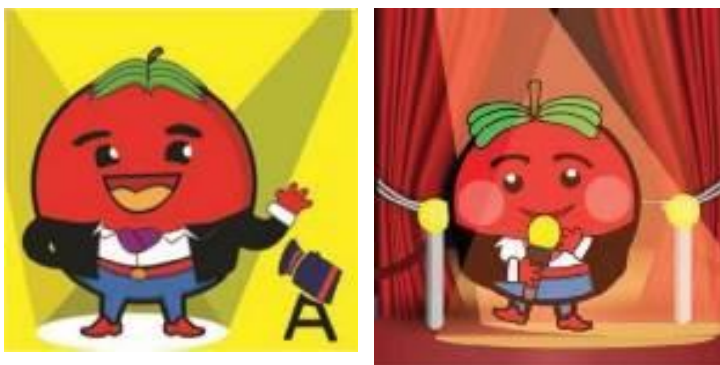
Through the book, readers are expected to improve their linguistic competence by learning how to read English words with internationally intelligible pronunciation while memorizing simple English vocabulary items. This is why in the phonetic transcription page that is provided at the back of the book (see Figure 9), the word ‘I’ in the pakchoy vegetable story is pronounced like the long sound of ‘like’ rather than the short sound of ‘i’ such as the initial ‘i’ sound of the word ‘Indonesia’.

The creation of the picturebook was the result of a collaboration of the researcher's English Department of the Faculty of Language and Arts with the Visual Communicative Design Department of the Faculty of Computer Science colleagues who did research on what kinds of colors and graphic design, and what kinds of cartoon characters can attract five to eight-year-old children's interest. A collaboration with Department of Food Technology colleagues was also done to decide on what recipe is applicable for children, as well as how to prepare the vegetables, so children would want to consume them. Traditionally, a book consists of texts and only has a few pictures to distribute information, but with picturebooks more visual graphics are used rather than words. The pictures can represent the number of words, phrases and sentences that would be in a story. With this kind of situation, it attracts children or young students very well.

Being successful with the picturebook that was published by a well-known bookstore in Indonesia (PT Gramedia), the next innovation the researcher did was to make a PC game software, which relied on the cartoon character and some of the picturebook's storyline. As with the colorful picturebook, in making the computer software the graphic designers relied also on attractive coloring, lines, pictures, lettering, space and photography. Not only were these graphic designers' choice of colors, typography and picture choice effective to transmit visual messages, but they can affect the readers' attention appropriately. For this reason, to attract more readers, the textbook form of the original picturebooks of Poki and Tommy was transformed into a digital animation. In designing this, a two-dimensional graphic model with a symbolic analogy technique was used, along with a video animation and asset design for the development of the game software.

In visualizing the animation video, the following steps were done. The first was focusing on the main characters that can be seen in the book. In Tommy the Tomato Actor, the picturebook's tomato cartoon character is made attractive with his round red face (with green hair representing tomato leaves) and plump body wearing a suit as though a popular movie star. This attractiveness becomes sufficient enough to be used as the main character for the digital animation to be created. The next cartoon character is Poki the Pakchoy Chef. In the book version, like seen in Figure 10(a) for the character of Tommy the Tomato actor and Poki the PakChoy Chef in Figure 11(a) are both male characters. Because there are only two choices (i.e. whether to

learn about the tomato or pakchoy vegetable), with the tomato being male with the name Tommy, the digital animation then transforms the character Poki into a female, with the name Pokina. The transformation includes adding some girly characteristics to the cartoon vegetable character (see Figure 11(b)).



(a) Picturebook Version (b) Digital Animation Version

Figure 10. Tommy The Tomato Character: (a) Picturebook Version; (b) Digital Animation Version.

Second, in making the computer game software, a storyboard, which is a sketch of continuous pictures that is organized systematically for each scene, is necessary. The storyboard does not need to be realistic for all of the scenes; it just needs some local culture background scenes of what the character must do in the digital animation. For example, in visualizing the bakso meatball soup, not only is there a picture of the dish but it is brought to life-like by adding a picture of a bakso seller pushing a cart (see Figure 4) and having the sound of a spoon clinking onto the bowl in order to get the attention of customers to get out of their house to buy some bowls of bakso.

Although in the digital animation most of the storyboard frames are like the picture-book, a lot of time and expenses have been prepared in making the product. Fortunately, the research received some funds from the Ministry of Research, Technology and Higher Education in Indonesia to realize the product. Maintenance of most of the storyboard frames from the community service product is done to show how the picturebook is suc-

cessfully developed into PC game software that is a language learning and computer research outcome.

THE CREATION OF DIGITAL ANIMATION ASSETS

Making an animation is like giving life or spirit to something that is dead. The continuous motion of a series of pictures given to an inanimate material helps to bring it to life. The making of a digital animation asset that is in the form of a video or film is very important in forwarding an attractive concept of the story. To make the asset, the background design and character needs to be visualized by giving attention to the colors that must blend in with the character. Even though there will be many movements in each scene, the main character should stand out and yet blend in with the colored background.

In making a video as an asset, conditions that can make static characters alive is the use of movements in either the eyes, mouth, hands or feet of the major character. For example, in the picturebook of Tommy the Tomato Actor, it is shown that the tomato has an orange tongue within a black-lined mouth for the round, chubby and seemingly juicy, healthy, fresh tomato as the focus of attention. The scene of the tomato in a yellow space (see Figure 10(a)) which is given a spotlight with a white color at the bottom of his feet has accentuated the white clean shirt it has on him. With a black coat and shiny red shoes that signify him as a popular actor, Tommy is visually presented as a tomato actor who is successful financially. Just like the picturebook, the concept that consuming tomatoes supports healthy living is subliminally communicated via the digital animation.



(a) Picturebook Version



(b) Digital Animation Version

Figure 11. Poki and Pokina The Pakchoy Chef Character: (a) Picturebook Version; (b) Digital Animation Version.

The entrance of Tommy, however, is a little different. In the picturebook, Tommy – as a popular young adult – stands in front of a yellow background with grey lights as though he is outside seen by a large audience; in the digital animation, Tommy is made younger with more coarse and thick green hair with blushing pink cheeks and larger eyes, standing and holding a microphone in front of red curtains and underneath a soft reddish orange spotlight (see Figure 10(b)). His action signifies that he has an exclusive audience seeing him on a large and professional stage from above. This picture from the digital animation is interpreted as Tommy being a more successful actor than that from the picturebook, who seems to be standing on a small stage.

In Pokina the Pakchoy Chef vegetable character, the picturebook's name was originally Poki; thereby, a male character has been transformed into a female one. Consequently, in visual terms, 'girly' or feminine elements are put in the digital animation character. Although both have the same wide green leafy hair, with a white chef costume that has a yellow and brown-striped batik motif on the right chest side of their chest, the digital animation version has Pokina wear a white flower on her yellow head band. Underneath the head band, Pokina has some green fringed hair on her forehead, with much larger, brighter, feminine eyes and rosy rouge on her light green cheeks.

Other differences are found in the kitchen background (see Figure 11), where Pokina's is more colorful and has more pots and pans around her. In addition, there is a kitchen shelf in the background with plates and jars, thus giving it a livelier context. By comparison, in the picturebook, Poki only has a white standing refrigerator and a closed brown cupboard behind him. Although Poki's kitchen looks larger than Pokina's, it is too clean and seems to show that Poki only does his cooking once in a while, perhaps just enough chances to show his colleagues how to cook a new menu.

Clearly, the background already sets a story for Pokina who suggestively cooks far more frequently than Poki, and it is also a signification that Pokina works harder. Her larger bright eyes and firm stance shows how much younger she is than Poki.

THE TOEFL-LIKE GAME SOFTWARE EXERCISES

In the game software, students are given exercises like that found in the IBT. The Tommy & Pokina: English Language Game Software has a total of 40 minutes of exercises. This is relevant for the students who only have one hour for each of their English class sessions. In starting up the game, first, students are asked to write in their name and student number, before clicking on a menu of either wanting to see a digital animation film on Pokina or Tommy, in order to answer multiple-choice exercises for the listening section. The animation lasts 7 minutes and 8 seconds for Pokina, and 3 minutes and 36 seconds for Tommy. This is followed by a 10-minute multiple-choice exercise that is based on what they hear and see in the film. At the top of the questions is a timer box, which helps students to quickly decide on moving to the next question by clicking on a pink circle with a fast-forward or reverse white symbol box to finally arrive at a purple box that says 'Finish'. The voice-over of the digital animation is a local Indonesian citizen. Although having some experience living in an English-speaking country, the English language produced supports the idea of World Englishes. According to (Kahru, 1991, p. 181), 'The world Englishes are the result of diverse sociocultural contexts and diverse uses of the language in culturally distinct international contexts'. Therefore, with the real-world situation of the English language involving 'interlocutors who use English an additional language' (Kahru, 1991, p. 187) there is an expectation that an Indian would 'sound like an Indian and to use the discursual strategies of an Indian' (p. 188). Consequently, it is likewise a natural expectation that an Indonesian would use an Indonesian-English variety. This is because the English language pronunciation or accent of the voice-over should not be that far from the Indonesian students as listeners and, thus, they could more easily grasp the speech produced.

Second is the reading exercise. Here, students are given 10 minutes to answer multiple-choice questions about how to live healthy with either pakchoy or tomato vegetables on the left side of the box. On the right side of the box, students can scroll up and down for the reading passage. As with the listening section, at the top there is a timer countdown with fast-forward or reverse arrows at the bottom until the student or game player arrives at a purple box with the writing 'Finish'..

The writing exercise becomes the third section. Here, students are shown a recipe to either make tomato pudding or pakchoy ice cream. After seeing the recipe and instructions to make it, students are then given a 15-minute countdown to write a maximum of 1000 words about the recipe.

Lastly, in the fourth exercise, students are shown posters about the vegetable cartoon character with their costumes. In this section, right after the students understood the instructions of describing the poster, they can then click on the white microphone picture on a red-circled background to record their voice into the headset's microphone. The speaking can last up to 15 minutes. Students need to wait for the countdown to come to zero before they are shown the menu for a report of how well they have answered the exercises. In the system, the results of students' work are directly saved for the English teacher to see and evaluate.

In the digital animation for Pokina and Tommy, an Adobe Flash/CC Animate program is used to coordinate the movements of the lips with the background voice or sound. The mp4 or 'avi' sound format has to be clear and loud enough, and the pace not too fast and not too slow in order for it to be easily matched with the moving lips. In making the digital animation there is also a rendering process in which it uses multiple images and sound effects for the transition of scenes in the film's background. In three-dimensional or two-dimensional graphic design, the real-life images of the scenes usually require the students' high level of interactivity, because students need to actively use their sight, hearing and touching skills while following the animation's story, and later answer the questions of the exercises, without any chances of seeing the animation again.

In the asset design, the game software uses a user interface that gives face-to-face communication from the player with the computer system. The graphical user interface is the graphic interface that is employed for players to use the game by pushing or clicking the media's buttons.

CONCLUSION

Tommy & Pokina: English Language Game Software is an educational game prepared as a supplementary material for junior high school students. The game is projected for eighth-graders, who in Indonesia have already received some basic English from Grade 7. The game integrates

the exercises of the listening, reading, writing and speaking sessions, which all support the idea that consuming tomatoes or pakchoy is healthy for everyone, young or old.

Local scenes and discussions on the use of pakchoy vegetable in Indonesia's favorite bakso (meatball soup) street dish, or how tomatoes can be used as a facial mask to brighten Indonesian people's face, is one of the ways of promoting to the western audience that this is a habit that may only be found in the Indonesian culture. In addition, it shows Indonesian children that there is a unique culture that needs to be preserved by the younger Indonesian generation.

The listening, reading, writing and speaking exercise also deal with how the students can report on what they know about the vegetables. With this kind of arrangement, students are then trained to do an integrated TOEFL-like exercise, thereby preparing them for successful English language learning in senior high school and later in a university, too.

The creation of the digital animation for the listening section takes in a number of detailed procedures that consist of modifying the cartoon character to be more alive, by being able to speak and have more colorful scenes for the enjoyment of its viewers. The coordination of the cartoon characters' movements of the mouth and limbs is especially painstaking as this needs to match up with the sound effects. Making a detailed storyboard and later deciding on what become the assets for compositing and rendering the film is tedious work in order to produce a solid film/digital animation. Nevertheless, after doing the integrated TOEFL-like exercise, the teacher or game operator can see a report on how well the students have answered the questions. What is more important to conclude here is the innovation for the idea of teaching the English language classroom with local settings and local pictures that has been proven to increase the students' motivation of learning English in a fun and creative way. This is in line with the latest thinking on how global a language English continues to become, and the need for students to be able to use it to learn about the world, and to also communicate effectively about their own cultures and needs.

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QUESTIONS

1. Draw and explain the schematic representation of communicative competence!
2. How can Adobe Flash/CC Animate program do for game softwares?
3. What is a storyboard?
4. What are the differences between Generation Z and the Millennials?
5. How can the researchers put the local culture in *Tommy & Pokina: English Language Game Software*?

UNIT 4

Pendidikan bahasa terutama Bahasa Inggris penting bagi siswa. Namun, sayangnya metode pembelajaran yang terkesan monoton terkadang membuat para pelajar tersebut memiliki rasa jenuh dan tidak tertarik untuk melakukan proses belajarnya dengan baik. Akibatnya, para siswa akhirnya tidak menganggap serius pelajaran Bahasa Inggris di kelas dan mereka hanya terpatok pada kalimat-kalimat di dalam buku teks pelajaran tanpa benar-benar memahami bagaimana menggunakan Bahasa Inggris dengan tepat. Hal inilah yang mengakibatkan munculnya pendapat jika Bahasa Inggris susah untuk dipahami. Di lain pihak, pengajar dan orangtua menuntut anak untuk menguasai Bahasa Inggris dengan baik dan membatasi mereka untuk bermain *game* karena merasa jika bermain *game* akan membuang-buang waktu. Hal ini disebabkan karena adanya stigma bahwa *game* tidak berguna untuk masa depan anak. Masalah ini membuat munculnya sebuah gagasan untuk membuat sebuah *game* Bahasa Inggris yang juga memberikan pelajaran Bahasa Inggris bagi siswa dengan hasil yang membuat para orangtua dan pengajar mengubah anggapan buruknya tentang *game*. *Game* bahasa tersebut adalah *Tommy & Pokina: English Language Game Software*. Bab ini akan menjelaskan bagaimana *game* TOEFL ini direncanakan dan dibuat untuk membantu para siswa memahami Bahasa Inggris dengan cara yang membuat mereka terus termotivasi untuk mempelajari Bahasa Inggris dengan rasa senang.

4.1. DESIGNING TOMMY AND POKINA EDUCATIVE LANGUAGE GAME SOFTWARE: A TRANSNATIONAL POPULAR CULTURE PROJECT¹³

(EKAWATI MARHAENNY DUKUT¹, CHRISTINE AYU WULANDARI², THECLA BRENDA CHANDRAWATI²)

Abstract: Products of popular culture are many. One of those is educative language game software. Not only is a game useful in combating boredom, but a game can increase someone's education capability. The PC (personal computer) a TOEFL-like game software created by the researchers applies the American TOEFL (Test of English as a Foreign Language) as a basis of the game. It has transnational qualities because it integrates some local Indonesian culture into an American based English competence test. Being a transnational product, the game induces creativity for a number of Indonesian-English students to have a global imagination. The popular culture product named Tommy & Pokina language game software is an educative game produced for 8th grade students studying at Junior High School. In designing the game, the method of symbolic analogy with the use of simple objects becomes the main characteristics of the game. In its visualization, the design process makes use of not only particular graphics, visualization effects, typography and interface; but also a number of other aspects. The aspects include the object's illustrations, viewpoint, composition, and layout in developing the game's visualization. These aspects are found to be valuable in designing the game.

Index terms: educative language game, TOEFL-like PC game software, 8 graders, symbolic analogy, visual asset

INTRODUCTION

The world of gaming is a platform usually popular in digital media. In popular culture studies, video games and any other gaming media is within the study of popular culture that has transnational characteristics. The transnationality follows the condition that a product is made possible

13 This article is being processed for Sisforma journal, but because it is supporting the authors' research for Hibah PPT and PSNI, then it is included in this book.

because there is an integration of a widely known or globalized product with a local one.

One of such products is a TOEFL-like PC game software that the researchers have created. The software contains exercises that follow the American made IBT (Integrated-Based TOEFL), where there are Listening, Reading, Writing and also Speaking exercises to improve the English language mastery. Unlike the PBT (Paper Based TOEFL) whose questions are often not connecting to each other by themes and can take up around 3 hours to do the whole test, the game to be discussed here, adopts IBT, which is characterized by exercises that are related to each other and is based upon a certain theme.

The basis for creating the game software actually follows on Ref [1]'s understanding that some Indonesians purchase and use of American commodities as a crucial need to build on their self-identity. Thus, playing the PC TOEFL-like game is a way of assisting Indonesians to have a more global identity, but also, more importantly is to be more educated.

Unlike the American TOEFL, where exercises are geared for students to learn about the American culture and language expressions, the aim of creating the game, in this case, is for student players to like consuming vegetables. Through playing the game, which only lasts for around 45 minutes, information about what types of vegetables have what kinds of nutrients, vitamins and minerals are learnt. With the knowledge, the researchers predict that not only will there be an increase in English language skills, the students will also want to consume the vegetable learnt from playing the game.

Originating from Indonesia, the researchers also gave the game its innovation by inserting some local Indonesian scenes in it. The reason for doing so is to help Indonesian students who are the main target to quickly adapt with the game and feel comfortable in playing it. At the same time, if non-Indonesians are playing it, then they would learn something from the Indonesian culture.

With the understanding that playing the game can elevate students' knowledge, the educative game therefore, is regarded not only as a past-time but also as a serious game. A serious game can be entertaining, but it

also has the main purpose to educate its users, thereby a game can be referred to an educative game [2]. Citing Project Tomorrow, Ref [2] continues to explain that serious games are made to support tomorrow's generations, who are innovators, leaders and engaged citizens of the world. Thus, not only will playing the game produce innovative students, but at the same time, it challenges educators to be creative in a classroom. Citing Pivec & Pivec, Ref [2] explains that, the tutor is an adviser in the education process. Not only does a tutor provide knowledge, but also contributes his/her skills to the community. Therefore, tutors and learners need to interact and collaborate within the education processes.

This paper shares the creative collaboration of an English language lecturer with a Game Technology lecturer and student. In designing the educative, and yet serious game there are a number of gaming steps to follow, which is based on a game asset development phase. The phase sets up regulations or conceptual ideas of how to play the game. Among those necessary are on how the graphics, visual effects, typography and interface [3].

Similar to other games, there are basically three aspects that need to be attended, i.e. having visualization, audio and play process of a game. In visualization, all graphic elements that are used to create an interaction with the game players must be seen. Audio wise, the game should be supported by elements that make the game real life because sounds stimulate brains to move the motoric body system. Gameplay wise, the game should have an organized story and the game programs are available to play on. These requirements are in accordance to Ref [4]'s belief that an educative game software needs media that provides a range of choices for players to choose from. If these are made available, consequently, the process of interaction or communication becomes clear enough for the players to understand well of what becomes the main message of the game. Designing an educative game is, therefore, not an easy task, and is thus, worthwhile for discussion.

This paper discusses the process of creating a PC TOEFL-like software game, where the main target is Junior High School students. The researchers believe the game is worthwhile. This is because ever since 2013 the English classes have been banned in most Indonesian primary

schools, thereby Indonesian students are lacking basic materials to study English. The time allocation given for high school level students is also not supportive. Students are only given two meetings per week. In each meeting, the teacher can effectively use 45 minutes because the 15 minutes is usually spent already on the preparation of the class activity. Ref [5] comments that it is a shame, since it is half the quality of English class time when compared to the previous curriculum. The English classroom is clearly not as important as before. Usually, the English language learning also takes place in a classical classroom with a teacher providing books for students to read and give exercises based on the understanding of the vocabulary used, in addition to questions that are grammatically based. With this kind of situation, as researchers, we are then challenged to create English game softwares that can become a valuable supplementary material to improve the English mastery of students, and at the same time assist English teachers in providing extra opportunities for students to learn English in a joyful way.

