CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The writer would like to elaborate on the results of the study on students' perception of the created interactive mobile game called *Your Stories*. The writer analysed the data based on the related theories and previous researches. The writer used IBM SPSS Statistics 2.0 to evaluate the validation and reliability of each statement. The writer obtained the data from four batches students of Faculty of Language and Arts Soegijapranata Catholic University Semarang. Some students from batch 2016 to 2019 filled the online questionnaire after playing the game. There were fourteen required statements to be filled in, and 52 people out of 100 in total participated in this research. Simply put, the writer described the findings based on each statement and respondents' perception starting from the background of the respondents to fourteen statements.

4.1. PRODUCT ANALYSIS

In this section, the writer explains about the product detail, product evaluation, and product revision.

4.1.1 Product Description

The product is an interactive educative game with a title "*Your Stories*". It is a story-based game that displays text and dialogue on the screen and let the player to involve in the game by choosing some choices to continue the story. The duration of playing "*Your Stories*" game is approximately five minutes and may extend according to the player. It formed into a web link, so any digital device such as laptop, computer, smartphones can access this game anywhere.

4.1.1.1 Game "*Your Stories*" Opening

The writer provided a direct link of the game "*Your Stories*" to the respondent (*https://yelinyourstories.000webhostapp.com/*). When the respondents click the link, it automatically opens the game cover after a loading section. It showed like the figures below (Figure 1):
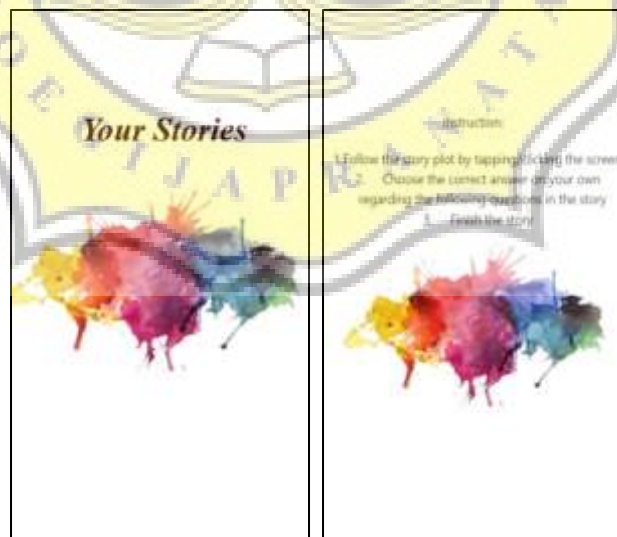

Figure 1: Game Cover and Instruction

The first picture on the left is the first thing appeared on the game. If the player uses either smartphone, laptop, or computer, player needs to tap on the screen to continue playing. Next tap, the respondents are directed to the one and only first chapter of the game, and it showed as below (Figure 2):
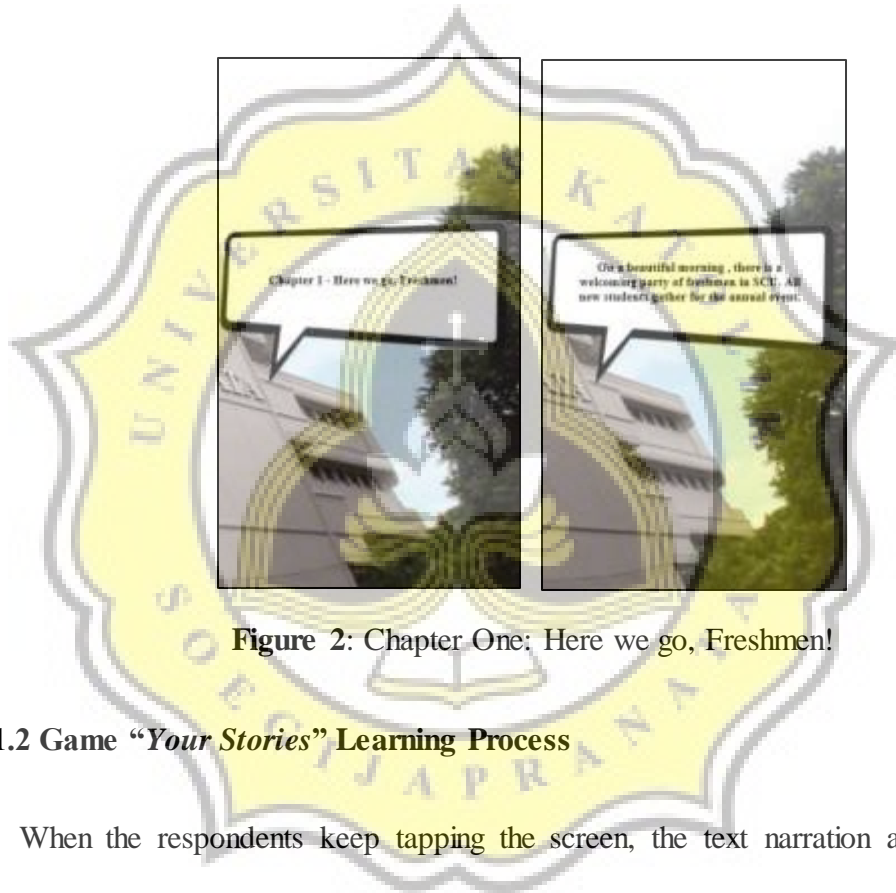

