

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, people are living in the digital world. There are so many ways to relate everything into a digital application, one of which is education. It has been so many education terms applied in digital mobile games because the educative game gives entertainment as well as a tool for student proficiency (Dukut, 2018). Talking about mobile games, mobile games are usually presented with interactive part as a way to deliver ideas between a human and a device. Interactive means affecting each other, not only one side, and all the interactive parts are applied in the mobile games found in Google Play Store titled *Choices*, *Chapters*, *My Shelf*, and *Episodes*. The four mentioned games' titles are the examples of interactive games where they let the player to choose story plot while playing the games. Four of the games are usually started with the player's choice to play a specific story. The game then directs the player to a little introduction of the story. Player can give names, choose character appearance, then follow the game instruction and story narration. While following the narration, the interactive part may show in particular moment, giving some choices for the player to decide how the story has to end. To continue the story, the player needs to choose one of the provided choices.

The game *Choices*, *Chapters*, *My Shelf*, and *Episodes* are quite popular among digital users, and this type of interactive games has been the standard choice to spend

the learning time. Lieberman (2006) supports the above ideas by saying that interactive games let players learn the skill in challenging their respond and thinking. It will improve their imagination, knowledge of English vocabularies, and cultural background based on the game's content. They also receive education and entertainment at the same time.

In short, the writer has already played four of the game-examples above, and the writer wants to create a similar one to prove whether this type of interactive game helps learning process or not by seeing respondents' perception. The writer sees that people can learn English language and some cultural values from the four mentioned games above. The English language learning consists of English vocabularies, English phrases and expressions, and English structure from the narration and characters' dialogues. All these aspects are shown through the narration of the game-story, the dialogue, and the game-choices. This may help a lot for a learner who wants to learn more about the English language. To make some difference from the games *Choices*, *Chapters*, *My Shelf*, and *Episodes* which are using western culture and setting, the writer is triggered to create the similar game with Indonesia setting, especially a setting in Soegijapranata Catholic University Semarang area.

By creating this educative interactive game, the writer expects all the players can comprehend the English words, phrases, expressions showed in the game-story and apply it to the players' daily life as what they learn from the games. Since it is a story-based language learning game, players are not only learning English sentences, but they

can also imagine how to be in someone else position, and that triggers players engagement also (Freitas & Maharg, 2010, p.84).

1.2 Field of the Study

The field of this study is English language learning, which mainly deals with material development, particularly in the production of educative language games.

1.3 Scope of the Study

This research focuses on young adults between 18 and 24 years old. 242 students in the Faculty of Language and Arts of Soegijapranata Catholic University are the representatives of players who are asked the opportunity to try this educative games to enhance their knowledge and to show their perception about it.

1.4 Problem Formulation

The writer formulates the problems of the study as follows:

1. What are the players' perception about the digital interactive game "*Your Stories*"?
2. What are the players' perception about the English language learning content in the created game "*Your Stories*"?

1.5 Objectives of the Study

With regards to the problems mentioned, this research is conducted to achieve these following objectives:

1. To find out respondents' perception about the digital interactive game "*Your Stories*"
2. To find out the game players' perception on the English language content of interactive educational game "*Your Stories*"

1.6 Significance of the Study

This study is expected to give a new way to provide education and to apply technology as an educational tool for English language learners. It concentrates on the usage of appropriate English expression and phrases in a specific context. Each learner will be educated personally on English language structure through the narration and dialogue of the game.

1.7 Definition of Term

For a better understanding of this study, the following terms are technically defined.

1. Digital Technology

Digital Technology is a tool that will enhance learner collaboration and motivation, develop new multimodal literacy skills (Peterson, 2013, p.2).

2. Visual Language Learning

Talking about visual work, it requires digital media to applicate. Visual language learning is learning using images, graphics, colours, and text as a whole content. The visual design of games can influence how usable, playable and acceptable to various audiences they are, and the visual design of learning materials can support or hinder the learning process (Swe Khine, 2011, p.4).

3. Game

A game is a physical or mental activity that goals to amuse or entertain the players and give a particular reward (Zyda, 2005). Game is a play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck. It is a popular way to educate students, so they receive both entertainment and education. Whitton (2010) also supports the definition of the game from one of his reviews; he states:

“Game is an activity involving one or more players, with goals, constraints, payoffs, and consequences, which is rule-guided, artificial in some respects and has an element of competition.” (Whitton, 2010, p.22)

4. Educative Digital Game

The educative digital game is a game that educates players in specific category and studies through digital media. Interactive digital games is a game that needs players' direct interaction to play the game plot, so it is not monotone and boring (Azizova, 2014, p.2).