REVIEW OF LITERATURE

Tommy & Pokina: English Language Game Software is a PC game that uses two vegetable cartoon characters, i.e. a tomato named Tommy, and a pakchoy named Pokina as the major characters of the software. In presenting the characters, they are supported with Indonesian cultural backgrounds and costume accessories. The vegetable characters are created attractively to invite interest for Indonesian students to learn English, in addition to providing an education about the importance of consuming vegetables, and giving respect to the local culture [6].

A game “does not always give the negative impact for the players when managed correctly” [7]. This is kind of condition is usually met when players are playing and educative game. As a game, the educative game has strategies to choose from. In this game, 8th grade students are targeted as players. In playing the game, they are, firstly, asked to choose one of the two menu boxes provided. One menu box contains TOEFL-like exercises based on *Tommy the Tomato Actor*, and the other menu is based on *Pokina the Pakchoy Chef*. Upon starting the game, the first thing they do is type in their names and student numbers. After clicking

the start menu, players must choose either Tommy or Pokina to do the TOEFL-like Listening exercise.

Upon clicking one of them, players are then given the task of doing the TOEFL-like Listening exercise, followed by Reading, Writing, and lastly Speaking exercise. As a player, a student is recommended to do the exercises in chronological order. The game has been set for students to play the game in order from Listening to Speaking. Information that are received while listening and seeing a video animation is developed with more complex vocabularies and storyline in the Reading section. Next, the Writing section instructs the players to write up about what they have listened, watched and read. Finally, in the Speaking section, the players are asked to report in speech what they have learnt from all of the information already acquired in the previous sections. Consequently, if they play it in a different order, the answers supplied in the game may be less reliable due to factors mentioned above.

Most Indonesian schools rely on the PC for their computer laboratory work. For this reason, in the game software a 3D Unity program is used. This program is a cross-platform game engine that is used to develop either a 2D or 3D video games and simulations for computers. In the game, 3D unity program is employed in making the digital animation video in the Listening section. It is thus, a particularly interesting section to discuss in this paper. Following herewith is the method of making the Listening section.

METHOD

Unlike the real TOEFL test for the Listening section where students rely on what they hear from an audio recording, the PC educative game software makes use of visualization, i.e. the digital animation to support the Listening section. Being visual, the game is equipped with a graphic design which can make use of a 2D or 3D form [8]. The game created makes use of the 3D form. The 3D form is known to be more interesting than the 2D graphic design because it is more communicative with the dimensions that rise from the surface.

In general, the creation process and the design production of the game visual asset start with a descriptive specification that is then followed with the visual plan of the object to be shown in the game. One of those is the mapping out or in giving out the directions of the game formation. With regards to this, the design of a game usually has constraint and analogy [9]. Constraint is the graphic design in games that has a specific condition that is used as a reason for a visual design's constraint, which can consist of four conditions, i.e. radical, formal, practical and symbolic constraints. Then, analogy is the similar or different kinds of component that is borne by two or more things in design creation. The creation, in this case, usually consists of four kinds, i.e. the (1) personal, (2) direct, (3) symbolic and (4) fantasy analogy. In making an analogy, there must be a familiar concept called the analog, and the unfamiliar analogy which is referred as the target.

Because one of the purposes of creating the game is to make children want to consume vegetables, out of the four analogies described above, the game prefers to employ the symbolic analogy, which is a method that can identify an object so it may be adapted for something else [9]. For example, in visualizing Pokina, the process starts from finding an illustration of a real pakchoy vegetable and a cartoon chef to be the model (see Figure 1):

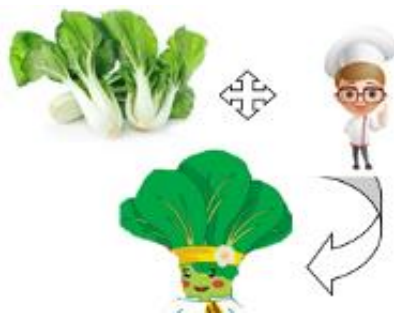


Figure 1. Symbolic analogy of Pokina pakchoy

In *Tommy the Tomato Actor*, the first thing to do is to find a real tomato as the familiar concept of the symbolic analogy. Then, in creating the unfamiliar concept, which is the target of the analogy, the researchers find inspiration from searching a number of cartoon illustrations of the tomato that has human formations. Since the target is to have a tomato

character that looks like an actor, the final step of creating *Tommy the tomato actor*, is to use imagination to create a cute, lovable cartoon figure which becomes the major character of the TOEFL-like game software (see Figure 2):

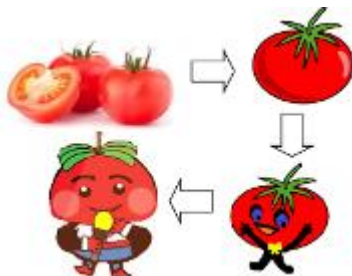


Figure 2. Symbolic analogy of Tommy tomato

In creating the digital animation, the symbolic analogy method is used not only in designing the cartoon characters as visual assets, but also in designing the properties used in a theatre for an actor.



Figure 3. Symbolic analogy of theatre

As can be seen in Figure 3, the first thing to do is to find a real life photo of people seeing in a theatre performance. In this example, the people are seeing a red curtain. Thus, using this as a familiar symbol, it is made analogous with a cartoon picture of a theatre stage. Given an inspiration of a stage with lights and red curtains, therefore, as the next step, *Tommy the Tomato Actor* is then drawn on a theatre stage. On the

stage, Tommy has stage lights on him, and behind him, is a red curtain that will be opened up for him once he is ready to perform as an actor. This similar procedure is likewise done for Pokina's kitchen that has pots and pans hanging on the wall, and a gas stove to cook on, like shown in Figure 4.

Thus, using this as a familiar symbol, it is made analogous with a cartoon picture of a theatre stage. Given an inspiration of a stage with lights and red curtains, therefore, as the next step, *Tommy the Tomato Actor* is then drawn on a theatre stage. On the stage, Tommy has stage lights on him, and behind him, is a red curtain that will be opened up for him once he is ready to perform as an actor. This similar procedure is likewise done for Pokina's kitchen that has pots and pans hanging on the wall, and a gas stove to cook on, like shown in Figure 4.



Figure 4. Symbolic analogy of a kitchen

The visual asset and parts of the storyline of the digital animation for the Listening section of *Tommy & Pokina: English Language Game Software* is a development of the researchers' *I Love Vegetable* picturebook series like reported in Ref [6]. The main idea of transforming some of the information from the picturebooks into a PC game software is none other than the interest of promoting the advantages of vegetable consumption, in addition to helping Indonesian students improve their English language skills in an attractive way. Henceforth, by using

symbolic analogy method as informed above, the designing process result of the PC game software is discussed as follows.

RESULT AND DISCUSSION

Visualization transformation of picturebook to digital animation

Basically, a book consists of texts and only has few pictures to distribute information. With this kind of situation, it does not attract young readers very well. Young readers are said to be more attracted to products that use a lot of graphics because there are attractive colors, lines, pictures, lettering, space, and photography to be seen. Not only are they effective to transmit visual messages but they can affect the readers aptly. Because of this reason, the researchers have created stories for students of Kindergarten and Elementary School level to read in the form of picturebooks. However, to attract more students, who are at a High School level, the story in picturebook form is transformed into a digital animation that is designed for a PC game software.

In designing it, a graphic model with a symbolic analogy method is used to invent a video or digital animation. In the invention, an asset design is produced. The following is a discussion on how the game software is created. First, in visualizing the video, the researchers decide on two out of the five major vegetable characters she has used in her picturebook series. The two characters chosen is *Tommy the Tomato Actor* and *Poki the Pakchoy Chef*. These two vegetable characters are chosen for the reason that most students are familiar with how red tomatoes look like, but also for the reason that not many students would know about the pakchoy vegetable.



Figure 5. Tommy the Tomato Actor

As can be seen, in *Tommy the Tomato Actor* figure, the tomato cartoon character is familiar enough with its round red face with green hair representing tomato leaves, and plump body wearing a suit to represent itself as a popular theatre actor. The other picturebook character chosen is *Poki the Pak Choy Chef*. In the book version, the character is male (see Figure 6).



Figure 6. Poki the Pak Choy Chef

Because the PC game software should attract both kinds of gender, for the purpose of the digital animation, Poki is then developed into a female character. This is done by giving Poki some girly characteristics. For example, is drawing rosy red cheeks, more noticeable green hair at the forehead with a flower on the right side of a yellow head band, curly eye lashes and larger expressive eyes (see Figure 2).

In the design process of producing a digital animation, a good storyboard is needed. A storyboard is a sketch of continuous pictures that is organized systematically. The story does not need to be detailed and realistic. What it needs is a cinematic background and a visualized idea of what the character must do in the animation. Basically, the objective from the previous Tommy and Pokina picturebook, there is an understanding that the same objectives are delivered in the PC game version. First, the animation should start by telling game players about the vegetable characters that have certain occupations. Second, in describing about themselves, the vegetable character should also inform the kinds of food variation that could use the vegetable as the basis of the menu described.

For example, tomatoes and pakchoy are most favorite vegetables used for an Asian stir-fried vegetable dish called *cap jay*. Since players may wonder how to pronounce the vegetable dish name, the third

objective of the game is to have the narrator inform that the beginning sound of the word starts with a sound similar to a popular silent movie actor, named Charlie Chaplin. As the fourth objective, the game also becomes a media to inform what kinds of vitamins and minerals are contained in the vegetables. For example, a tomato has high vitamin C that acts as antioxidant and helps protect body cells from damaging too quickly. Lastly, the fifth criteria, is for the game to show how the vegetables can have innovative recipes, like tomato milk pudding and pakchoy ice cream.



Figure 7. Storyboard Opening Scene for Tommy & Pokina

The storyboard above is for the opening scene of the two digital animations chosen (see Figure 7). The story board is based on the idea that as an actor, Tommy the tomato should be on stage with a red curtain and flashy stage lights. The opening scene for Pokina, however, informs that pakchoy is a vegetable from a cabbage family. Therefore, in introducing Pokina, the vegetable is seen standing around a field with her relatives, i.e. the white cabbage green choy sum.

The creation of digital animation assets

Nowadays, many kinds of digital technology are available as media for delivering educative stories. One of the advantages of creating a digital animation is having characters that can move and talk, rather than just be still. In making a digital animation as asset of the game software, therefore, the visualization needs to be given attention. One such asset is the choice of colors used in the animation. It should be attractive enough to make players become interested in continually

watching the animation. The colors used should also enhance the movements of the characters. The combination of the black and white color should be enough to show the blinking movements of the cartoon character's eyes. A dash of white on the red juicy tomato character, when used appropriately can give it a flashing result. The use of yellow combined with some white, grey or orange background gives the effect of stage lights shining over *Tommy the Tomato Actor*. Other small combination of colors that accentuates the vegetable cartoon character's movements is in the use of the orange colored tongue. The shape variations of the tongue and mouth are matched up in accordance with the dubber's voice, so as a result, Tommy seems to be talking to the game players.

Tomatoes are good for the skin and can be used as a facial mask. It also helps cure scurvy because of the vitamin C it contains. Therefore, as an asset the game does not only entertain, but also educate players.

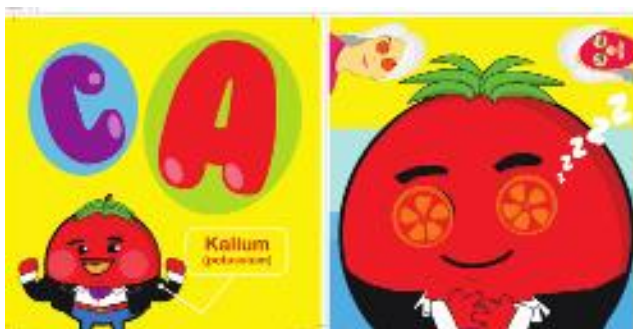


Figure 8. Tommy tomato and his vitamins and minerals

In the cartoon scene, there is Tommy showing the vitamins and mineral a tomato has and how tomatoes can be applied on the face as cream or just have slices of tomatoes on the eyelids (see Figure 8). These interesting assets are made as interesting as possible and have become one of the scenes that help players answer some of the game's Listening and Reading exercises.

Unlike the picturebook form (see Figure 9), the digital animation version does not have a male but rather a female pakchoy character.



Figure 9. Picturebook Poki

Thus, instead of Poki, the character called Pokina is shown cooking in the kitchen (see Figure 10).



Figure 10. Digital animation Pokina

To show the different kinds of assets between picturebook form and animation, the researchers have shown that the female Pokina has red rouge on her cheeks, a flower accessory on her yellow head band, and a curly green hair fringe on her forehead. Consequently, in visual terms, there are girly elements to the video animation. Another important asset to distinguish is the more realistic environment Pokina's kitchen has. Unlike the picturebook, which only has a refrigerator, the animation's kitchen has pots and pans hanging on the wall. In the background, rather than having an empty cupboard, there are plates and glasses in it.

As can be seen from the background, Pokina is suggestively cooking far more frequently than Poki because she has pots and pans hanging behind her with a cupboard filled with plates and glasses. She also looks younger, thus giving reason why she probably has to work harder as a chef.

It is important to also give attention to both Poki and Pokina's costume. Usually a chef would only wear white costume. However, in both the book and also followed in the digital animation, there is a motif at the right side of the white costume. That motif is a yellow and brown *batik* motif, which is one of the unique cultural products of Indonesian clothing. This *batik* pattern is maintained in the animation without any changes, because it is a cultural asset that needs to stay.

Like the costume, there is also another cultural element that is maintained in the animation. It is the local Indonesian *bakso*, which is a popular street menu usually sold by a seller, who is walking around streets and pushing a cart of clear soup with pakchoy and meatballs made from minced meat. In the digital animation, because sound is an important asset, the game is equipped with a scene that shows the usual habit of the *bakso* seller. This habit is the clinging sound of a spoon hitting a number of times on a bowl. This kind of local culture scene is one of those, which makes Indonesian students feel comfortable with , although the test is in English.

In the story of Tommy the tomato, a similar strategy is used, i.e. a scene of some applying tomato facial mask shows that some Indonesian people prefers tomatoes to give vitamins and nutrients to brighten their face. It is one of the ways of promoting a habit to the younger Indonesian generation that the Indonesian culture can rely on vegetables rather than factory tablets to make someone healthy. It is in fact this cultural intrusion in the digital animation that makes the game educative and supports the importance of sharing to others what local wisdoms Indonesian people has in store.

After the listening section that makes use of the digital animation, the students as players of the game are asked to read a more academic information on either of the vegetables. Afterwards, the writing and speaking exercise also deal with how the students can report on what they know about the vegetables. With this kind of arrangement, students are then trained to do an integrated TOEFL-like exercise, thereby, preparing them for a successful English language learning in the next school level, i.e. in a senior high school and later in a university, too.

The compositing of elements

Compositing is the process in which a film or video production uses multiple images and effects for the image of a single background screen to show that the character is within a single arena. To show movements of the eyes, mouth and hands of the vegetable cartoon, an Adobe Flash/ CC animate program is used. With regards to the sound, the mp4 or avi sound is quipped in the game.



Figure 11. Compositing using Adobe Flash

Out of all the movements to be animated, the moving lips are the hardest to do because it has to match exactly with the dubber's sound. Whenever the speaker says, for example, an "ah" sound, the cartoon character's lips must also be opened to show that it is saying the same vowel sound. Figure 11 shows the compositing process of Pokina's video or digital animation, which uses a single background to feed in the animation movements and sound production.

The rendering process

Rendering is the process in which a video production or digital animation uses multiple images and sound effects for the transition of scenes. In Pokina and Tommy, the video animation uses Adobe Premiere. It is a time-line based video and editing application that enables 2D graphics turn into a 3D. In doing so, many cartoon scenes or with just some slight differences are used as meta data. These metadata are matched with relevant sounds to be uploaded as the video animation's

footage. It is a time consuming process, where every single second counts. Failure of matching the picture scenes and the speech produced by the narrator in the story will make some movements unrealistic. A screen capture of the rendering process is seen in Figure 12.



Figure 12. Rendering with Adobe Premiere

The asset design supplement

The supplement of the asset design uses a User Interface (UI) that gives a face-to-face communication from the player with the computer system. The Graphical User Interface (GUI) is the graphics interface that is used for players to use the game by pushing or clicking the media's buttons. The buttons help players do what is needed by the game's system. In Pokina and Tommy's game software the buttons are given bright colors, so they stand out from the brown woody background (see Figure 13).



Figure 13. GUI Asset

In the game, players are given a list of colorful buttons to click on. In the game, players are suggested to chronologically click on the bright green Listening button, before clicking on the bright blue Reading, then bright orange Writing and finally the bright pink Speaking sections. To start it, the players are asked to click on the bright purple GO and end it by clicking the bright purple FINISH button. There is also a red symbol of going back or do a reverse/ undo action, in addition to a cross sign to show that a player does not want to go ahead. More details on how to play the game is discussed in the head researcher's article supplied in Ref [10].

CONCLUSION

Realizing that the English language curriculum has minimized the frequency of English class meetings, the researchers from the English Department has collaborated with the Information System Department that specializes in Game Technology to produce a TOEFL-like PC language game software named *Tommy & Pokina English Language Game Software*. Due to the educating elements it has, the game is classified under a serious educative game. It is targeted for 8th grade students, who already has enough English skills to play with a game where all of the instructions are in English.

The game is created in that players can integrate all of the information received by going through the Listening, Reading, Writing and Speaking sessions, in order to do the exercises that follow after. The paper discussed in particular, the design process of the digital animation. Starting with deciding which visual scenes should be developed into a video. Then, digital animation assets need to be created to support the compositing of the digital animation elements. After this, the rendering process and asset design supplements that is using the features of graphical user interface are put in its place to activate the game.

In playing the game, there is a challenge of making sure that the buttons to click on will show players what to do next. This will ensure that at the end all work can be saved for the game operator and English teacher see a report of how well the Indonesian English students have answered the questions.

In watching and listening to the animation of either *Pokina the Pak Choy chef* or *Tommy the Tomato Actor*, students can learn about the nutrients of the vegetables discussed in addition to knowing what kinds of recipes can be prepared from those vegetables.

This game is unique in that some Indonesian cultural elements are integrated in the game. Among those are the scenes about an Indonesian *bakso* seller in the pakchoy vegetable story, and the tomato used as facial mask in the story about *Tommy the Tomato Actor*. These local scenes are the reason for the transnational quality of the educative game software as a product of popular culture. Thus, in playing the TOEFL-like PC game software, not only do Indonesian English students improve their language ability, they also improve their understanding of their own local culture.

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QUESTIONS

1. What is the main characteristic of the game?
2. What does compositioning mean in making a game?
3. What does having assets mean in creating a game?
4. Why is making an attractive visualization as important as making an interesting backsound for creating an animation video?
5. Why did the researchers put some of local culture in the game?