Figure 2: Chapter One: Here we go, Freshmen!

4.1.1.2 Game "*Your Stories*" Learning Process

When the respondents keep tapping the screen, the text narration and dialogue continue to change. The respondents do not need to wonder where the part of English learning is. From the first text of narration in the game, it already showed the English learning. Look at the figure 3 below:
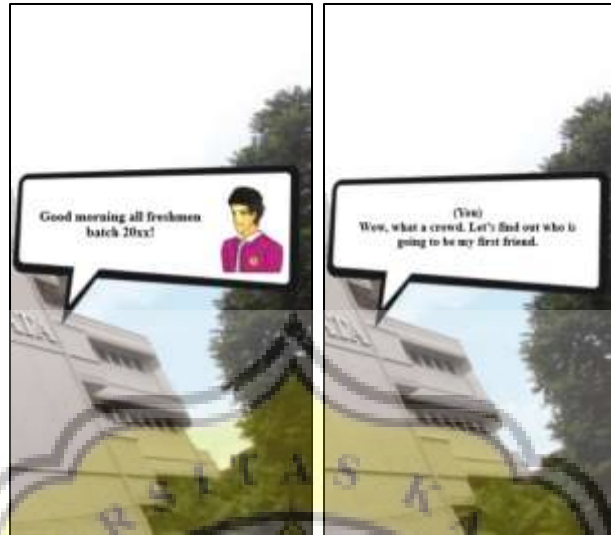
Figure 3: Example of English Expression and Phrases

The left picture shows an example of the first English expression learning. It categorized as greeting in speaking "*Good morning all freshmen batch 20xx*". The second picture on the right shows one of examples of the English phrases in the game "*Wow, what a crowd.*". Actually, English expression and phrases are quiet similar. The difference is a phrase usually contains just any sequence of words without subject and predicate while an expression is an idiomatic way of saying, not the literal meaning of words.

4.1.1.3 Game "Your Stories" Interactive Part

As an interactive part of the game, the writer showed an example on the second interactive part in the game "*Your Stories*". This is the part where the respondents need

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to choose one of the answers based on the question. It is showed on the picture below (Figure 4):
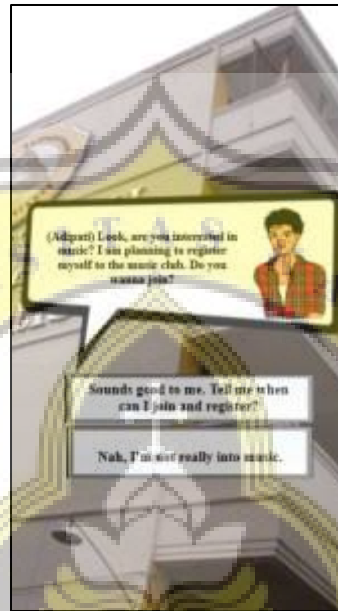

Figure 4: The Interactive Part of the Game

It is up to the respondents whether they want to choose the first option or the second option. On the context above (Figure 4), the character named Adipati asked the player if the player wants to join in music club or not. There are two answers, one is correct answer and the other one is the incorrect. If the respondents as players agree, respondents need to choose option "*Sounds good to me. Tell me when can I join and register?*"; If the respondents as players disagree, respondents need to choose option "*Nah, I'm not really into music*". If the respondent choose to diagree, it will upset the

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character 'Adipati' and affect the story, but if the respondent choose to agree, it will produce better continuation of the game.