4.2. PERANCANGAN GAME EDUKASI TOMMY & POKINA UNTUK MENINGKATKAN KETRAMPILAN BAHASA INGGRIS SISWA

(EKAWATI MARHAENNY DUKUT, YEDIJA PRIMA PUTRA, THECLA BRENDA CHANDRAWATI)¹⁴

Abstrak - Teknologi telah memaksa materi yang dipakai di dalam kelas untuk berubah dari buku cetak tradisional ke buku elektronik yang disediakan oleh perangkat teknologi digital. Hal ini mengakibatkan pengajar untuk menjadi kreatif dalam menggunakan produk teknologi digital seperti software computer yang interaktif untuk meningkatkan kemampuan siswa dalam menguasai Bahasa Inggris. Kondisi ini akan membuat proses belajar mengajar menjadi lebih menyenangkan. Salah satu game edukatif yang dikembangkan oleh para peneliti dari Universitas Katolik Soegijapranata adalah sebuah game edukasi yang interaktif, bernama Tommy & Pokina English Language Game Software. Game ini memperkenalkan latihan-latihan Integrated Based TOEFL (IBT) untuk meningkatkan kemampuan Bahasa Inggris siswa. Artikel ini mendiskripsikan bagaimana game tersebut dirancang dengan menggunakan program Unity 3D untuk perangkat personal computers (PC) yang dilengkapi dengan peralatan sound cards. Software game edukasi ini unik karena pada akhir permainan, sebuah laporan tentang bagaimana siswa telah menjawab pertanyaan-pertanyaan pada latihan IBT tersebut dapat menjadi masukan yang dapat dipercaya bagi para guru sekolah menengah tentang kemampuan Bahasa Inggris siswa.

Kata kunci: game edukasi, game interaktif, teknologi digital, IBT, TOEFL

Abstract - Technology has forced classroom materials to move on from the traditional text book usage to electronic books provided by digital technology. This entails teachers to be creative in using digital

¹⁴ Tulisan ini sedang dipersiapkan untuk dipublikasi di *Lontar Komputer: Jurnal Ilmiah Teknologi Informasi*. Tapi karena topiknya mendukung hasil luaran untuk laporan Hibah PSNI, maka tulisan ini diikutkan dalam buku ini.

technology products such as interactive computer softwares to increase students' skills in mastering, for example the English language. This condition will make teaching and learning process become more enjoyable. One educative game developed by the researchers from Soegijapranata Catholic University, is an educative interactive game, called Tommy & Pokina English Language Game Software. It introduces English language skills in the form of exercises based on an Integrated-Based TOEFL (IBT). The IBT game is especially designed for grade 8 junior high school students. This article describes how the game is designed by using a Unity 3D program for personal computers (PC) that are equipped with sound cards. This educative game software is unique because at the end of the game, a report on how well the students have answered the questions on the IBT exercises can become a reliable input for high school teachers about their students' English language competence.

Keywords: *educative game, interactive game, digital technology, IBT, TOEFL*

PENDAHULUAN

Pada abad ke-21 ini perkembangan teknologi semakin meningkat, terutama pada sektor digital. Pada dasarnya, tujuan diciptakannya teknologi adalah untuk mempermudah pekerjaan manusia, sehingga semakin hari semakin banyak perkembangan yang ditemukan oleh peneliti. Perkembangan teknologi tersebut merambah hampir di semua bidang kehidupan seperti sosial, gaya hidup, ekonomi dan bisnis, dan bahkan dalam dunia pendidikan.

Dalam dunia pendidikan, teknologi digital telah diperkenalkan dengan memasukan pelajaran Teknologi Informasi dan Komunikasi (TIK) ke dalam mata pelajaran sekolah. Di Indonesia, siswa pertama kali diperkenalkan dengan PC (*personal computer*) di SD (sekolah dasar). Biasanya siswa SD diajari bagaimana memanfaatkan teknologi komputer untuk latihan mengetik dengan menggunakan program MSWord. Ketika sudah memasuki SMP (sekolah menengah pertama) komputer dapat dipakai siswa untuk mengetik beberapa laporan/ tugas sederhana. Dalam beberapa kesempatan, siswa SMP juga dilatih untuk mengakses data dari

google untuk menuliskan referensi pada laporan yang dibuat itu dengan memanfaatkan program Microsoft Office Word dan Excel, hingga mampu menampilkan laporannya dengan Microsoft Office Power Point.

Menurut penulis, jika pemakaian komputer di sekolah hanya dipakai sebagai alat untuk mengetik dan mencari bahan referensi via internet tentunya sangat disayangkan karena siswa belum diajari untuk mengoptimalkan fungsi komputer sebagai media pembelajaran yang efektif. Untuk memperluas penggunaan teknologi digital dalam bidang edukasi, maka penulis merasa bahwa perancangan sebuah aplikasi yang interaktif untuk sebuah mata pelajaran dibutuhkan.

Menurut Wibisono dan Yulianto [1] sekolah adalah tempat bagi siswa untuk menuntut ilmu, oleh karenanya komputer di sekolah harus dapat menjadi alat pembelajaran yang mendidik juga. Surati [2] mendukung hal ini ketika ia menyatakan bahwa komputer dapat menjadi sarana yang positif karena dapat menggugah daya kreatifitas siswa dengan berbagai program yang mudah dimainkan. Dengan hampir setiap rumah di perkotaan mempunyai perangkat komputer, maka sudah waktunya bagi guru sekolah untuk memakai metode mengajar siswa secara interaktif dengan memanfaatkan berbagai macam “*game* edukasi” [2] yang adalah sebuah permainan komputer yang dapat dimainkan di sekolah. Apalagi saat ini telah bermunculan minat untuk menggunakan game sebagai media pembelajaran di sekolah. Hal ini dibuktikan juga dengan munculnya beberapa penelitian tentang pembelajaran yang berbasis game untuk *edutainment*, *gamification of learning*, dan sebagainya. Bermain game berarti mempelajari sesuatu, yaitu dalam hal konten dan dinamika dari sebuah game. Aspek inilah yang ditawarkan oleh tim penulis dalam artikel ini. Hal ini didukung oleh Vasudevamurt, Bhargav dan Uskov [3] yang menyatakan bahwa *serious game* adalah sebuah game yang dimanfaatkan untuk mendidik, melatih dan memberi informasi. Oleh karena itu, proses perancangan game menjadi penting untuk dibahas disini dalam rangka mengekspresikan potensi pendidikan pada game yang memanfaatkan teknologi digital dan model komputasi yang mempunyai kelebihan karena sifatnya yang dapat menghibur siswa.

TINJAUAN PUSTAKA

Serious game

Orangtua dan pengajar selalu memberi nilai buruk tentang game dikarenakan adanya stigma yang mengatakan jika bermain game merupakan hal yang tidak berguna dan hanya membuang-buang waktu saja. Namun para orang tua dan pengajar tersebut tidak mengetahui jika game dapat memberi efek positif dalam proses belajar mengajar. Tentunya tidak sembarang game yang dapat memberi efek positif ini. Hanya game yang termasuk golongan *serious game* yang mampu melakukannya. *Serious game* sendiri merupakan suatu game yang tidak hanya untuk kepentingan hiburan aja tetapi juga untuk kepentingan pendidikan yang dapat mengembangkan beberapa ketrampilan dan kemampuan. Hal ini terkait dengan tujuan utama *serious game* yaitu adanya kesenangan bermain yang sifatnya menghibur namun sekaligus dapat melatih pemain secara bersamaan untuk meningkatkan kemampuannya dalam hal tertentu. Menurut PJMST Backlund dalam tulisan Bibphasuwan dkk [4] selain juga oleh Furuchi dkk [5] dan Toma dkk [6], *serious game* diklasifikasikan menjadi beberapa tipe, yaitu:

1. Game edukasi

Game edukasi merupakan suatu game yang mempunyai tujuan untuk membantu manusia dalam mempelajari subyek tertentu dan memungkinkan pemain untuk meningkatkan ketrampilan praktik. Selain itu, game edukasi juga secara interaktif mengajar tentang tujuan, pemecahan masalah, cara berinteraksi dan beradaptasi.

2. Game militer

Game ini merupakan game yang digunakan untuk pelatihan militer. Game militer ini berfungsi untuk meningkatkan ketrampilan yang berguna dalam keadaan perang.

3. Game pemerintah

Game ini bertujuan untuk melatih dan melakukan simulasi untuk pemerintahan dari tingkat terendah sampai pada tingkat nasional, yang memberikan gambaran situasi penanganan serangan teroris, wabah penyakit, perencanaan kota dan pemadam kebakaran.

Serious game mempunyai beberapa keuntungan yang didapatkan antara lain pengembangan ketrampilan dalam memperbaiki tata ruang, keterampilan strategis dan wawasa. Selain itu, melalui *Serious game* dapat juga dilakukan pelatihan keterampilan psikomotorik, pelatihan selektif visual, selfmonitoring, pemecahan masalah, keputusan pembuatan, baik jangka pendek dan memori jangka panjang dan berbagai pengambilan keputusan. Di sisi lain, *serious game* juga memungkinkan pengguna untuk mendapatkan pengalaman situasi yang tidak mungkin di peroleh di dunia nyata sehingga *serious game* ini juga akan menghemat biaya dan waktu, serta untuk keselamatan.

Language game software

Wibisono dan Yulianto [1, hal. 38] menjelaskan adanya beberapa syarat yang perlu dipenuhi oleh sebuah *game*, yaitu (1) isi *game* harus bersifat mendidik bagi penggunanya, (2) *game* harus dapat membuat pengguna menjadi berfikir dan terdidik dengan adanya *game* tersebut, (3) iringan musik yang ada dalam *game* dapat membuat pengguna menjadi terangsang untuk berfikir dan dapat menerima permainan yang dimainkan, (4) tampilan pada *game* dapat menarik pengguna untuk memainkan *game* tersebut, dan (5) pertanyaan yang terdapat setelah bermain *game* mempunyai pilihan jawaban yang membuat si pemain berfikir dan bersabar untuk menggunakan suatu strategi dan ketelitian tertentu dalam menghadapi masalah yang diciptakan dalam *game* itu.

Menurut J. Von Neuman dan O. Morgenstern *game* memiliki arti permainan atau pertandingan dalam Bahasa Inggris [1]. Dengan kata lain, sebuah permainan perlu terdiri atas sekumpulan peraturan yang membangun situasi-situasi bersaing dari dua sampai beberapa orang atau kelompok dengan memilih strategi yang dibangun untuk memaksimalkan kemenangan sendiri atau pun meminimalkan kemenangan lawan.

Peraturan-peraturan itu menentukan kemungkinan tindakan untuk setiap pemain, sehingga sejumlah keterangan diterima oleh pemain sebagai kemajuan bermain dan dapat diidentifikasi sejumlah kemenangan atau kekalahan dalam berbagai situasi. Oleh karena itu dalam menciptakan sebuah *game* ada peraturan atau instruksi yang diberikan kepada pengguna atau siswa untuk melakukan sebuah pilihan sehingga pada akhirnya memperbolehkan siswa itu berlanjut ke soal berikutnya

sampai ia akhirnya menemui baris *finish* dan memenangkan permainan itu karena telah menjawab semua soal yang diberikan padanya.

Dalam merancang pemrograman sebuah permainan diperlukan beberapa alat bantu dalam bentuk perangkat lunak. Diantaranya adalah Unity 3D dan Visual Studio. Berikut adalah ulasan tentang perangkat lunak yang dimaksud.

Unity 3D

Unity adalah salah satu *game engine* yang cukup populer dikalangan pengembang permainan. Sekitar 34% dari 1000 permainan gratis terpopuler dibuat menggunakan Unity (<https://unity3d.com/public-relations>). Perangkat lunak ini banyak diminati karena dapat mendukung banyak platform, diantaranya PC (windows, Mac, Linux), Android, IOS, Windows Phone, bahkan game semua konsol game [7].

Selain itu, Unity juga mendukung dua bahasa pemrograman yaitu Java Script dan C#. Bahasa pemrograman ini adalah bahasa yang sering digunakan oleh programmer, yaitu sebutan untuk seseorang yang membuat program. Dalam penulisan bahasa program, Unity memiliki dua perangkat lunak bawaan, yaitu Monodevelop dan Visual Studio.

Visual studio

Visual Studio adalah salah satu perangkat lunak yang digunakan untuk membantu menuliskan bahasa pemrograman. Perangkat lunak produk dari Microsoft ini merupakan salah satu perangkat lunak bawaan yang dapat terintegrasi dengan Unity 3D.

Perangkat lunak ini membantu programmer dengan memberi perkiraan sintak yang akan ditulis, serta memberikan keterangan singkat tentang sintak yang ditulis. Selain itu, kesalahan kecil seperti kesalahan tanda baca, salah ketik, dan kesalahan variabel akan diberi peringatan oleh perangkat lunak ini sehingga dapat meminimalisir terjadinya *error* pada bahasa program.

Bahasa pemrograman

Pemrograman adalah kegiatan dimana seseorang menuliskan perintah-perintah dalam bahasa pemrograman yang dimengerti oleh

komputer, untuk melakukan perintah-perintah tertentu [8]. Bahasa pemrograman adalah tulisan perintah dalam bahasa tertentu yang dapat dimengerti oleh perangkat digital. Bahasa tersebut berbentuk teks yang kemudian dapat diolah dan dijalankan oleh perangkat berbasis digital.

Bahasa yang digunakan dalam perencanaan aplikasi *Tommy & Pokina Language Game Software* adalah C#. Anders Hejlsberg adalah Chief Architect dalam pembuatan C#. Kemampuan dan fleksibilitas yang ada pada bahasa C/C++ serta kemudahan dan produktifitas yang ada pada Visual Basic (VB) dijanjikan untuk dapat digunakan dengan baik di dalam bahasa C# [9] karena bahasa C# adalah penyempurnaan bahasa pemrograman dari bahasa C/C++ dan VB.

Selain perangkat lunak, juga dibutuhkan perangkat keras untuk membuat *game software*. Perangkat keras yang dibutuhkan adalah sebuah unit laptop. Perangkat ini digunakan dalam proses perancangan dan pembuatan aplikasi game ini dengan meng-*install* perangkat lunak-perangkat lunak yang dibutuhkan untuk pengujian aplikasi game ini.

TOEFL

Tim penulis adalah gabungan peneliti dari bidang ilmu Bahasa Inggris dan *Game Technology*. Sebagai peneliti sekaligus pendidik, penulis melihat bahwa fasilitas komputer di sekolah dapat dimanfaatkan untuk mendidik para siswa dan tidak hanya sebagai fasilitas untuk mengetik tugas saja. Oleh karena itu, penulis melihat urgensinya perancangan sebuah *game* edukasi yang dapat meningkatkan ketrampilan Bahasa Inggris siswa. *Game* edukasi Bahasa Inggris dirasa perlu untuk dirancang mengingat waktu belajar Bahasa Inggris di sekolah SD yang tadinya mendapatkan porsi 360 jam pada kurikulum 2013 telah ditiadakan, sehingga siswa kelas SMP memerlukan latihan-latihan tambahan Bahasa Inggris yang mendukung agar waktu 480 jam yang disiapkan untuk mereka menjadi lebih efektif [10, hal. 39-40].

Dikarenakan keahlian guru untuk menstransfer informasi seyogyanya tidak hanya diandalkan dari dirinya sendiri, maka menurut penulis, keberadaan teknologi digital seperti perangkat komputer yang telah tersedia di beberapa laboratorium sekolah perlu dimanfaatkan secara maksimal. Hal ini didukung oleh Wibisono dan Yulianto [1, hal. 38] yang

berkeyakinan bahwa “siswa kebanyakan tidak memperhatikan pelajaran yang telah disampaikan oleh gurunya”. Hal inilah yang melatar belakangi pembuatan *game* edukasi berupa aplikasi *game software* berbasis PC yang menggunakan soal seperti TOEFL (*Test of English as a Foreign Language*).

Soal latihan TOEFL yang biasanya terjual di masyarakat Indonesia seringkali hanyalah latihan-latihan yang berhubungan dengan *listening* dan *reading*. Untuk *reading* biasanya ada tes untuk mengetahui kemampuan *vocabulary*-nya. Jika buku latihan TOEFL yang dijual di pasaran mengadopsi cara yang lama, maka TOEFL itu akan ada soal khusus tentang *structure*. Bentuk soal yang ditampilkan biasanya berupa *multiple-choice*, yaitu soal-soal yang meminta peserta menentukan pilihan dari yang jawaban pilihan ganda yang diberikan. Namun sebagai perbandingan, buku-buku latihan TOEFL yang menantang siswa untuk melakukan tes *writing* dan menjawab pertanyaan dengan cara merekam suara sendiri untuk soal *speaking* belum banyak dijual di pasaran. Kalaupun ada, biasanya hanya ada di dalam buku IBT (*integrated-based TOEFL*).

Semenjak tahun 2005, IBT dikenal sebagai tes TOEFL yang telah dirancang untuk menggantikan CBT (*computer-based TOEFL*) yang sudah tidak diproduksi sejak September 2006. Sedangkan PBT (*paper-based TOEFL*) yang bergantung pada soal dan lembar jawaban di kertas, masih banyak beredar di negara-negara yang mempunyai kendala dengan internet. PBT ini masih banyak pengikutnya karena hasil ujian yang diberikan berlaku untuk dua tahun. Soal PBT terdiri dari soal *Listening* untuk 30-40 menit, *Structure* dan *Written Expression* selama 25 menit dan *Reading Comprehension* selama 55 menit dan *Writing* untuk 30 menit [11]. Sedangkan IBT mempunyai soal *Reading* 60-80 menit, *Listening* 60-90 menit, *Speaking* 20 menit dan *Writing* 50 menit [12]. Komponen *Speaking* pada IBT ini menarik untuk dijadikan tujuan diciptakannya sebuah *game* edukasi karena dipercaya bahwa siswa akhirnya dapat menggunakan bahasa Inggris secara aktif dalam percakapan dan tidak sekedar berusaha menjawab pertanyaan-pertanyaan dari soal-soal pilihan ganda. Hal ini sesuai dengan apa yang telah diutarakan oleh Tania Horak dan Diane Wall bahwa “students will learn

to communicate orally – not to learn a skill simply to do well on a test” [13].

Mengetahui bahwa belum ada program yang serupa IBT di pasaran untuk anak SMP, maka tim peneliti sengaja membuat sebuah inovasi *game* edukasi yang mengadopsi IBT itu. Perbedaan yang mencolok pada IBT dan inovasi yang dirancang oleh penulis adalah macam bahasan topik yang dipilih dan waktu yang diberikan untuk siswa, sehingga jam pelajaran Bahasa Inggris di sekolahnya dapat dibuat lebih efektif dengan memainkan *game* edukasi yang mengadopsi soal-soal latihan seperti TOEFL.

Perancangan game edukasi yang mengadopsi TOEFL

Penulis merancang sebuah produk *game* edukasi yang dinamakan *Tommy & Pokina English Language Game Software* dengan tujuan agar siswa SMP dapat belajar Bahasa Inggris dengan lebih optimal melalui sebuah permainan yang edukatif. Game yang dirancang mengakomodasi bentuk soal TOEFL yang mengukur ketrampilan Bahasa Inggris yang dimulai dari mendengarkan suatu topik tertentu, kemudian membaca suatu topik sambil mengasah pemahaman kosa kata, ke pemakaian tata bahasa yang akurat pada kalimat-kalimat yang dipakai dalam tes tertulis dan tes berbicara. Ketrampilan tersebut saling berkaitan, oleh karenanya siswa harus mampu mengintegrasikan keempat macam ketrampilan Bahasa Inggris itu untuk dapat menjawab soal-soal yang diujikan itu.

Soal latihan TOEFL yang biasa dipasarkan di Indonesia memanfaatkan bentuk PBT sehingga latihan-latihan yang seringkali diketahui oleh para pendidik maupun siswa Bahasa Inggris tidak sampai menyentuh soal *speaking* [11]. Untuk soal *writing*-pun jarang diberikan dikarenakan sistim penilaian lebih rumit dibandingkan soal *listening* dan *reading* yang dapat mengandalkan soal multiple choice dan jawabannya sudah ada rumusannya.

Soal TOEFL *speaking* pernah diberikan oleh pihak ETS, yang adalah penyelenggara resmi TOEFL, dalam test IBT dan CBT. Namun kedua macam test ini tidak banyak didapati di pasaran. Selain biaya penyelenggaraan CBT cukup mahal dan tidak mudah dilaksanakan karena harus terhubung dengan ETS pusat pada saat tes *speaking*, maka tes

model seperti ini sudah tidak diadakan. Sedangkan IBT ([12] yang mengandalkan peserta tes yang mempunyai konsentrasi tinggi karena soal dari *listening*, *reading*, *writing* dan *speaking* yang berlangsung selama 3 jam tes itu sifatnya terintegrasi. Dengan kata lain, untuk dapat mengerjakan soal yang terakhir, siswa harus dapat mengerjakan soal-soal yang sebelumnya dulu. Jika siswa tidak paham dengan apa yang sebelumnya telah didengar dan dibaca, maka soal *writing* dan *speaking* yang mempertanyakan beberapa topik yang telah diketahui dari latihan *listening* dan *reading* akan mengalami kendala untuk

TOEFL adalah tes yang biasa dipakai untuk menyeleksi siswa agar dapat masuk ke sebuah Pendidikan Tinggi dengan cara melihat kemampuan Bahasa Inggrisnya melalui minimal empat macam ketrampilan. *Tommy & Pokina English Language Game Software* yang diciptakan untuk siswa SMP bertujuan agar siswa Indonesia pada khususnya mempunyai pengalaman awal untuk mengerjakan tes itu dalam suasana yang menyenangkan karena dibuat bagaikan sebuah permainan. Berbeda dengan TOEFL yang biasa disiapkan, yaitu yang berdurasi selama kurang lebih 3 jam, *software game* edukasi yang diciptakan penulis ini hanya berdurasi 45 menit supaya sisa waktu 15 menit dalam 1 jam pelajaran Bahasa Inggris dapat dialokasikan oleh para guru SMP untuk mempersiapkan perangkat PC masing-masing siswa dengan meng-*install game software*-nya. Mempertimbangkan bahwa siswa SMP masih senang bermain, maka agar siswa merasa senang, soal yang diberikan dibuat semenarik mungkin.



Gambar 1. Flowchart Permainan

Cara menarik perhatian siswa, antara lain adalah untuk soal *listening*-nya, para tokoh digital animasinya yaitu *Tommy & Pokina* telah ditampilkan dalam bentuk karakter kartun yang dapat bergerak dengan lucu. Karakter itu dapat berbicara dalam Bahasa Inggris dengan kosa kata yang telah terukur dengan kemampuan kosa kata yang mampu dimengerti oleh para siswa SMP. Dengan demikian, rasa bosan untuk mempelajari Bahasa Inggris secara klasik di kelas dimana siswa hanya mendengarkan keterangan guru dan berlatih tanpa adanya visualisasi dan suara music dapat dihindari. Dengan karakter kartun yang dianimasikan dan adanya latihan pilihan ganda yang menarik di depan layar PC masing-masing, para siswa SMP akan merasa tertantang terus untuk mempelajari Bahasa Inggris dengan cara yang menyenangkan seperti yang disuguhkan oleh *software game* yang edukatif ini.

Selain sarana pembelajaran bagi siswa, *software game* ini juga memberi kesempatan untuk para guru menilai kemampuan siswanya dengan fasilitas laporan (*report*) pada akhir program yang hanya dapat di akses oleh admin *game* dan guru Bahasa Inggris kelas itu. Dengan dilindungi oleh mekanisme kata sandi, fasilitas laporan dapat menampilkan hasil penilaian siswa berdasarkan jawaban yang telah diberikan oleh siswa. Hasil jawaban siswa langsung tersimpan dalam bentuk *soft file*. Khususnya untuk *speaking* ada file suara rekaman tersendiri, sehingga dapat memudahkan guru untuk menilai hasil masing-masing siswa yang mengerjakannya pada PC yang berbeda.

Bahan cerita yang digunakan dalam *software game* edukasi yang mengadopsi soal TOEFL ini berasal dari hasil penelitian yang menjadi dasar dari buku cerita bergambar *Poki si sawi Koki* dan *Tomi si Aktor Tomat* [14] yang diterbitkan oleh PT Gramedia. Penulis utamanya adalah pencipta utama dari *game* edukasi ini juga. Serupa dengan bukunya, materi yang didapati pada soal *listening* dan *reading* dapat membuat siswa mengetahui macam vitamin dan zat yang terkandung dalam sayuran sawi maupun tomat. Jika dalam buku, kosa kata yang dipakai adalah untuk konsumsi anak berumur 5-8 tahun, untuk *game* edukasi ini, kosa kata yang dipakai sedikit lebih kompleks, yaitu yang berkisaran 1000 kosa kata Bahasa Inggris.

Inti cerita dari buku cerita bergambar itu telah divisualisasikan dan ditampilkan dalam bentuk digital animasi guna melengkapi latihan *listening*. Jadi, siswa disuasionakan untuk melihat dan mendengarkan cerita untuk kemudian dapat menjawab soal-soal pilihan ganda. Latihan berikutnya adalah bacaan yang memberi info lebih rinci tentang karakter kartun sayur yang mempunyai kandungan gizi yang dapat menyehatkan siswa. Dibandingkan buku cerita bergambar, bacaan yang tampil pada latihan *reading* ini lebih panjang dengan memanfaatkan kosa kata yang lebih kompleks karena ditujukan pada siswa yang bukan di SD melainkan untuk siswa yang berumur sekitar 13-15 tahun yang sedang mengikuti pelajaran kelas 8 di SMP. Target *game* adalah siswa kelas 8 karena siswa yang berada di kelompok kelas ini dinilai sudah menguasai kosa kata serta tata bahasa Inggris yang memadai dibandingkan yang di kelas 7 sehingga mampu untuk mengerjakan soal-soal TOEFL.

Proses apa saja yang dilalui penulis dalam merancang *game* edukasi ini? Berikut adalah diskusi yang lebih rinci untuk memperlihatkan sistem informasi yang dilakukan demi menciptakan sebuah *game* teknologi yang edukatif ini.

Proses Pembuatan *Game Software*

Seperti layaknya pembuatan sebuah *game software* lainnya, *Tommy & Pokina English Language Game Software* dibuat dengan melakukan empat proses utama, yaitu melakukan (1) perencanaan (menentukan tujuan dan sasaran, membuat storyboard, membuat flowchart jalannya aplikasi); (2) persiapan (membuat asset dan mencari referensi yang mendukung pembuatan sebuah *software game*); (3) percobaan (melakukan uji coba); dan (4) implementasi. Masing-masing proses dijelaskan sebagai berikut:

Perancangan

Menentukan tujuan

Perancangan diawali dengan menentukan tujuan. Menentukan tujuan dibutuhkan untuk mengetahui rencana hasil akhir pembuatan aplikasi, dalam hal ini adalah melatih anak-anak setingkat SMP kelas 8 untuk belajar TOEFL. Selain itu, tujuan juga sebagai batasan dalam

pembuatan aplikasi, sehingga proses pembuatan tidak meluas dan lebih efisien.

Tujuan diciptakannya *game* yang mengadopsi soal TOEFL ini adalah agar anak Indonesia sudah sejak dini diperkenalkan ke soal-soal TOEFL yang sifatnya meningkatkan ketrampilan siswa untuk belajar Bahasa Inggris dengan serius tapi sekaligus menyenangkan. Kelebihan dari produk *game* adalah adanya tes *Writing* dan *Speaking*, yang jarang dilatih di sekolah karena keterbatasannya waktu.

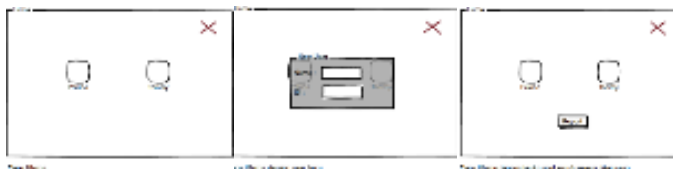
Sasaran merupakan salah satu tolak ukur untuk menentukan sebuah tampilan dan fungsinya. Contohnya umur, tampilan visual dan fungsi aplikasi kalkulator untuk anak-anak akan berbeda dengan kalkulator untuk orang dewasa. Walaupun berfungsi sebagai alat bantu menghitung, kalkulator untuk orang dewasa akan terlihat lebih monoton, dan memiliki fungsi operasi yang lebih banyak dan rumit jika dibandingkan dengan yang untuk anak-anak. Serupa dengan kalkulator, maka pembuatan *software game* ini juga memperhitungkan kelompok umur siswa yang dijadikan target sebagai penggunaanya. Oleh karena targetnya adalah anak kelas 8, maka cerita yang diberikan dalam *listening* dan *reading* dibuat menarik untuk kelompok umur itu. Soal *writing* dan *speaking* pun dibuat yang mudah, yaitu untuk *writing* tinggal menulis instruksi untuk memasak menu yang resepnya dapat dilihat selama menulis *writing*. Untuk *speaking*, siswa diminta untuk mendeskripsikan secara oral tentang warna dan bentuk fisik karakter kartun sayur yang dijadikan soal dalam *game software*.

Selain umur, sasaran juga dibagi menjadi dua kelompok jenis kelamin yaitu laki-laki dan perempuan. Sehingga perlu adanya opsi untuk mewakili masing-masing kelompok. Opsi yang dapat diberikan adalah dengan membuat dua karakter yang mewakili masing-masing kelompok. Kelompok jenis kelamin laki-laki diwakili oleh karakter Tommy yang digambarkan sebagai seorang laki-laki berbentuk tomat, yang juga bekerja sebagai seorang aktor terkenal. Kelompok jenis kelamin perempuan diwakili oleh Pokina yang digambarkan sebagai seorang perempuan berbentuk sawi, yang bekerja sebagai seorang koki.

Membuat storyboard

Storyboard memiliki definisi sebagai sebuah media sketsa gambar yang disusun secara urut dan bersambung sesuai dengan alur cerita. Pembuatan storyboard harus berdasarkan dengan tujuan dan sasaran. Karena sasaran pengguna adalah siswa kelas 8, maka tampilan antarmuka dibuat sedemikian rupa untuk mudah dimengerti. Untuk membuat tampilan lebih menarung untuk para siswa, permainan menggunakan tema kartun animasi. Hal ini juga bertujuan agar pengguna lebih nyaman dalam menjalankan aplikasi ini.

Selain itu, *storyboard* juga menjadi panduan untuk pembuatan aplikasi baik *flowchart* pemrograman, tataletak tombol, tema, bahkan latar belakang musik yang akan digunakan. Sehingga penggambaran *storyboard* harus dilakukan dengan sangat rinci.



Gambar 2. Storyboard Perancangan Letak Asset pada Game di Tampilan Menu Utama

Dengan adanya sketsa gambar dari *storyboard* maka dapat diperkirakan asset apa saja yang dibutuhkan dalam aplikasi. Di bawah ini adalah contoh *storyboard* untuk menu utama *game software* Tommy & Pokina (lihat gambar 2).

Pada gambar tersebut terlihat visualisasi sederhana mengenai tampilan halaman menu dalam kondisi-kondisi yang berbeda beserta keterangan di bagian bawah yang memberi diskripsi tentang tampilan tersebut. Hal ini dimaksudkan agar semua kemungkinan yang akan terjadi dapat digambarkan dan kemudian dijadikan sebagai landasan pembuatan *game*. Pada gambar di atas terlihat tampilan yang dibuat sederhana, untuk membuat pengguna mudah mengerti dengan jalannya aplikasi ini.

Membuat flowchart jalannya aplikasi

Flowchart adalah visualisasi urutan jalannya suatu proses. Di dalam sebuah aplikasi terdiri dari beberapa proses. Di dalam proses terdapat tahapan-tahapan yang harus berurutan, termasuk aturan-aturan yang harus dilakukan. Pembuatan *flowchart* ditujukan merancang urutan proses dalam pemrograman yang akan dibuat beserta aturan-aturan yang digunakan seperti batasan waktu yang ada pada *Toefl test* sesungguhnya. Hal ini juga dimaksudkan untuk dapat mendeteksi kemungkinan adanya proses yang tidak diinginkan.

Selain itu *flowchart* dipakai sebagai acuan dalam pembuatan sebuah program aplikasi, karena di dalamnya terdapat visualisasi alur program yang akan dibuat. Dari pembuatan *flowchart* dapat dilihat referensi fungsi program apa saja yang dibutuhkan dalam proses. Hal tersebut dapat meningkatkan efisiensi dalam pembuatan aplikasi.

Gambar 3 menunjukkan alur *flowchart* untuk halaman menu utama. Pada proses pertama program akan melihat apakah sudah ada data pengguna atau belum. Jika belum akan muncul canvas sederhana berisi form nama dan ID. Baru kemudian menampilkan halaman utama yang berisi pilihan menu karakter Tommy dan Pokina. Jika data pengguna sudah ada, maka akan langsung menampilkan halaman utama. Lalu program akan melihat apakah semua materi (*listening, reading, writing, dan speaking*) dari salah satu karakter sudah memiliki nilai yang disimpan atau belum.



Gambar 3. Flowchart Menu utama

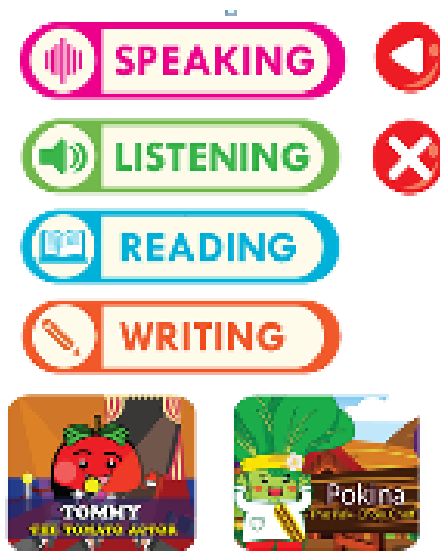
Jika terpenuhi, maka tombol untuk membuka halaman laporan akan dimunculkan, tapi jika tidak, tidak terjadi apa-apa. Dengan demikian jalannya alur program pada menu utama dapat digambarkan dengan adanya *flowchart* tersebut. Sehingga peneliti memiliki batasan fungsi saat proses pembuatan aplikasi dilakukan.

Persiapan

Membuat aset

Aset adalah bahan atau material yang dibutuhkan di dalam aplikasi, seperti gambar, latar belakang gambar, latar belakang musik, video, bentuk tulisan, dll. Pembuatan aset disesuaikan menurut tema, sasaran dan tujuan, agar pengguna merasa nyaman dalam berinteraksi dengan *interface* yang ada di dalam aplikasi.

Pembuatan aset dilakukan berdasarkan tampilan dan keterangan yang ada pada *storyboard*. Ini dimaksudkan agar aset-aset yang dihasilkan memiliki keselarasan, baik gambar dan musik.



Gambar 4. Desain Asset Button pada aplikasi

Pembuatan aset seperti terlihat pada Gambar 4, telah mengambil tema kartun, sesuai dengan tema buku yang menjadi cerita dalam

aplikasi. Selain itu, desain-desain yang sederhana disekitarnya yaitu adanya tulisan *listening*, *reading*, *writing*, *speaking*, yang berwarna-warni memudahkan pengguna untuk memilih melakukan soal yang mana dalam menjalankan aplikasi.

Mencari referensi yang diperlukan

Referensi digunakan sebagai landasan teori saat melakukan percobaan. Referensi yang dimaksud di sini adalah referensi dalam pembuatan aplikasi ini, baik fungsi pemrograman, cara mengimplementasikan fungsi, memberikan efek-efek, dan lain-lain. Pengumpulan referensi disesuaikan dengan kepentingan tim peneliti dalam membuat *software*. Dalam hal ini, peneliti telah mencari dan membaca buku dan artikel dari jurnal dan internet, selain melihat video-video tutorial yang membuat peneliti menjadi tahu tentang bahasa pemrograman.

Pengumpulan referensi dilakukan mengacu pada *storyboard* dan *flowchart* yang telah dibuat. Sehingga pencarian referensi tidak meluas dan tidak tepat sasaran. Hal ini dapat menambah efisiensi waktu yang digunakan dalam mengumpulkan referensi.

Untuk *software game* yang diciptakan ini, peneliti dihadapkan pada pemakaian *game engine* Unity 3D, yang bahasa pemrogramannya memakai C#. Unity 3D digunakan karena dapat digunakan secara gratis untuk alasan edukasi, sehingga peneliti dapat mengeksplorasi *software* ini dengan bebas. Kemudian dari pengumpulan referensi yang dilakukan, pada umumnya didapatkan fungsi-fungsi yang menggunakan bahasa pemrograman C#, sehingga diputuskan untuk menggunakan bahasa pemrograman tersebut, walaupun Unity 3D mendukung bahasa dua jenis pemrograman yaitu C# dan JavaScript.

Percobaan

Melakukan percobaan

Dari referensi-referensi yang telah didapat, aplikasi *software game* ini dapat dibuat. Setiap referensi tentang cara pembuatan aplikasi harus melalui tahapan percobaan untuk mengetahui referensi tersebut sesuai dan dapat digunakan atau tidak. Kesesuaian referensi sangat

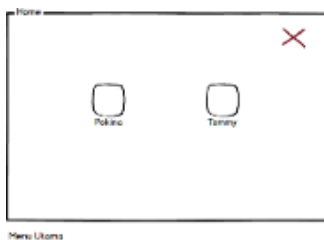
mempengaruhi kinerja aplikasi yang akan dibangun. Percobaan dilakukan terpisah dengan project utama, agar steril dan tidak merusak atau mengganggu project utama.

Terkadang ada beberapa referensi yang memiliki tujuan sama tetapi menggunakan cara yang berbeda. Contoh seperti fungsi “if” dan “switch case” yang sama-sama memeriksa kondisi tertentu untuk kemudian menjalankan perintah tertentu. Dalam contoh tersebut seberapa banyak kemungkinan kondisi yang terjadi menentukan penggunaan fungsi.

Di dalam tahap percobaan, untuk mengetahui alur program berjalan, penentuan referensi mana yang bisa digunakan dan cocok dengan aplikasi yang sedang di bangun menjadi proses yang penting untuk dilakukan. Karena akan meningkatkan kinerja perangkat yang digunakan dan lebih efisien.

Implementasi

Setelah mendapat aset, referensi dan pengetahuan yang cukup dari percobaan yang dilakukan, saatnya mengimplementasikannya pada *game engine*. Dengan menggunakan *game engine*, pembangunan aplikasi menjadi lebih mudah. *game engine* membantu memvisualisasikan aplikasi apa yang akan kita buat. Sehingga kita dapat melihat secara langsung hasil yang kita buat, baik pemrograman, suara, gambar visual, dan lain-lain.



Gambar 5. Tataletak *storyboard*

Tahapan implementasi adalah proses dimana aset gambar yang ada diberi *script* pemrograman, yang tataletaknya sesuai dengan *storyboard* (lihat Gambar 5) dan alur programnya sesuai dengan *flowchart*. Untuk

tataletak posisi tombol dan gambar latar belakang dapat di modifikasi sesuai kebbutuhan, sehingga lebih menarik bagi pengguna.



Gambar 6. Tampilan menu

Seperti terlihat di Gambar 6, tampilan ikon Tommy dan Pokina terlalu kecil pada *storyboard*, sehingga dilakukan modifikasi pada saat implementasi. Ikon Tommy dan Pokina dimodifikasi ukurannya dengan menambah ukuran ikon. Ini dimaksudkan untuk mengisi layar yang tampak kosong. Kesederhanaan tampilan ini karena aplikasi ini bertujuan agar mudah untuk dimengerti para siswa kelas 8, dengan hanya ada dua ikon dan tombol keluar. Dengan demikian pengguna akan lebih nyaman dengan tampilan antarmuka tersebut.

Main menu

Di bawah ini adalah tampilan dari menu utama *game software* yang telah diciptakan:



Gambar 7. Tampilan menu untuk pilih cerita



Gambar 8. Tampilan menu untuk login

Pada kedua gambar di atas ditunjukkan adanya menu untuk memilih cerita Pokina atau Tommy. Untuk memulai, pengguna harus *login* dengan mengisi nama dan nomor ID. Hal tersebut untuk

membedakan hasil jawaban dari setiap pengguna, karena hasil keluaran berupa file tersendiri berdasarkan nama dan id pengguna. Nantinya hasil nilai dapat dilihat oleh admin atau guru pendamping.