4.1.2 Product Evaluation

The writer asked the major sponsor as one of the experts in English language to evaluate the first prototype of game. The major sponsor suggested about giving more interactive section and to give sign if the player chooses the right or wrong choice. When do the first pilot study, some of the respondents also gave similar suggestion about giving more interactive section in the game.

4.1.3 Product Revision

The writer does agree with the expert evaluation and also some respondents' suggestion. The writer finally revised the game by adding more of the interactive section. The first prototype only displayed three times of interactive part, but then the writer added more of the interactive section into five times. See the figure 5 below:

Figure 5: More of Interactive Section in the Game

The writer also considered the former respondents' suggestion to give notification after the respondent clicks one of the choices. Look at the figure 6:
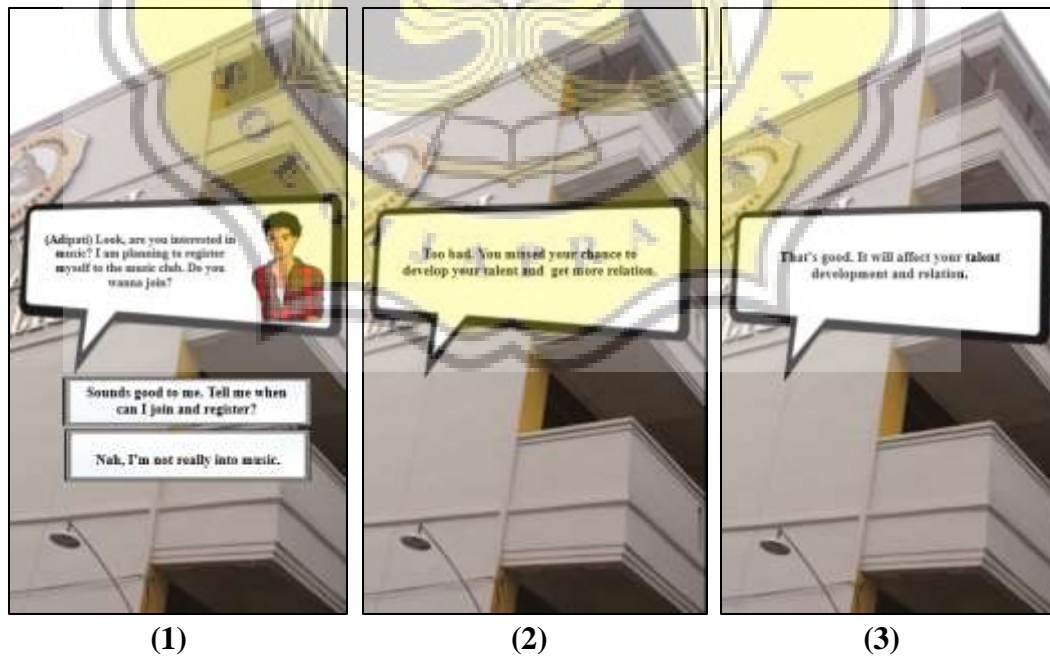

| (1) | (2) | (3) |

Figure 6: Notification of the Wrong/Right Choice

As the above figures, the question appeared, and it is the time for the player to choose one the choices (1). If the respondent chooses "*Nah, I'm not really into music*", the next thing happens is on number (2), showing that the respondent picks a wrong answer. On the other hand, if the respondent chooses "*Sounds good to me*", the next thing happened is on number (3), showing a good sign that the player picks the right choices.

4.2. DATA ANALYSIS

In this part, the writer discusses the data analysis result to reach the objectives of this thesis: to find out respondents' perception on the game "*Your Stories*" and to find out respondents' perception on the English language content in "*Your Stories*" game. Hereunder is the data result:

4.2.1 The Background of the Respondents

Hereunder the writer described the findings starting from the background questions to the primary statements.