Formulir hanya akan muncul saat pengguna pertama kali masuk aplikasi dan ketika admin atau guru pendamping telah selesai dan mereset nilai. Sehingga dapat langsung digunakan oleh pengguna lain. Pada tampilan menu utama ada dua pilihan ikon Tommy dan Pokina untuk dua macam pilihan cerita yang berbeda, yang masing-masing pilihan akan menuju ke sub menu masing-masing.

Sub menu

Pada perancangan *flowchart* pada submenu didapatkan gambar nomer 9. Pada *flowchart* di atas terlihat urutan jalannya program pada jendela submenu. Pertama akan ditampilkan pilihan materi Toefl yang terdiri dari 4 materi, yaitu *listening*, *reading*, *writing* dan *speaking*. Kemudian dilakukan pemeriksaan pada jawaban masing-masing materi, jika materi sudah memiliki jawaban, maka pada samping ikon materi terdapat tanda centang, juga mencegah pengguna untuk mengerjakan soal pada materi tersebut lagi. Hal ini disesuaikan dengan TOEFL sebenarnya yang tidak memperbolehkan membuka kembali soal pada materi yang telah dikerjakan.



Gambar 9. *Flowchart Submenu*

Setelah jalannya program ditentukan dan dibuat script pemrogramannya, kemudian dikombinasikan dengan gambar. Di bawah ini adalah tampilan dari sub menu Pokina:



Gambar 10. Tampilan *Submenu Materi*



Gambar 11. Tampilan Menu Awal Kategori Soal Setelah Selesai Dikerjakan

Sub menu berisi empat materi dasar dalam TOEFL, masing-masing menu akan menuju pada soal yang berbeda. Gambar kedua menunjukkan bahwa materi *listening* sudah selesai dikerjakan, sehingga tidak dapat dikerjakan kembali.

Tampilan *interface* dibuat sangat sederhana agar pengguna tidak kesulitan dalam menjalankan aplikasi. Tombol kembali yang berupa tanda segitiga putih yang ada di dalam lingkaran merah digunakan untuk kembali ke menu utama.

Listening

Materi *listening* pada soal TOEFL yang biasanya hanya menggunakan suara dalam penyampaian cerita. Dalam aplikasi ini dimodifikasi dengan membuat inovasi yaitu dengan menggunakan film animasi pendek. Dengan demikian pemanfaatan perangkat media dapat dimaksimalkan. Selain itu inovasi ini juga dibuat agar pengguna yang masih tergolong anak-anak tertarik dan tidak merasa bosan dengan aplikasi ini.

Di dalam soal *listening* ada perintah untuk melihat sebuah film mengenai tokoh utama yaitu Pokina atau Tommy, dengan masing-masing mempunyai soal yang berbeda. Film animasi pendek ditayangkannya sebagai bahan materi *listening*. Berikut adalah tampilan menu *listening*. Gambar berikut adalah tampilan menu soal *listening* yang diarahkan untuk menjawab pertanyaan setelah menonton film animasi pendek:



Gambar 12. Tampilan Menu Soal Listening

Pada TOEFL yang sesungguhnya, diberikan waktu tertentu untuk menjawab pertanyaan begitu pula diberikan waktu dalam menjawab pertanyaan dalam aplikasi ini. Setelah menonton film pendek, pengguna diminta untuk mengerjakan beberapa soal dengan batasan waktu 30 detik per soal. Tipe soal dalam materi *listening* adalah pilihan ganda dengan empat pilihan jawaban. Dengan tanda panah ke kanan dan kiri untuk melanjutkan dan memundurkan soal, pengguna dapat melihat kembali soal sebelumnya, sebelum waktu yang ditentukan habis. Jika waktu habis, secara otomatis soal akan tertutup dan kembali ke sub menu, dan jawaban akan tersimpan. Jika waktu yang ditentukan belum habis, dan soal sudah selesai dikerjakan, maka tombol *finish* dapat langsung di klik untuk

menyimpan jawaban dan kembali ke sub menu tanpa menunggu waktu yang dipersiapkan itu habis.



Gambar 13. Tampilan Menu Soal *Listening* Setelah Melihat Film Animasi

Reading

Dalam materi *reading*, pada karakter Pokina, pengguna diberi soal dengan bacaan disampingnya. Bacaan yang ada di sebelah kiri soal dapat di-*scroll* ke atas dan bawah. Waktu yang diberikan adalah 10 menit. Dalam waktu tersebut, pengguna harus menjawab 10 pertanyaan pilihan ganda. Jika waktu yang diberikan habis, secara otomatis jawaban yang ada akan tersimpan, dan akan kembali ke sub menu. Gambar berikutnya adalah tampilan menu soal *reading*:



Gambar 14. Tampilan Menu Soal *Reading*

Writing

Berbeda dengan pertanyaan pada materi *listening* dan *reading*, dalam materi *writing* hanya ditam, pengguna diperintahkan untuk menulis maksimal 1000 karakter, mengenai bagaimana cara membuat es krim dengan menggunakan *pak-choy* atau sawi. Waktu yang diberikan untuk menulis adalah 15 menit. Jika waktu yang diberikan habis, maka jawaban akan disimpan dan kembali ke sub menu.

Tapi, jika pengguna sudah selesai menjawab sebelum waktu habis, maka cukup dengan menekan tombol *finish*, maka jawaban akan disimpan dan kembali ke sub menu.

Sebagai referensi jawaban, pengguna diberikan contoh resep cara membuat es krim dengan *pak-choy* atau sawi. Resep terdiri dari beberapa halaman yang disusun berurutan, dibagian kiri. Tampilan resep dapat ditarik keatas dan kebawah untuk dapat melihat resep selanjutnya sehingga memudahkan pengguna dalam membacanya.

Pembatasan pada jumlah karakter jawaban dikarenakan kelemahan program yang hanya dapat menampung jawaban sebanyak 1000 karakter. Berikut adalah tampilan pada materi *writing*:



Gambar 15. Tampilan Menu Soal *Writing*

Speaking

Pada materi *speaking*, umumnya pada TOEFL tertulis melewati materi ini, karena keterbatasan untuk mendengarkan banyak peserta ujian dalam waktu bersamaan. Tetapi pada aplikasi ini digunakan perekam suara, sehingga admin atau guru pendamping dapat menilai dengan

mendengarkan suara rekaman tersebut. Sehingga penilaian dapat dilakukan tidak dalam waktu yang bersamaan. Dengan begitu, keterbatasan pada TOEFL untuk materi *speaking* dapat dihilangkan.

Pada materi ini pengguna diminta untuk melihat gambar karakter Pokina atau Tommy yang disusun dalam sebuah poster di bagian samping kiri. Setelah mengetahui apa yang harus dilakukan dengan membaca instruksinya, siswa kemudian diminta untuk merekam suaranya sendiri dengan menekan tanda *record* dan mendeskripsikan tentang apa yang terlihat pada gambar. Siswa diberi waktu 10 menit untuk merekam, waktu akan dimulai ketika pengguna sudah menekan tombol *record*. Perekam akan berhenti dengan sendirinya setelah 10 menit atau bila tombol *stop* telah ditekan.



Gambar 16. Tampilan Menu Soal *Speaking*

Hasil dari rekaman akan segera tersimpan di PC atau perangkat penyimpanan, dalam satu folder yang sama dengan hasil penyimpanan jawaban untuk tiga sesi yang lainnya, yaitu untuk soal *listening*, *reading* dan *writing*.

Report

Jika semua soal materi pada salah satu cerita sudah selesai dikerjakan, maka akan muncul tombol *report* pada menu utama. Untuk melihat nilai yang didapat, harus memasukkan kata sandi. Maka hanya admin atau guru yang boleh melihat hasil dari pengujian, seperti yang dapat dilihat pada gambar 17.



Gambar 17. Tampilan Menu *Report*



Gambar 18. Tampilan Menu Hasil *Report* Nilai

Fungsi *report* adalah untuk menampilkan jawaban akhir dari semua materi untuk menentukan jumlah jawaban yang benar. Khususnya untuk materi *speaking*, hasil rekaman pengguna akan tersimpan di dalam folder file dimana aplikasi ini berada. Tampilan halaman report dapat dilihat pada gambar 17. Sedangkan tampilan hasil nilai dapat dilihat pada gambar 18.

Untuk penggunaan secara masal dengan user yang harus bergantian dalam menggunakan perangkat, dapat dilakukan dengan cukup menekan tombol reset pada halaman *report*. Tombol reset akan menghapus semua data jawaban dari pengguna sebelumnya, tetapi juga sekaligus menyimpan hasil jawaban tersebut kedalam sebuah file, yang dapat diakses oleh admin atau guru. Dengan begitu pengguna selanjutnya dapat langsung menggunakan aplikasi ini dari awal tanpa mengganggu data nilai dari pengguna sebelumnya. Sehingga penilaian dapat dilakukan pada perangkat yang berbeda dan pada waktu yang berbeda juga dengan mengumpulkan keluaran data nilai dari aplikasi.



Gambar 19. Tampilan Dua Macam Menu *Report* Untuk Pokina Dan Tommy

Ada dua keluaran data nilai pada setiap hasil pengujian pengguna. Pertama adalah data teks yang dapat di akses menggunakan notepad. Data teks berisi hasil nilai pada materi *listening* dan *reading*, beserta nomor yang salah dan benar. Pada data tersebut juga berisi jawaban pada materi *writing*, yang merupakan jawaban esai, sehingga guru pendamping dapat menilau secara objektif.

Kemudian juga ada data suara dengan ekstensi *.wav* yang berisi jawaban dari materi *speaking*. Kedua data tersebut berada di dalam folder dimana aplikasi ini berada. Hasil dari setiap pengguna di pisahkan dalam folder sesuai data nama dan ID yang dimasukkan ketika memulai permainan.

KESIMPULAN

Tommy & Pokina English language game software ini merupakan *game* edukasi pembelajaran Bahasa Inggris yang diciptakan seperti TOEFL dan diperuntukkan bagi pelajar SMP kelas 8. Bentuk soal TOEFL yang dipilih memiliki empat kategori. Yang pertama, yaitu adanya film animasi digital untuk melengkapi latihan *listening*. Dengan kelompok umur sekitar 13-15 tahun, adanya visualisasi membuat siswa lebih mudah mengerjakan soal-soal pilihan ganda yang ditampilkan setelah *listening* tentang bagaimana mengkonsumsi sayuran terjadi.

Kategori kedua adalah *reading* dimana siswa lebih diperkaya tentang manfaat sayuran yang ditinjau dari kandungan vitamin, zat dan gizi yang ada. Hal ini dilanjut dengan kategori ketiga, yaitu *writing*

dimana siswa diminta memperhatikan menu yang mengolah sayuran yang dibahas di *listening* dan *reading* tadi, untuk kemudian siswa harus menuliskan apa yang perlu dilakukan jika mengolah sayuran itu sendiri.

Kategori terakhir adalah *speaking* dimana siswa diminta melihat sebuah poster yang menampilkan karakter kartun sayuran yang dipilih sehingga dapat merekam suaranya sendiri ke perangkat PC tentang ciri-ciri fisik dan warna dari kartun tersebut. Semua hasil jawaban siswa itu kemudian dikemas dalam sebuah report yang dapat dilihat oleh admin atau guru Bahasa Inggris sehingga mudah baginya untuk memberi evaluasi atas seberapa baik pengerjaan soal-soal dalam Bahasa Inggris yang mengadopsi TOEFL itu.

Kategori dan macam soal TOEFL yang tercipta untuk *Tommy & Pokina English language game software* seperti tersebutkan di atas belum pernah diciptakan oleh siapapun maka hasil ciptaan yang telah dibuat oleh tim peneliti dinilai sebagai suatu inovasi dalam dunia pendidikan.

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PERTANYAAN

1. Apa tujuan utama dari *serious game*?
2. Sebutkan langkah-langkah pembuatan *Tommy & Pokina English Language Game Software*!
3. Sebutkan langkah-langkah perencanaan dari *Tommy & Pokina English Language Game Software*!

4.3. INFORMATION SYSTEM FOR GAME TOEFL LIKE APP

(ALBERTUS DWIYOGA WIDIANTORO, EKAWATI
MARHAENNY DUKUT, & CECILIA TITIEK MURNIATI)¹⁵

INTRODUCTION

Information system is developed because of the large amount of data around us that must be managed properly. Currently, data is popping up everywhere. Consequently, information systems can be implemented everywhere, such as in desktop, laptop, smartphone, tablet, and others. Small and medium businesses and industries use information systems to integrate, simplify and optimize work. By utilizing information systems, the activities of a business can be seen and controlled quickly. The growth of information systems on many parts of everyday life every year will always increase because it as an important part of any business.

Games are generally fundamental to socio-cultural dynamics and important for the development of a civilization. This is closely related to the social development of cultures throughout the world where play is a global phenomenon. The game includes a variety of purposes. Real games can be found in digital games that are in accordance with competition, opportunities, and virtual simulation [1].

Most teachers have used computer games in teaching [2]. Students who have used computer games in teaching have a more positive attitude towards the use of educational computer games in the classroom than those who do not use games [3]. Using games in the process of language education is very enjoyable. Games and education combined can be an entertaining education. Students who use the game, get a positive attitude and can be more motivated [4].

Mobile games are application games that are played on wireless mobile devices (mobile phones) for communication. In mobile games, usually, there is a size capacity that is quite small and has a low resolution.

¹⁵ This article was presented in ICICOS, an International Conference in 30-31 October 2018. It will be processed to be published in a scopus proceeding, but because it is supporting the authors' research for Hibah PSNI, then it is included in this book

Yet, mobile games experience a rapid increase in production because they are supported by devices that are increasingly cheap and have high processing speeds.

The number of internet users in 2017 amounted to 54.68 percent or around 143.26 million of the total population of Indonesia which reached 262 million people. The level of mobile game production is currently so fast. According to the prediction of the Indonesian Creative Economy Agency, the value of the game market in Indonesia has increased very rapidly from year to year. In 2016, the Indonesian game market is estimated to have almost reached the US \$ 700 million (around Rp. 9.3 trillion).

Nowadays students are using technology well, so today's teachers must utilize technology and be more creative in delivering their material. The creative material must have multimedia elements so that students will be more easily like the material. One of the implementations of multimedia is games. In the game, there are sounds, moving images, and writing that attracts students to play. Games are proven to also have advantages and effectiveness in learning vocabulary in various ways [5].

Games bring fun to students, thus helping them learn and maintain new words more easily. Games usually involve friendly competition and they keep students interested. Vocabulary games bring real-world context into the classroom and enhances students' to use English in a flexible and communicative way. Games are very motivating as they give students new ideas and more opportunities to express their opinions and feelings. The ease of managing the results of a TOEFL game is necessary for a teacher to see the final results. The TOEFL game is built with an information system to help access the final results online that basis itself on a website. The website can be accessed through the internet technology that makes information in all languages easily. The same website link available can be accessed easily using a smartphone, which is readily carried by any student as well as teacher.

One of the most current English language test uses the Integrated-based TOEFL (IBT). This type test has listening, reading, writing and

speaking exercises that are integrated through a certain topic or theme. The component in IBT is interesting to be the purpose of creating an educational game because it is believed that students can finally use English actively in conversation and not just trying to answer questions passively from multiple choice questions. This is in accordance with Tania Horak and Diane Wall, who believe that "students will learn to communicate orally - not to learn skills simply to do well on a test" [7]. This article shares the researchers' innovation of a TOEFL-like Apps game, which is designed by adopting the IBT model, so students can not only practice their English passively but also actively through the writing and speaking activity, which follows after the listening and rading exercises.

The speaking component is not often used in TOEFL tests, thus the innovation is valuable, since using English by way of speaking needs to be introduced early [6]. This will help students to not experience difficulties in reading information, especially in English. Educational English games need to be designed so students can practice independently. This becomes the reason why the mobile application is used as a basis for students to repeat the English lesson material to maximize their understanding.

LITERATURE REVIEW

An Information System is a system that combines people's skills and information technology that makes, collects, processes, stores and distributes useful data. In this case, information technology (IT) includes the hardware, software and telecommunications networks.

Hardware refers to the physical computer equipment, such as computers, tablets, and components such as computer monitors or keyboards. Software refers to a program or series of programs that tells a computer to perform certain tasks. Telecommunication networks refer to a group of two or more computer systems connected together with communication equipments [8].

The integration of trusted information sources that have the most features that are appreciated by teachers, who also consider the

incorporation of systems into learning activities is regarded very useful [9]. Information system integration utilizes internet technology which is the most important vehicle for globalization. The internet really helps small entrepreneurs even make small businesses independent [10]. To do this businesses most often rely on an attractive website, which is designed to not raise questions for those who visit the website, but instead increases the company's popularity.

It cannot be denied that the internet is the backbone of a business. [11] because internet technology make all communication processes become faster and easier. TOEFL is an English language test used to find out the English language skills whose native language is not English. The TOEFL participants always practice exams before doing the real test [12]. Games can be included as learning objects in learning units based on community / collaborative learning strategies, and they can interact with the overall execution environment of the units during learning [13]. Thus, the creation of a TOEFL-like App game is a media that is expected to improve understanding of the TOEFL which help increase test scores. Taking into consideration that a test preparation is a procedure, which is carried out to increase test scores, by increasing test skills that are measurable, there are several test preparations procedures to do in the creation of the TOEFL-App game. They are taking practice tests, maximizing motivation, overcoming test anxiety, increasing alertness, and instructing test content [14].

The TOEFL-like App game was developed using Android-based technology. This was done, with the understanding that the android, which is an open source mobile operating system developed by Android Inc. and financially supported and then purchased by Google; is primarily designed for the comfort of individuals. Androids have touch screen devices available in the form of smartphones and tablets, currently developed under the Android Open Source Project (AOSP). Android is based on the Linux Kernel, and the application is written in Java [15].

Indonesia is listed as a country in Southeast Asia, with the most citizens using Android. The total is 41 million users or a 94% market share. While OS in Indonesia only used 2.8 million users or 6% · Android

controls the market because the OS is free so that the technology produced is very cheap.

The integration of games and information systems is used to find out the results of the test faster and more accurately, and also to help in documenting the data to be stored properly and easily accessible. The integration of game and TOEFL-like exercises in a mobile application, uses a web-based platform that uses a PHP programming language with a bootstrap framework. Bootstrap framework is used to simplify and accelerate the development of web-based applications because within the framework there are already templates that are easy to use. The responsiveness of the framework is easily seen on desktops and the smartphone mobile technology. In the application, an open source MySQL database is used to integrate the mobile-based application and web-based application to save the game database. In this way, the database that has been saved will be easily processed in any form according to the wishes of the examiner.

RESEARCH METHODOLOGY

The research procedure, of creating the Research information system game TOEFL-like are:

1. Design the information system data flow diagram of the game
2. Designing data flow and data delivery
3. Do the game design
4. Distribute a questionnaire to participants who agree to try out the game.
5. Analyze the data
6. Write a conclusion

Participants of the game tryout are 40 students in semester 1 of the 2017-2018 school year. The students come from the Faculty of Information Systems and from the Faculty of Language and Arts who are enrolled in the English Department.

The type of research is qualitative as it makes use of the questionnaire data to map out and describe how successful the system and

the quality of entertainment and English learning the students experience. Data source in the information system is obtained from the TOEFL-like application. These data include the student identity and test groups, which ranges from the listening, reading, writing, and speaking groups. In each group there are 15 field items.