4.2.2 Respondents Based on Gender

Diagram 4.1 Respondents based on gender showed the gender population in the FLA who participated in the questionnaires as below:
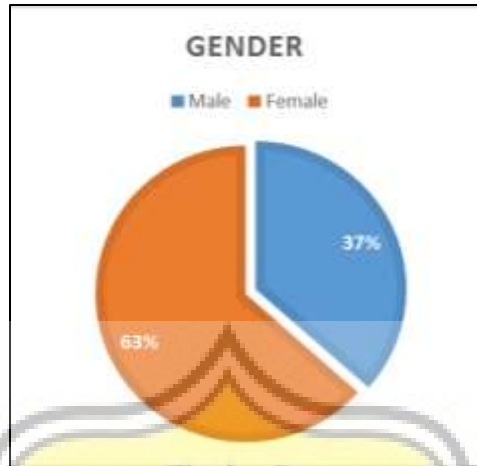
Diagram 4.1 Respondents based on Gender

As seen in the diagram 4.1, 52 respondents filled in the questionnaires. The male participants were only 19 (36,5%) and female participants were 33 (63,5%) of the total respondents. A larger quantity of female students rather than the males in the Faculty of Language and Arts affects the number of female participants who fill in the questionnaire.

4.2.3 Respondents Based on Batches

Based on the batches, the amount of voluntary participation is presented on the table 4.1 below.

Table 4.1 Respondents based on FLA Batches:

Batch	Frequency	Per cent
2016	20	38,5%
2017	11	21,2%

	Frequency	Per cent
2018	14	26,9%
2019	7	13,5%
Total	52	100,0%

Targeting active students in the Faculty of Language and Arts to test the created game, the writer distributed the questionnaire to 100 respondents. As a result, the writer was able to retrieved 52 questionnaires: 20 people from batch 2016, 11 people from batch 2017, 14 people from batch 2018, and last but not least 7 people from batch 2019. The majority of the respondents was from batch 2016 students with 38,5%. The fewest participants came from batch 2019. The low participation of 2019 students was probably occurred due to personal factors. Because batch 2019 is the freshmen, they barely know the writer, so it affected the voluntary participation in filling in the questionnaire.

4.2.4 Respondents based on Frequency of Playing Interactive Game

Hereunder stated the respondents' frequency in playing the interactive game.

	Frequency	Per cent
Never	9	17,3%
Seldom	20	38,5%
Sometimes	23	44,2%
Total	52	100,0%

Table 4.2 Respondents based on Frequency of Playing Interactive Game

The next one showed on the table 4.2 is the frequency of all respondents spending their time to play an interactive game. The writer provided five choices: never, seldom, sometimes, often and very often, and the result shows that there are only three chosen categories. 23 respondents out of 52, "sometimes" do playing the interactive game (44,2%). While 20 respondents chose "seldom" and 9 respondents chose "never". The result shows that almost half of the respondents were not familiar with an interactive game. It seems a bad result, but it is actually not. It is fortunate for the writer because the respondents may actually give honest and pure perception without any other game preferences.

4.2.5 Respondents based on Frequency of Playing Mobile Games

Hereunder is the respondents' frequency in playing mobile games.

	Frequency	Per cent
No	25	48,1%
Yes	27	51,9%
Total	52	100,0%

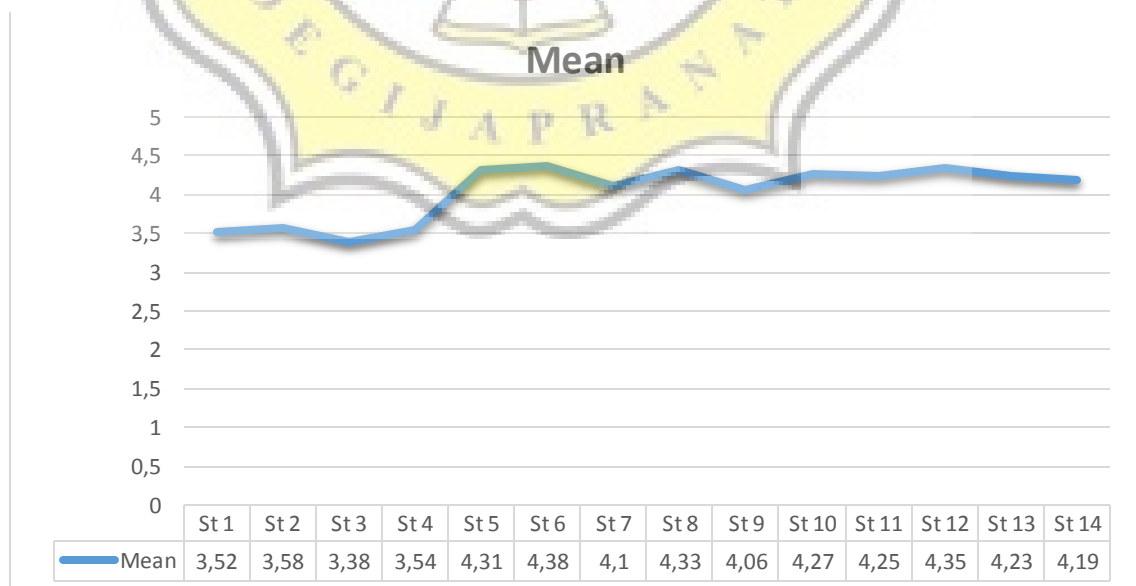Table 4.3 Respondents based on Frequency of Playing Mobile Games