RESULT

Program flow

Before performing the TOEFL-like game the application needs to be set first on the web server by entering the TOEFL-like test period. The testing period is used to classify test results so that data overlap does not occur. Students start the game by doing the exercise through the types of tests given, namely listening, reading, writing, and speaking. The flow of the program is seen in Figure 1 as follows. The first step of providing the game on the web is to have the questions and answer keys installed on the mobile application on the TOEFL-Like app. With this available, students who have finished playing the game can automatically send data to the server all of the students’ personal information and answers. The method used in sending the data is using a form made available to an HTTP server (POST) with the type IMultipartFormSection.

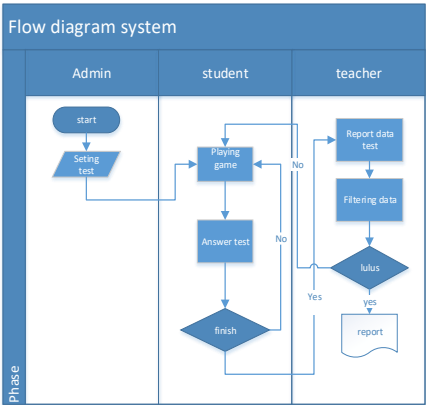


Figure 1. Flow Diagram

This function creates the UnityWebRequest and sets the target URL to the first string parameter. This also specifies the Content-Type header

of the UnityWebRequest becomes appropriately used for the data form specified in the IMultipartFormSection objects list. A Syntax WebRequest.Post (string url, List <IMultipartFormSection> form Sections) follows after. This function will attach the DownloadHandlerBuffer to UnityWebRequest. To the HLAPI function to call on each IMultipartFormSection provided alternately and format it into the RFC 2616 multipart standard form.

Finally, the formatted data form is stored in the standard UploadHandlerRaw object, which is then attached to the UnityWebRequest. The IMultipartFormSection object change will only be made after the UnityWebRequest.POST call is not reflected in the data sent to the server.

Design of the game

The TOEFL-like application starts with a multiple choice test in listening by use of viewing a short animated film, first. In the animation, the main character is in the form of a pakchoy and tomato vegetable. The choice of using animated movies as the multimedia for the listening exercise is used, in order that students can remember whatever they have learnt through their sense of sight and hearing. The characters are displayed in Figure 2. Here, students are offered to either do an IBT based on the character of Pokina the pakchoy chef, or Tommy the tomato actor.



Figure 2. Game Design

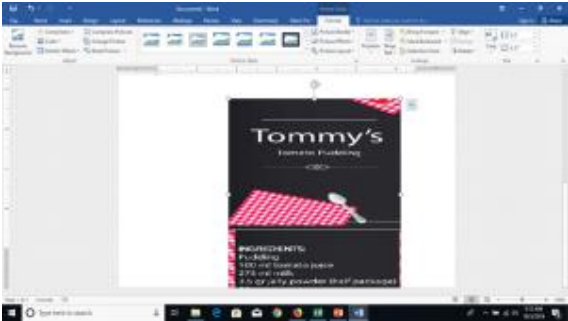
There are 15 listening questions with each question done in 30 seconds. In working on the questions, students can look back at the questions that have not been worked on within the time limit duration.

In the reading questions, the test questions are located below the reading passage. The design of the reading questions is shown Figure 3. The reading passage can be scrolled up or downwards before the student as game player decides to choose the right answer to the multiple choice questions given. There are 10 multiple choice questions that must be completed for 10 minutes in the reading section.



Figure 3. Reading Test Design

In the writing exercise, players of the game are given the recipe of the vegetable character. In Figure 4, the recipe is on how to make a tomato pudding. By using 20 minutes of the



time, students can reflect on what they have heard and seen through the film animation in the Listening exercise, and also try to remember what kinds of other information has been developed about the vegetable character received from the Reading passage used in the game. The

knowledge learnt is then used to write up what they can report with regards to the recipe shown. Thus, it is not just a matter of making a note about the recipe, but it also provides the opportunity for clever students to give their opinion about why the tomato pudding is important for consumption.

In the Speaking test material, users are asked to see a picture of the character of the Pokina or Tommy, that is arranged in a poster on the left side (see Figure 5). After knowing what to do by reading the instructions, students are asked to record their own voice by pressing the active speaker sign and describe what they are seeing. Students are given 10 minutes to record their voice in their own smartphones. In the game, it is systemized for the recorder to stop automatically after 10 minutes or when the stop button has been pressed. Recordings will be stored on the smartphone. It is stored in the same folder as the results of storing the answers for the other three sessions, namely for listening, reading and writing.



Figure 5. Speaking Design

To access the result of the game, a password needs to be filled in. Each student and teacher will immediately know the result for the

Listening and Reading section. The Writing and Speaking section, however, will depend on the teacher who will manually grade the students work.

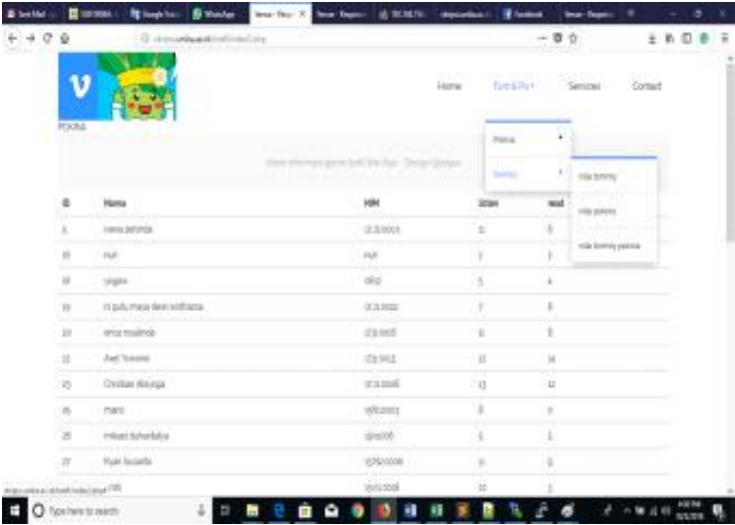


Figure 6. Tampilan Data di Sistem Informasi

The Questionnaire and Result

The game serves the purpose of the research to find out how effective is the Information System used in playing the game, in addition to how effective the game has in increasing students’ English skill. This article focuses mainly on the system. Out of the 20 questions given, there are 15 questions related to the appearance and ease of use of the game in table 1. All of the data is sent securely to the server, no data is lost in the sending process, the authenticity of the data can be accounted for, so data processing is performed properly. Users can submit their report to parties who need it easily and quickly.

I Questionnaire

No	Question
1	The color display in the game “TOEFL Like App Tommy and Pokina” is interesting.
2	This English game is more fun than just reading a textbook in the classroom.

3	The Tommy and Pokina characters are interesting.
4	Game buttons like "NEXT" and "STOP" are easy to understand.
5	TOEFL and App Android app games like App Tommy & Pokina can run well
6	English used in each TOEFL exercise Like games can be understood easily.
7	The language used in giving instructions for each exercise Listening, Reading, Writing, and Speaking are easy to understand.
8	The time given to play the game is enough to do the problem.
9	The time given to play the game is too much.
10	Learn English using TOEFL game app android Like App Tommy & Pokina more fun.
11	Learning in class traditionally is more fun than using the TOEFL android application game Like the Tommy & Pokina
12	Sounds on short animated films can be heard clearly.
13	The visual image display on the short animation can be seen clearly.
14	English learning media with the TOEFL android application Like the App Tommy & Pokina is the right way to learn without putting aside student play needs.
15	The search for the TOEFL android application game Like the App Tommy & Pokina with the keywords "TOEFL, App, Tommy" or "Pokina" makes it easy to find it so that it can be downloaded from Play Store media technology

The data processing of the answers for the 40 first semester students uses a simple statistical processing, ie. By using the average score of each question as data. The average yield of the data is changed into percentages.

The criteria in Table 2 indicates that values less than 3 indicate that the answer is less satisfactory or not good, and the values above 3 indicates a satisfactory or good answers.

The answers to the questions in table 1 above are grouped into 2, namely the ease of understanding the game (see questions number 1-8)and the ease of time usage in playing the game (see questions 9-15) Table 2 reflects the answers to questions 1-8. It shows in general thatthe use of the TOEFL- like application the game is interesting, easy to understand, has a

clear visualization, ease of operation, and use of good language. The result of the statistical analysis shows that the TOEFL-like application game has a very good probability value, because the score is above 50%.

Results of processing questions 1-8 (%)

Question	1	2	3	4	5	6	7	8
Criteria	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
<=3	24,5	42,1	35,2	50,8	45,6	47,3	43,8	43,8
>3	75,4	57,8	64,7	49,1	54,3	52,6	56,1	56,1

Meanwhile, question 9-12 (see Table 3) shows that the time for playing the game is too long, that there is no enthusiasm to learn to use the game model for English learning. This answer makes sense since the material is actually targeted for high school students, meanwhile the testers are university students. Yet, it is interesting to learn that many of the testers' answers to the questions do not receive a high grade. This may mean that the questions are actually difficult and make the students unenthusiastic in playing the game seriously, hence they feel that the time given is too long.

Results of processing questions 9-15 (%)

Question	9	10	11	12	13	14	15
Criteria	(%)	(%)	(%)	(%)	(%)	(%)	(%)
<=3	82,4	52,6	61,4	77,1	36,8	42,1	35,7
>=4	17,5	47,3	38,6	22,8	63,1	57,8	64,2

The result of the questionnaire also shows that the visual appearance is very interesting. It is one of the qualities of the game, which makes the players want to do the test. This answer is appropriate with the scholars suggestions that students really just want to play and not learn like being in a serious classroom.

Question 15 is mostly agreed by the questionnaire takers because the TOEFL-app like the game is part of how to learn English in addition to

learning in class. The TOEFL-like game search App in play store is very easy in search and installation.

CONCLUSION

The TOEFL-Like App game is generally accepted by users where the game has the ease of operation, use good and comprehensible language, has an attractive design, ease of installation, and ease of search.

The system built is found to be supportive because the TOEFL-Like App Game has a system that eases the sending of the data to the server quickly by managing the data and display of the results well.

Although the TOEFL-Like App is easy to use and attractive in its design, answers found from the questionnaire given to students who agree to try out the game feel that the game takes too much time. This length of time has decreased their enthusiasm for playing the game. As a game that is considered serious educative, however, this finding is regarded a strength. This is because serious games are made for learning and not just for entertainment.

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QUESTIONS

1. As learners, what kind of serious games have you used? What do you like and dislike about it? Do they help you learn a subject matter?
2. What are the challenges of designing a game to learn a subject matter?
3. What are the characteristics of a good game for classroom use?
4. For what reason was the questionnaire used for?
5. Do you agree that a game can be used to teach the English language? Why?

4.4. IN THE LOCAL GLOBAL INNOVATION OF AN INDONESIAN TOEFL-LIKE MOBILE APP GAME: A CULTURAL HYBRIDITY MODEL

EKAWATI MARHAENNY DUKUT¹⁶

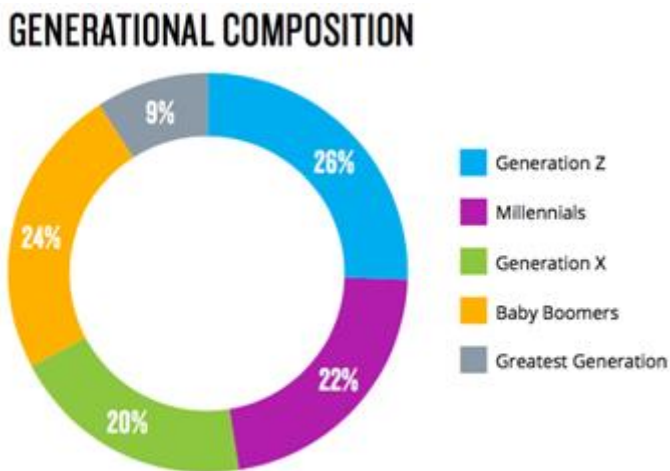
Abstract - Cultural hybridity exists when a local culture is made hybrid with a foreign culture. The result of the hybrid culture is usually not clearly demarcated that it becomes uncertain of which culture is originally influencing which culture. In Indonesia, the door to globalization is when an Indonesian product is accepted globally by fulfilling some U.S. characteristics. Therefore, to ensure the popularity of a product, there is a need of inserting both local and global scenes. This article discusses a TOEFL-like game software, which based itself on a mobile application for its platform, thus the game is downloadable from Google Playstore. The choice of creating the game for a mobile application is based on the Generation Z's characteristic, who are digital savvy. In the TOEFL-like game, an animation is created for the Listening section, which takes in some forms of Javanese culture that are made hybrid with some American ones. By using a Technology Accepted Model (TAM) questionnaire, test-takers of the product who are students from Indonesia and Japan have, therefore, reported that the TOEFL-like mobile application game software is considered useful and beneficial in raising their English competence. With the cultural hybridity of eastern and western culture, the game has proven itself as an innovative model for learning about the English language in a fun and creative way.

Keywords: *cultural hybridity, digital media, Google Playstore mobile application, local-global innovation, popular culture*

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INTRODUCTION

The Generation Z (Gen-Z) in Indonesia are claimed as those born in between the years 2000-2010 (Putri, 2016). The Gen-Z according to the 2017 Nielsen Total Audience Report from the U.S. is, however, born within the years of 1997-2010. The report shows that the Gen-Z makes up as the largest population after the millennials with the percentages like shown in Figure 1 (Sterling, 2017):



Source: Nielsen Total Audience Report (Q1 2017)

Figure 1. *A general composition of today's generations*

As a generation who by the year of 2018 ranges from 8 to 21 years old, means that they are currently having an education in primary school and up to a tertiary level of education. Acknowledging the Gen-Z as being the “click’n’go kids, the i-gen, or digital integrators, upagers, screenagers, and the global gen” as well as “double wrap generation” (Kompasiana, 2016) entails that the generation is characterized by the easiness of consuming ready-made packaged meals from fast food restaurants and also having a wide range of electronic gadgets as their main means of survival. If the previous Gen-Y or the Millennials had to be given lessons on how to make use of the computer or mobile phone to surf the internet to find information which is globally valid and reliable, the Gen-Z seem to have an inborn quality with gadgets that they are often labelled as Digital Natives or eBay babies. The Gen-Z as "information

curators" (Seemiller & Grace, 2016) often depend on their "Google Reflex" for the source of information (cited in Mohr & Mohr (2017, p. 86) and enjoy instant rewards but have a reduction to attention span (Breibur, 2017). The Gen-Z are also characterized as "loyal" to their friends, "thoughtful, compassionate, open-minded, responsible, entrepreneurial, excited," yet "not creative" and "fearful about the future" as they are "suffering from Fear of Missing Out (FOMO) anxiety" (Mohr & Mohr, 2017, p. 87). Having a "double-edged sword that has both positive and negative social consequences" (Zheng Yan, 2005) the internet according to the Gen-Z is overwhelming. For that reason, one of the effects of having FOMO anxiety is that, in education, the Gen-Z still needs an educator to help narrow resources for the completion of their coursework (Buchanan & Murray, 2018, p. 2).

Most electronic gadgets that the Gen-Z depend on are easily accessible around the globe. This is in line with the criteria of popular culture products which is eager to please consumers by providing ways to satisfy its consumers, through having itself easily accessible, yet constantly changing, in order to suit consumers' needs from all over the world. One of the gadgets, which never leaves the Gen-Z people's hands is the mobile phone. Once the gadget is equipped with an internet facility, it not only functions as a notepad and media for communication through email or social media such as the Whatsapp, Twitter, Instagram, and Facebook; it is also a gadget to save whatever information needs filing in the data storage facility. This explains why the Vision Critical announces that the Gen-Z are using 15.4 hours on the smartphone each week (Kleinshmit, 2015). The daily activity of surfing the web, making interactions with their social media friends, playing online games and listening to live streaming music are characteristics of the Gen-Z (Lubis, 2016). In other words, the small yet compact mobile phone is a gadget that not only provides games for entertainment but also for serious games that can help students excel in their education.

Frequent use of the internet forces the Gen-Z to master English language because most information on the web is in English. Viewing through an education perspective, one such language testing media that can fulfill students' opportunity of practicing the language is by way of

doing the TOEFL (Test of English as a Foreign Language) exercises. In Indonesia, the TOEFL is the gateway to further education or work. For example, in pursuing for an employment in the Ministry of Foreign Affairs a minimum of 550 PBT (Paper Based TOEFL) must be reached. Although not dealing much with the English language during their daily conversation, the Ministry of State-Owned Enterprise, National Archives, and Bureaucracy Reformation of the Republic of Indonesia have stated a minimum of 450 PBT (Hamdani, 2018). According to Nurhayati & Nehe (2016, p. 10) a mastery in English is “extremely needed” to excel in the global market. Thus, it is understandable, why most Indonesian schools and employers believe the high TOEFL score shows how globally prepared a person is.

The TOEFL is usually taught to university students. However, taking into consideration the Gen-Z people that includes the elementary students, the researcher regards that the TOEFL must be introduced as early as possible. The proclaimed digital savvy Gen-Z who relies heavily on the mobile phone, means that a TOEFL game application is needed. For this reason, a TOEFL-like application game software for English students is created. It can be played by all ages, depending on how a teacher or lecturer would like to use it in the classroom. In the gaming sector, however, the game is regarded as a serious game rather than just for entertainment because the exercises given can detect the success of students using the English language.

The TOEFL game to be discussed in this article is created by a team of Indonesian researchers from Soegijapranata Catholic University of Semarang, Indonesia. In creating the test materials, the team adheres to the criteria of gaming. Henceforth, some form of enjoyment is made available. Usually, students have to prepare themselves for the TOEFL by studying about the U.S. history, culture and academic life. Yet, even though the questions are like the real TOEFL, the contents are not about history nor academic life. Instead, it is about a general knowledge that can be enjoyed by university as well as elementary and high school students. As head researcher, there is the intention from the beginning that the TOEFL game should be created in order to help Indonesian Gen-Z youngsters do the TOEFL in an entertaining way with a topic that is not

far from the local scene yet also give some knowledge on the global scene, too. Therefore, in designing the game, there is a deliberate purpose of inserting globalization and cultural hybridity concepts from the field of the popular culture of gaming

A SERIOUS, EDUCATIVE GAME

Games by nature are created to make players feel they have achieved something by playing something they enjoy doing. Games, however, is not made purely for fun but also can be made serious to support some aims of education. With this condition, serious educative games can be used in teaching because games and education combined can be entertaining and educative. By playing educative games, the product would usually make students have a positive attitude to learning as they are motivated to do class work (Derakhshan & Khatir, 2015). As can be inferred from above, games which is created to teach players about a certain subject in mind, or to help develop a concept, learn better a cultural or historical fact, or master a certain skill is called an educative game (Surati, 2014, p. 9). In playing an educative game software, students are given lessons to develop their problem-solving ability by taking advantage of their desire and enthusiasm to play (Donmus, 2010). This becomes the main reason why game industries have been creating games with a desktop or laptop computer or mobile phones as the platform for educative games. According to Surati (2014, p. 11) a game has the following SWOT analysis:

Table 1. *SWOT analysis of games*

STRENGTH	games increase a student’s motivation in learning
WEAKNESS	not all schools have a computer lab, children still prefer to play games outside, e.g. hide-and-seek and soccer game.
OPPORTUNITY	the game can be played by all ages in the evening at home or at school to support learning activity
THREAT	the game could increase motivation in learning, yet is easily distracted with interesting TV channels

Because of the SWOT, mobile phones have been influenced to be equipped with games. By use of the internet facility and Google Playstore, it is easy for someone to download many kinds of interactive games. Nalliveettil & Alenazi (2016, p. 264) informs that mobile phones with internet connectivity, however, give disadvantages such as (1) almost replacing reference books that the library is no longer visited, (2) hinder students from activating cognitive skills like brainstorming and recalling that are necessary for creativity, (3) make students believe that storing information in the mind is not important, and (4) affect classroom performance due to social networking chatting and browsing non-academic websites. By comparison, the advantages of having mobile phones are, it is (1) helpful for vocabulary retention, (2) reliable to learn English, (3) dependable to understand English words and phrases, (4) a medium of communicating for Whatsapp messenger and email, (5) helpful to enhance speaking, writing, translation, spelling and English language skills (Nalliveettil & Alenazi, 2016, p. 265-268). These advantages are supported by deHaan (2011) who after completing two projects, i.e. on game design and game magazine creation, finds that the games have improved his students' spoken and written English language skills. Language games are thus, not only a motivation for students to learn English in an entertaining way, but are also a media for authentic discussion about the English language.

THE POPULAR RISE OF THE CULTURE OF MOBILE APPS

Mobile phone game applications or apps are a product of popular culture because anyone can download games through Google Playstore. As a popular culture, the gadget is a contemporary product developed through the needs of a group of people who wants to communicate with each other from a distance. As a result, the standard of having the mobile phone as being a well known product is by having it mass produced. By having mobile phones mass produced, they can be in the market with a low price. Consequently, many people can buy it and as an effect of this, the mobile phone can maintain its popularity.

As informed previously, the Gen-Z is said to have almost any kind of information by just touching someone's fingertips on a mobile

phone. As a platform to popularize a TOEFL-like game, it becomes appropriate that the game should be made available in mobile phones that never seem to be out of Gen-Z's sight. Purcell et al. (2010) exclaim that "along with the widespread embrace of mobile technology has come to the development of an apps culture", a phone is no longer just a voice device but it is a multi-channel device that functions like a mobile mini-computer. Gen-Z loves to use mobile phones because alongside entertainment facilities such as games and music, the informative apps are equipped with sending and receiving email, seeing maps and navigation, weather, news, and doing banking activities.

According to Pew Research Center that did a national survey to 1.917 cell phone users; as much as 82% of American adults are cell phone users. Out of the 82% of adults, there are 43% of them that have apps in their phones. Compared to the 30-49-year-olds, who are the X generation, the young adult users who are within the range of 18-29-year-olds have more app facilities. The average number of apps for the youngsters is 22, meanwhile for the adult is only 8. The numbers prove that the Gen-Z really is a digital savvy generation.

In Indonesia, according to Statista.com (2018) in the year 2017 there were 173.3 million phone users. This increased to 184 million in 2018 and is predicted to be even higher in 2019 as it will reach up to 193.4 million. As the fourth most populous country on earth, with 87% of households in Indonesia owning a mobile phone, it is an ideal place to popularize smartphone apps. It is already even predicted that in 2021, 96.2 million Indonesians are smartphone users. According to Tay (2016) local Indonesians would spend 5.5 hours each day on their phone with an average of 46 apps and web domains. With this number, it is predicted that Indonesia will astoundingly make up 52% of all e-commerce activity in Southeast Asia by 2025.

A research on *Mobile Games Trend in Indonesia 2017: Behavior of Mobile Games Usage* (Nusaresearch, 2017) reports that 518 samples of 17-49 year-olds citizens enjoy their free time playing mobile games are reported to rely on Android platform. Only 3.7% users prefer an iOS. Part of the reason for this occurrence is because the Apple-branded phone, which has the iOS is a more expensive gadget to use. In using the gadget,

100% of the people taken as a sample, responds that they play games in their free time. Indonesians also devour over free or cheap games with Rp 3.000 to Rp 15.000, which is equivalent to a US \$1 per download. The preferred method of download is through Google Playstore and the purchase is by phone credit. Games preferred are those that have an interesting storyline (69.1%), great graphics (68.5%), many levels (67.07%) less memory usage (60,68%), is responsive (55.6%) and others (1.4%). The information lets the researcher see that the TOEFL-like App she and her team created and provided for free in Google Playstore is a correct decision to do.

GLOBALIZATION AND CULTURAL HYBRIDITY

Globalization relates to the interpretation that “the world is becoming more uniformed and standardized, through a technological, commercial, and cultural synchronization emanating from the West and that globalization is tied up with modernity” (Pieterse, 2006, p. 658). Pieterse informs that globalization may also be understood in terms of “an open-ended synthesis of several disciplinary approaches” (2006, p. 658). First, economically globalization refers to the economic internationalization and capitalist market relations. Second, culturally, with the focus on global communications, there arises a worldwide cultural standardization, such as in the American Coca-Colonization and McDonaldization. Third, sociologically, it concerns with the increasing worldwide social densities. Thus, in a sociologist’s mind, it is inferred that the U.S.A.’s modernity is a key to globalization. To Giddens (1990), globalization is defined as “the intensification of worldwide social relations which link distant localities, in such a way that local happenings are shaped by the events occurring many miles away and vice versa” (1990, p. 64). In devising the mobile phone game software, the concept of the local and global space becomes one of those important factors to ensure the continued attraction of the game played by anyone from the Gen-Z community.

Ensuring a continued popularity by mixing in some local culture to a globalized popular culture product is actually following the concept of cultural hybridity. Originally used in biology to refer to a selective

breeding of plants to produce new varieties with better qualities, within the field of popular culture, hybridity means the creation of a new product that combines the aspects of different cultures. For example, the Indonesian *bestik*, has had some Dutch culture influence to it. Likewise, the American Kentucky Fried Chicken has been transformed into Indonesia's *kentuku* fried chicken that uses local chicken with local ingredients and method of cooking but is marketed like the global franchising of America's Kentucky Fried Chicken. Baker (2004, 90) points out that "hybridization involves the mixing together of that which is already a hybrid." The concept of hybridity as explained by Baker enables one to recognize new identities and cultural forms, thereby it is possible to point to people who are, for example, Americans but with physical features of an Asian as Asian Americans. To Pieterse, hybridization can be in the mixing of global cultures or "global *mélange*" (2006, p. 671).

When hybridity is related to the concept of globalization, a discussion on the complexities of hybrid cultural identities exist. A delimitation of borders among the various ethnic culture origins makes a new kind of culture. The physical and non-physical movements of people around the globe, by use of advanced technology to exchange information and do the interactions have juxtaposed new cultural hybrids. Using these points in mind, it becomes appropriate for the TOEFL-Like mobile phone application to have some local Indonesian facts that are made hybrid with the already globalized TOEFL American product as a way of popularizing the game software.

How successful is the game in the viewpoint of local Indonesian players and Japanese players as a representative of global players in increasing their English skills? What kinds of local and global aspects were evident in the game? Findings to the questions are discussed in this report.

RESEARCH METHOD

Participants

Educative games are abundant for download nowadays. As a researcher who wants to add digital teaching-learning software for the success of English language teaching and learning, the game is tried out to some students to ensure that it functions as it should. Given two years to perform the research, in the first year, which is in 2017, the researcher who is a staff member of the English Department, Faculty of Language and Arts of Soegijapranata Catholic University with a specialty in Popular Culture Studies teamed up with a colleague of hers, whose specialty is in the teaching of Grammar. Her other team member is a lecturer from the Game Technology Department of the Faculty of Computer Science. Together they created a game that can be played by the Gen-Z who are in their elementary to tertiary schooling years.

In creating the game, the head researcher based her idea on her previous product, which is a picturebook series, published by Gramedia, that invites young readers who are in the between the age of 5-8 to learn the importance of consuming vegetables while learning how to read well in English.

Wanting to reach older students who are studying in Junior High School, the team decided to use two out of five of the vegetable cartoon characters from the picturebook to become the main character for a TOEFL-like game software. In the first year of the research, the TOEFL-like game software is invented in a PC (Personal Computer) based platform (Dukut, 2018). If the picturebooks were targeted at students who are 5-8 years old, the PC based game was targeted for 13-14-year-olds. Thus, as a trial, three selected Junior High Schools in Semarang, Indonesia were chosen. The schools selected were proven to have a computer lab with at least 20 computers. The three schools who agreed to have their students try out the game were from SMP Kebondalem (a Catholic-based school), SMP Eka Sakti (a Moslem-based school) and SMP Permata Bangsa (a school for foreign students).

In the second year of the research, the targeted players were elevated for the Senior High School and First-year students of some

Universities. This was done in preparation for the reach of more users from different age groups. With the finding that Gen-Z uses their mobile phones as their most important gadget, therefore, the PC game software is transformed into a mobile phone application based one. To reach out as many players as possible for the game, students from the English Department and students from the Game Technology Department from the home university of the researchers were asked to try out the game.

To also see how players from outside of Indonesia respond to the game software as a model for TOEFL-like questions, the researcher then chose to have the game tried out by students Senior High School and University students from Chukyo University of Japan, who are assumed as having a high usage of digital technology, to also try out the game.

This article reveals the findings of the second year's game software, which has been transformed especially for the mobile phone.

Instruments

The instrument to find out how successful the game is in providing an experience to do a TOEFL-like test was a close-ended questionnaire, which made use of a Likert scale of 5. In addition, some open-ended questions were also given to help clarify some of the closed questions. Based on the Technology Acceptance Model (TAM) theorized by Bagozzi et. Al., a questionnaire that tests the successfulness of the game should show information on the link between the player's beliefs and attitudes, intentions, and the actual usage of the game system. Citing Davis (1993) and Ajzen (2001), (AlQudah, 2014, pp. 186-187) the questionnaire that uses TAM as its guideline should consist of statements that deal with (1) PEOU or perceived ease of use, which is the degree to which a person believes that the use of a particular system would be free of effort, (2) PU or perceived usefulness which is the degree to which a person believes that using a particular system would enhance job performance, (3) ATU or attitude toward using, which is a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable, and (4) BI or behavioral intention, which is the degree to which a person has formulated conscious plans to perform or not perform some specified behavior.

Data collection procedure and analysis

The data collection procedure started with an observation of the Gen-Z community. After mapping out that the generation is digital savvy, in order to improve the English skills of the generation, a TOEFL-like software is decided to be made. Once the software is ready, the researcher then finds students from various levels of schooling as players. The response of the students, who tried out the game is monitored through a closed-ended questions formed through a questionnaire, and some open-ended questions that help clarify some of the responses received from the questionnaire. The responses are then analyzed, categorized and interpreted as a finding for the research.

FINDINGS AND DISCUSSION

Tommy & Pokina TOEFL-Like app

Games can be used to enhance a teaching-learning experience in English. The TOEFL-Like mobile game application named Tommy & Pokina is created and is downloadable from the Google Playstore with the aim of increasing as many Indonesian Gen-Z students' English ability through a fun yet serious educative game. There are four kinds of English skills being tested in the game. Having an Integrated-Based TOEFL (IBT) as a model, the game offers thematic exercises which test players' Listening, Reading, Writing and Speaking ability. In the game, players are firstly, offered the choice of either playing with Tommy or Pokina. In the game Tommy, players are given an animation for the Listening section, about a tomato character named Tommy, who is a movie actor. Tommy shows that as a tomato, he benefits from his routine of using tomatoes as a facial mask, in addition to having it as the main menu for his diet because tomatoes have nutrients and vitamins that will keep him healthy. Details on the kinds of nutrients and vitamins tomatoes have is elaborated in the Reading section. A tomato pudding recipe is then shared as the topic for players to write about in the Writing section, and lastly for the Speaking section, players are given a poster on Tommy to describe in detail who he is, what he does, what kinds of nutrients and vitamins he has and what other factors help him become a popular movie actor.

By comparison, in the game Pokina, players are given an animation for the Listening section, about a pakchoy character named Pokina, who is a talented chef. Pokina shows that as a pakchoy, she benefits from her daily consumption of pakchoy that is often seen in the Indonesian meal: *bakso* and *capjay*. As a green vegetable, the pakchoy also has certain nutrients and vitamins that can support someone's health. Details on the kinds of nutrients and vitamins a pakchoy has is elaborated in the Reading section. A pakchoy ice cream recipe is then shared as the topic for players to write about in the Writing section, and lastly for the Speaking section, players are given a poster on Pokina to describe in detail who she is, what she does, what kinds of nutrients and vitamins she has and what other factors help her become a popular chef.

Understanding that a thematic game is much easier to do, thus, the game based its theme on the advantages of consuming tomatoes and pakchoy vegetables. The idea of using this theme is due to the researcher's concern that the Gen-Z prefer to consume some franchised American food that is popularly shown in magazine advertisements and TV commercials.

The food to mention is products from the Kentucky Fried Chicken, the MacDonal'd's Burger and the Pizza Hut which rely heavily on meat and carbohydrate products. Due to the successful promotion, Indonesia's Gen-Z seem to take pride in eating rice with crispy golden chicken that would have no vegetable salad nor soup as a side dish. Usually, only some tomato sauce is seen on their plates rather than fresh cut tomatoes. Although the MacDonal'd's burger has lettuce and onion rings to put inside the King Burger product, most Indonesians prefer to simply buy the one slice of beef in between their burger buns with tomato sauce and mayonnaise topping on it. The researcher hopes that in addition to improving the English skills, players of the game software would remember that having a fresh cut tomato and pakchoy, which is similar to a lettuce as a salad dish is far better in providing nutrients and vitamins rather than tomato sauce and just a slice of lettuce. Actually, in the Pizza Hut restaurant, a consumer can enjoy a bowl of healthy green salad or a vegetable pizza. However, most Indonesian Gen-Z prefers to consume the American Favorite pizza, which only has beef and chicken meat on top of

its pizza crust made from flour. These choices of menu need to be corrected, if Indonesian Gen-Z wants to grow with better health. This becomes the reason why the TOEFL-Like game is having two aims, one is to improve the English and the other is to improve a healthier diet for the Gen-Z.

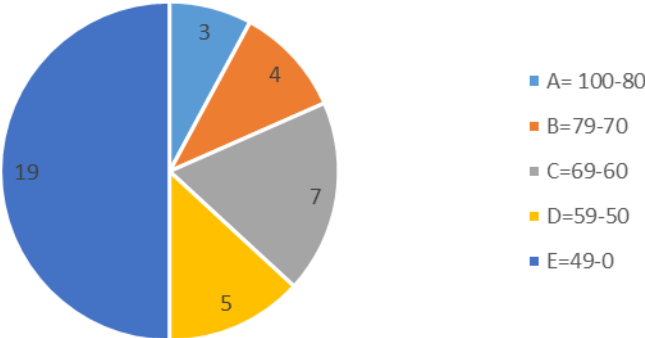
Unlike the real TOEFL where the PBT lasts for around 110-120 minutes, or the thematic based IBT which lasts for around 240 minutes, the Tommy & Pokina TOEFL-like App game is created for only 45 minutes to play with. Although only 45 minutes it offers exercises for Listening, Reading, Writing and Speaking. Tommy & Pokina TOEFL-like App game can be played for those in the Middle (Junior & Senior High School) and Tertiary Schools (University level). Without the questions, the animated movie, which is within the Listening Exercise is applicable for Elementary School students to play with. The Reading section is also easy for Elementary School players because the concentration is on how to make use of the English tenses correctly. It is difficult for some players to do, however, because there are only a few seconds allocated to choose the right answer for the multiple choice questions provided. The Writing section is also timed and is limited to only 1000 words to narrate the process of cooking the tomato pudding or pakchoy ice cream menu. Depending on the vocabulary used in the writing, a teacher who evaluates the result can assign different marks for either Elementary, High School or University students of English. Finally, the Speaking section just gives out a poster with the vegetable cartoon character on a poster. With a limited time, the players are to describe in as much detail about what they see, hear and read about the character. As a teacher, he/ she can decide on what kind of speech should receive a high score, that is based on how complex the vocabulary is produced in the recorded speech.

Indonesian vs Japanese viewpoints on the game

One of the questions asked in the research is “How successful is the game in the viewpoint of local Indonesian players and Japanese players as a representative of global players in increasing their English skills?” This question is answered by (a) taking into account the answers made in the game, and also (b) through the answers found from the

questionnaire. Since the beginning, students have asked whether or not the answers they fill in the game would affect their regular school or course scores. Since they are given the explanation that it is far important to know that the game can be played well, it is assumed that students do not do the game seriously. Proof of this is in the result of test takers from the English Department students in Soegijapranata Catholic University, who were in the second semester during the time tryout was done. Out of 83 students that did the test, especially for the Listening and Reading test, which had multiple choice questions that focused on their structure competency (see Table 2). As revealed in the result, only 3 students (7.89%) scored an A, 4 students (10.53%) scored a B, 7 students (18.42%) scored a C, 5 students (13.16%) scored a D, and 19 students (50%) of them scored an E.

Chart 1. Listening and Reading section test result



The 50% of the students were not doing the test seriously is most likely because they knew from the beginning that the recorded answers would not affect their school performance is revealed from the answers given in the questionnaire. In the questionnaire, 24 close-ended statements were given with a 5 scale Likert score to reflect the respondents’ opinions. The statements were based on TAM’s guidelines. First, statements that dealt with PEOU were reflected in the following statements with the following results in percentage (see Table 2):

Table 2. PEOU percentage result

NO.	PEOU STATEMENTS	SD	D	N	A	SA
2	The English language in the TOEFL-like game exercises are easy to understand	6.06	6.06	18.18	54.54	15.15
10	The time provided in each section is enough for me to complete the exercises	9.09	15.15	39.39	27.27	9.09
13	The TOEFL Like App instructions in each section is easy to follow	3.03	12.12	27.27	36.36	21.21
14	The button symbol for BACK, NEXT, RECORD, STOP in the game application are easy to follow	12.12	9.09	21.21	39.39	18.18
15	The navigation in the App is easy to follow	9.09	3.03	33.33	36.36	18.18
16	The multiple choice questions in the exercise are easy to do	9.09	0	18.18	66.66	6.06
22	Searching TOEFL-Like App Tommy & Pokina in Google Playstore is easy	3.03	9.09	24.24	48.48	15.15

With all of the highest percentage shown within the Agree column that test-takers perceive the game as easy and entertaining to do, as well as easy to download when needed. Second, statements that dealt with PU were reflected in the following statements with the following results in percentage (see Table 3):

Table 3. PU percentage result

NO.	PU STATEMENTS	SD	D	N	A	SA
1	Learning English with an animation is more interesting than learning in a classroom with no digital media	3.03	9.09	15.15	42.42	3.03
5	I learn about different culture in the animation	6.06	9.09	33.33	36.36	15.15
6	I learn more about the benefits of vegetables in the animation of the listening section	9.09	9.09	21.21	48.48	12.12
7	I found new information about vegetable consumption in the reading exercise	9.09	9.09	27.27	33.33	21.21
17	The application works well	6.06	24.24	18.18	45.45	6.06
21	TOEFL Like App Tommy & Pokina meets the needs of learners having various learning styles	6.06	3.03	24.24	57.57	9.09

Similar to the result of PEOU, all of the statements here receives a high percentage of agreement. It is gratifying to find not only is the game helpful to elevate students' mastery in English through playing a TOEFL-like game, but the students also acknowledge that they learned something new about the culture of the West as well as East, in addition to the importance of consuming vegetables to keep them in good health. The aim of creating an educative game that gives benefits is successfully met. Third, attitude toward using (ATU) the game, by means whether it is regarded as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable is shown the following statements with the following results in percentage (see Table 4):

Table 4. ATU percentage result

NO.	ATU STATEMENTS	SD	D	N	A	SA
3	Learning English in class is more fun than learning through an animated digital media	6.06	12.12	39.39	36.36	6.06
4	The culture-based characters in Tommy and Pokina animation is interesting	6.06	3.03	33.33	36.36	21.21
8	I like the vegetable recipe	3.03	9.09	39.39	33.33	15.15
9	I enjoy playing interactive digital media that challenges my knowledge of English grammar	6.06	9.09	18.18	54.54	12.12
12	I like doing the integrated based TOEFL Like App exercise	3.03	6.06	42.42	36.36	12.12
18	The audio recording in the animation is clear	12.12	9.09	30.3	42.42	6.06
19	The visual images are excellent and vivid	3.03	15.15	39.39	33.33	9.09
20	The color used in visualizing Tommy and Pokina is appealing	9.09	9.09	21.21	39.39	21.21

With most of the players agreeing that the game is beneficial is proof that this game is wanted as a popular culture.

Lastly, the behavioral intention (BI) component of TAM, in which a conscious plan of promoting or re-doing the game to enhance English skills, is revealed through the responses for the statements below with the following percentage results (see Table 5):

Table 5. BI percentage result

NO.	BI STATEMENTS	SD	D	N	A	SA
11	The speaking exercise encourages me to use my English more actively	6.06	3.03	30.3	54.54	6.06
23	I will recommend my friend to use this application to learn English	3.03	9.09	45.45	33.33	9.09
24	I will play this English language interactive learning game again to get the best result	3.03	16.16	30.3	33.33	15.15

In the behavioral intention, although in one of the statement a high percentage is in neutrality, the other two of the statements receive a high percentage of agreement. This shows that the game will likely be enjoyed by others as it enhances the active use of English in speaking.

To give opportunities for the game test-takers to reflect back about the answers they have given through a Likert scale, four open-ended questions are asked. The questions not only confirmed TAM's questions on PU, ATU, and BI; but they also help the researcher have a better idea on what to do if there is a chance to modify the game.

The questions that deal with PU were questions number 2 and 3. First, in response to question 2, "What kind of feature can be added to make the TOEFL-Like App more interesting", the responses from the Indonesians were to: add music, add similar mini-games for iPhone users, add a Help button, add a Back button, modify the game into an adventure game where a multiplayer can come to play, add longer conversations, add more entertaining gestures, more character interaction with the players, add questions with pictures, and use native speakers as the voice over.

To see how popular, the game can be for people outside of Indonesia, the researcher also tested the game to Japanese students from Chukyo High School and Chukyo University in Nagoya. The Japanese students gave additional suggestions such as to: prolong the animation story, add more questions on the main idea of the story rather than on grammar, add a highlighter for the Reading section, more difficult questions are needed, and the game should give a bonus to correct answers given.

Second, in response to question 3 that also deals with PU, the question, “Which TOEFL-Like section (Listening, Reading, Writing, Speaking) is the most beneficial to learn English? Why?” the responses of the most beneficial from Indonesian students (see Chart 2) were for: Listening (37.83%), Reading (27.02%), Speaking (24.32%), and Writing (0.10%). Whereas, the Japanese (see Chart 2) regarded the most beneficial in Listening (50%), Speaking (31.25%), Reading (0.10%), and Writing (0%).

Chart 2. The TOEFL-like game app’s benefits for Indonesian students

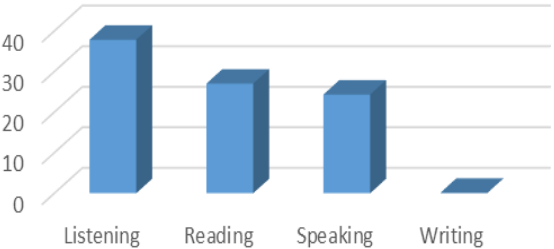
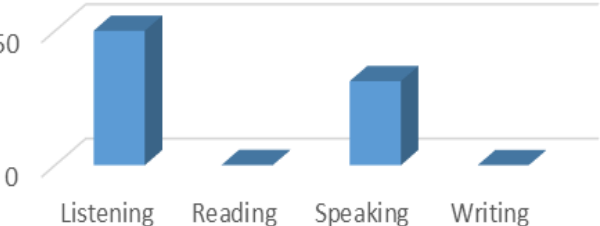


Chart 1. The TOEFL-like game app’s benefits for Japanese students



The responses show that both Indonesian and Japanese students nowadays feel that Listening exercises need to be facilitated more, and becomes a logical explanation to why in the questionnaire, the students as players or test-takers mostly agree that the animation feature in the TOEFL-like game is what makes the game interesting.

The BI is shown through question 4 “If you could design an animation, what kind of animation do you want to make, so English learning is fun?”. In answer to the question, the Indonesians suggest: making an animation about animals, flowers, scrabble, vocabulary, word connect, grammar, landmark, artist, hangman, puzzle, daily lesson, quiz up games. The Japanese also have similar suggestions but added that an interesting game should deal more with issues on family relationship, animals, sweets, Disney characters, translation, and classroom interaction between teacher and students. For the researcher, the answers all mean that students see the game as influencing them to be creative and imaginative, thereby, raising their English competency.

Lastly, the ATU is reflected in question number 1, “In your opinion, what are the disadvantages of the digital media that makes use of animation?”. Students reported that the disadvantages lie in some of the unclear picture and audio quality, the restricted time to do the test, the continual handling on the mobile phone, the incomplete feeling because there is no teacher intrusion, the non-auto orientation of watching the animation, the small writing area in the mobile phone, and the unfortunate game capability, which is only for the Android and not for the iPhone. Whereas, the advantages of the game were reported as helping students learn English better, giving a good learning method, making students more imaginative and creative, interesting and colorful characters in the animation were met, and facilitating beginner’s need for studying TOEFL. They also reported that not many TOEFL games are available, so this game is beneficial for them because the game is easy to play with, and the animation was advantageous for them to help understand quickly with what they have heard.

The cultural hybridity and identity of the local and the global aspects of the game

In the research, another question has been formulated: What kinds of local and global aspects were evident in the game? The reason for this questioning is because the researcher understands the TOEFL as being American made with American facts and history inserted in the questions. With this kind of condition, the researcher assumes that not many Asians, unless already knowing about American history and campus life and courses well, will have difficulty in understanding the topics and questions put forward in TOEFL tests.

By use of cultural hybridity in designing the animation, it is believed that the TOEFL can be enjoyed more by people, particularly Asians such as the Indonesians and Japanese who became the main respondents of the research. The hybrid of the local to the global is believed to better attract the targeted test-takers' interest and enthusiasm in using the English language actively. Therefore, the researcher comes with the idea that there is a need to create a TOEFL-Like exercise, which will not only increase the test-takers English competence but also make the test-takers feel that taking an English competency test can be fun.

The insertion of the locality within the TOEFL, which has been accepted globally as the best way to test someone's English competence is seen clearly in the animation created for the Listening section. In the scene of Tommy, the tomato actor, he is given a Western suit and is seen showing his mastery of being an MC in the middle of a theater and exercising his muscles by going to a gym in order to show a global scene often shown up in popular media. This is made hybrid with the scene of Tommy being a tomato with a white towel on his head that would cleanse himself as though immersed in a local Japanese jacuzzi bathtub (see Figure 2).

Another scene is with Tommy still in his white towel but using the local Indonesian's way of using the tomatoes as a facial herb to clean his face. Indonesians' believe that the tomatoes can make the face become brighter, so whatever dark blemishes were there can be reduced. In one of

the answers of the Japanese test-takers, this particular scene (see Figure 3) is a new culture learned for them.



Figure 2. Tommy in a Jacuzzi



Figure 3. Tommy with a tomato facial mask

In the animation of Pokina the pakchoy chef, the global scene of the Western environment is having Pokina with a white uniform in a kitchen with an electric stove near a cupboard full of hanging kitchen utensils with plates and cutlery inside. This is made hybrid with the local Indonesian batik design on the white chef uniform. Another locality of the Asian's habit is also seen with Pokina preferring to use a Chinese *wok* (see Figure 4), or frying pan to stir fry her pakchoy vegetables with broccoli, cauliflower, and carrots.

In another scene, the pakchoy is informed as to the vegetable used to consume with *bakso*, a meat ball soup favorite for many Indonesians. The scene of *bakso* sellers using a wheel cart pushed around Indonesian streets also adds onto the local scene. In the animation, the sound of spoons hitting the *bakso* bowl (see Figure 5) is also deliberately added to point out the Indonesian environment.



Figure 4. Pokina with her wok



Figure 5. A bakso seller with his bowl

CONCLUSION

This article brings forth the result of a research done to enhance the English competence needed by English Department students in Indonesia and Japan. By use of cultural hybridity which makes possible the mixture of local with global scenes, the researcher made a TOEFL-Like mobile game application that accommodates the local and global scenes of popular culture. This strategy is deliberately used in the design to popularize the local into a global culture, just like how the global culture gets into the local one. In making hybrid the local into the global or vice versa, each of the culture's identity is not troubled, instead they complement each other. The innovation of having the TOEFL as a game software that provides both entertainment and education has fulfilled the wish of the Gen-Z people, who are currently within their years of Elementary, Secondary and the first year of Tertiary Level.

Using TAM as a guideline to a questionnaire that seeks to see how acceptable the Gen-Z are towards the product, this article shows that the research has answered the question of how successful the game is in increasing students' English skill. As seen by the results shown in the previous Chart 1 and 2, both Indonesian and Japanese test-takers see the Tommy and Pokina TOEFL-Like Mobile Game App that can be downloaded from Google Playstore as being useful and beneficial.

In answer to the second question about the local and global aspects, this article has also put forth the researcher's innovation of providing animated scenes and characters in the TOEFL game, which are touching the Indonesian and Japanese culture. This is different from the usual scenes used in TOEFL tests that would focus wholly on just the American culture. To conclude, therefore, the TOEFL game software as a product made by an Indonesian researcher does prove itself to be an appropriate model to increase students' English competency as the students who agreed to become test-takers have had the opportunity of exercising their English in a fun and creative way.

ACKNOWLEDGEMENT

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The TOEFL-Like mobile game application like that discussed in this article has become a model for a better interactive English teaching-learning environment that focuses on the importance of immersing the local into a global culture. Acknowledgement is also given to the 1st American Studies International Conference, where the initial paper draft was presented in 25-26 October 2018, at Soegondo room, Faculty of Cultural Sciences, Gadjah Mada University, Yogyakarta, Indonesia.

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QUESTIONS

1. How has the writer argued that the game software for learning English is an innovation?
2. What strategies can be done to make a local game software become global and vice versa?
3. In what way can TAM be used to evaluate how well a product is devised by its creators?
4. How do Indonesians and Japanese differ in perceiving the usage of media technology for the benefit of the English language classroom?

GLOSARIUM

8 Graders:

The eighth year of school, when students are 12 to 14 years-old.

Activities Using ICT Gadgets:

The practical time using ICT gadgets.

Central Java:

Central Java is a province of Indonesia. It forms the middle portion of the island of Java. The administrative capital is Semarang. The province is 39,800.69 km² in area; approximately a quarter of the total land area of Java. Its population was 30,380,687 at the 2010 Census, making it the third most-populous province in Indonesia after West Java and East Java. Central Java is also a cultural concept that includes the Special Region and city of Yogyakarta. However, administratively the city and surrounding region has been part of a separate special region since Indonesian independence.

Cultural Hybridity:

The process by which a cultural element such as food, language, or music blend into another culture by modifying the element to fit cultural norms.

Cultural Tradition:

Cultural traditions include events, rituals and customs that a society shares. Cultural tradition can also mean shared experiences that are transferred from generation to generation. They can exist at the level of a nation or community and can transcend borders.

Digital Media:

Digitized content (text, graphics, audio, and video) that can be transmitted over internet or computer networks.

Education:

The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects.

Educational Game:

An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion.

Educative Language Game:

Games intentionally designed to teach a certain subject, expand concepts, reinforce development, understand an historical event or culture, or learn a skill. It means that an educative game is a game designed for the purpose of education, so, it has to have incidental or educational values. Educational games are designed to help people understand concepts, learn domain knowledge, and develop problem solving skills as they play games. In this case, the game is designed to help people to learn language.

Game Edukasi:

Game Edukasi adalah salah satu jenis media yang digunakan dalam memberikan pengajaran yang berupa permainan dengan tujuan untuk merangsang daya pikir dan meningkatkan konsentrasi melalui media yang unik dan menarik. Pengertian ini tentu saja mengidentifikasi bahwa game edukasi bertujuan

untuk menunjang proses belajar mengajar dengan kegiatan yang menyenangkan dan lebih kreatif.

Game Interaktif:

Kegiatan atau permainan kreatif yang berkaitan dengan (kreasi, produksi, distribusi permainan/game komputer dan video) yang bersifat hiburan, ketangkasan maupun edukasi yang interaktif. Kelompok game interaktif bukan didominasi sebagai hiburan semata-mata tetapi juga sebagai alat bantu pembelajaran atau edukasi. Game interaktif didefinisikan sebagai permainan yang memiliki kriteria: berbasis elektronik baik berupa aplikasi software pada komputer (*online* maupun *stand alone*), console (Playstation, XBOX, Nitendo dll), mobile/smartphone handset dan arcade; bersifat menyenangkan (*fun*) dan memiliki unsur kompetisi (*competition*); memberikan feedback/interaksi kepada pemain, baik antar pemain atau pemain dengan alat (*device*); dan memiliki tujuan atau dapat membawa satu atau lebih konten atau muatan. Pesan yang disampaikan bervariasi misalnya unsur edukasi, entertainment, promosi produk (*advertisement*) sampai kepada pesan yang destruktif.

Game:

Game can be defined as an activity that people do to have some fun. But it also can be meant as Situation of conflict (competition) in which the payoffs received by participants from their actions, choices, and decisions are at least partly determined by the actions, choices, and decisions of the other contestants. This concept of games includes contests of strategy (such as baseball, basketball, card-games, checkers, chess, cricket, hockey, soccer, tennis), but not those based on pure chance (such as lotteries). In these situations, while one may (with practice) become more adept at predicting the opponents' strategies and tactics, one's moves are still constantly conditioned by the other participants' moves.

Google Playstore Mobile Application:

Google Play (previously Android Market) is a digital distribution service operated and developed by Google LLC. It serves as the

official app store for the Android operating system, allowing users to browse and download applications developed with the Android software development kit (SDK) and published through Google.

Healthy:

A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Hygiene:

Hygiene is a set of practices performed for the preservation of health. While in modern medical sciences there is a set of standards of hygiene recommended for different situations, what is considered hygienic or not can vary between different cultures, genders and etarian groups. Some regular hygienic practices may be considered good habits by a society while the neglect of hygiene can be considered disgusting, disrespectful or even threatening. Sanitation involves the hygienic disposal and treatment by the civic authority of potentially unhealthy human waste, such as sewerage and drainage.

IBT:

TOEFL iBT merupakan jenis tes TOEFL terbaru yang dikeluarkan oleh English Testing System. TOEFL iBT ini menggantikan dua pendahulunya yaitu TOEFL PBT (Paper Based Test) dan TOEFL CBT (Computer Based Test). Meskipun TOEFL PBT (atau lebih sering disebut ITP) masih digunakan di Indonesia, akan tetapi TOEFL yang diakui sebagai tes kemampuan bahasa Inggris di seluruh dunia adalah TOEFL iBT. Berbeda dengan TOEFL PBT, dalam pengerjaannya, TOEFL iBT menggunakan komputer yang terhubung langsung dengan internet dan setiap jawaban yang diberikan akan direkam oleh komputer dan dikirim langsung ke ETS.

ICT Gadget Ownership:

The ownership of an ICT device. An ICT device itself stands for “information and communications technology”. It’s a broad term that covers all available communication gadgets such as

television sets, cell phones, personal computers, tablets, etc. The ICT includes both Internet-connected devices and mobile ones supported by wireless technology. Its definition also contains more outdated appliances such as landline phones, radios, and broadcast TV. ICT devices allow individuals and organizations (companies, governments, and educational establishments) to communicate with each other in the digital world via specially designed applications.

Integration:

The action or process of successfully joining or mixing with a different group of people. Integration also means the action or process of combining two or more things in an effective way:

Language Learning (Short form LL):

In principle, the learning of any language or of LANGUAGE itself; in practice, in LANGUAGE TEACHING and APPLIED LINGUISTICS, the term is usually limited to the learning of foreign languages. The psychological and neurological nature of such learning is not known, but some general statements can be made about its educational and social aspects. In broad terms, there are two kinds of foreign-language learning: informal (picking a language up) and formal (taking an organized course).

Local-Global Innovation:

The process of translating an idea or invention into a good or service that creates value or for which customers will pay. To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products. In business, innovation often results when ideas are applied by the company in order to further satisfy the needs and expectations of the customers.

Making Game:

An activity providing entertainment or amusement.

Popular Culture:

Popular culture is defined as all of the ideas, knowledge, information, creative works and principles expressed or enjoyed by a majority of a population at a given time.

Snacks:

A small portion of food or drink or a light meal, especially one eaten between regular meals.

Support System:

Formal or informal network of goods, services, personnel, and organizations that sustains an entity in its survival and growth.

Symbolic Analogy:

An analogy is a comparison in which an idea or a thing is compared to another thing that is quite different from it. It aims at explaining that idea or thing by comparing it to something that is familiar. Metaphors and similes are tools used to draw an analogy. Therefore, analogy is more extensive and elaborate than either a simile or a metaphor.

Teknologi Digital:

Teknologi digital merupakan teknologi dimana pengoperasionalannya tidak lagi banyak membutuhkan tenaga manusia dan lebih cenderung pada sistem pengoperasionalannya yang otomatis dan canggih dengan sistem komputer/format yang dapat dibaca oleh komputer.

TOEFL:

TOEFL adalah kepanjangan dari Test of English as a Foreign Language (Test Bahasa Inggris sebagai bahasa asing), yang dibuat oleh ETS (Educational Testing Service), sebuah lembaga di Amerika Serikat. Tes TOEFL ini diperlukan untuk persyaratan masuk kuliah pada hampir semua universitas di Amerika Serikat dan Kanada yang kemudian juga bagi mahasiswa yang mendaftar

ke universitas Eropa dan Australia. Tes ini program undergraduate (S-1) maupun graduate (S-2 atau S-3). Secara umum tes ini untuk menilai: mahasiswa mempunyai kemampuan menulis dan tatabahasa dalam Bahasa Inggris agar mampu membuat tulisan ilmiah, mahasiswa mempunyai kemampuan membaca Bahasa Inggris dengan baik dan benar agar nantinya bisa memahami buku-buku textbook yang diwajibkan, dan mahasiswa mempunyai kemampuan mendengarkan dengan baik dan benar mengenai uraian yang diberikan dosen dalam bahasa Inggris.

TOEFL-Like PC Game Software:

Game in PC designed to help the players learn language, especially English, seriously. In this game, the players will play how to have a good English and know their TOEFL score.

Visual Asset:

Any text, picture, video or media formatted into a binary source and includes the right to use it.

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Bahwasanya seorang bayi mulai belajar untuk mendengar, melihat dan kemudian memegang erat jari-jarinya pada sesuatu, media teknologi itu hadir dalam dunia pertumbuhannya. Ketika bayi itu kemudian mengenyam bangku pendidikan, ia semakin tidak terhindarkan dari berbagai macam media teknologi yang disuguhkan padanya. Tak jarang ketika orang tua sedang sibuk melakukan suatu aktifitas, si anak ini diberi kesibukan untuk memegang sebuah peralatan media digital agar ia tidak rewel meminta perhatian orang tuanya. Anak itu kemudian tumbuh dewasa dengan merasa bahwa dirinya tidak utuh jika tidak mempunyai suatu media digital dalam gengaman eratnya. Inilah yang menjadi ciri khas bagi kelompok Generasi Z.

Buku ini hadir untuk menjawab tantangan dari kelompok Generasi Z. Adanya kesempatan untuk melakukan sebuah Penelitian Produk Terapan pada tahun 2017 yang mengtransformasi sebuah buku bacaan yang tercetak menjadi sebuah software permainan PC (personal computer), dan dilanjutkan pada tahun 2018 dengan Penelitian Strategis Nasional Institusi telah membuahkan software permainan PC menjadi aplikasi permainan di ponsel yang dapat diunduh dari Google Playstore. Atas hibah yang diberikan oleh Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia, penulis mengucapkan terimakasih karena pada akhirnya buku ajar ini dapat dibuat dan dipublikasikan. Harapannya diskusi-diskusi kecil yang berupa goresan pena dari beberapa artikel di jurnal, referensi buku, dan dari penulis lain yang mendukung ide utama penulis tentang bagaimana menggunakan media teknologi di dalam kelas ini dapat bermanfaat bagi para pembaca.

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