The last background question was about respondents' experience in playing mobile game whether they have ever played it or not. The goal is to check on how much the respondents were familiar with mobile or android games. Table 4.3 shows that half of the respondents replied that they play mobile games (27 out of 52 people), and half of them state that they did not play mobile games (25 out of 52 people).

Suprisingly, almost half of the respondents did not play a mobile game application on their smartphones. The writer assumed that this is probably due to various preference in installing other application in respondents' smartphones. Respondents probably tend to install social media such as Instagram, Facebook, LINE, WhatsApp rather than game application. It is similar case with the background statement on playing interactive game frequency. It seems showing a bad result, but it is the opposite one. The writer sees this as an opportunity to find out respondents' real perception without any other mobile game preferences.

4.2.6 Students' Perception on Educative Game "*Your Stories*"

Before entering to further explanation, the writer provides the mean chart of all the fourteen statements as below (diagram 4.1):

Diagram 4.1 The Mean Chart of Students' perception of "*Your Stories*" game

	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14
Mean	3,52	3,58	3,38	3,54	4,31	4,38	4,1	4,33	4,06	4,27	4,25	4,35	4,23	4,19

Looking at the all Mean results, most respondents agreed with every statement given. The average mean shows above 3 and it is concluded as a good perception. It positively showed that respondents understand the goal of the created game, even when some of them chose disagree or strongly disagree options in the questionnaire. In the next section, the writer divides all the statements into two parts. The first seven statements are about the created interactive game, and the rest is about English language learning content in the game.

4.2.1 Students' perception on statement 1: *I think the Interactive Game "Your Stories" is interesting*
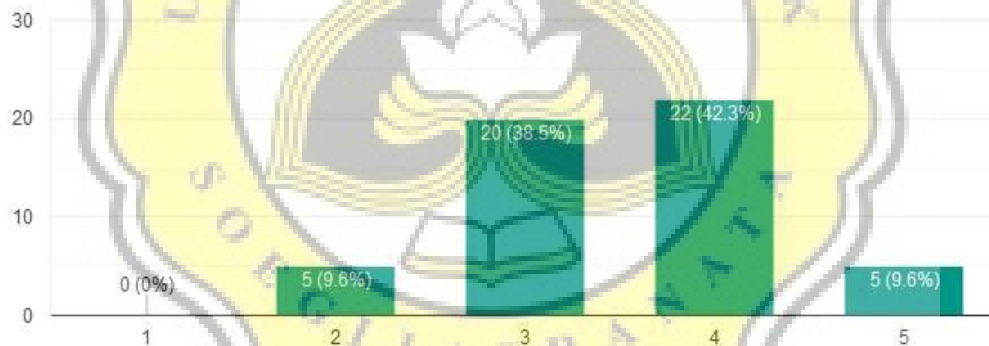
Diagram 4.2 The Respondents' Perception on "*Your Stories*" Game

The first statement is to find out whether the respondents agreed the game is interesting or not. The average Mean of this statement is 3.52 means Faculty of Language and Arts students had positive perception on this game. However, 42,3% of the respondents agreed that they were interested to play this game and 38,5% of them chose neutrals as their answers. It can be concluded that the students' perception on

whether the game is interesting is only slightly positive due to the dominance of neutral choice.

4.2.2 Students' perception on statement 2: *I like how the game "Your Stories" works*
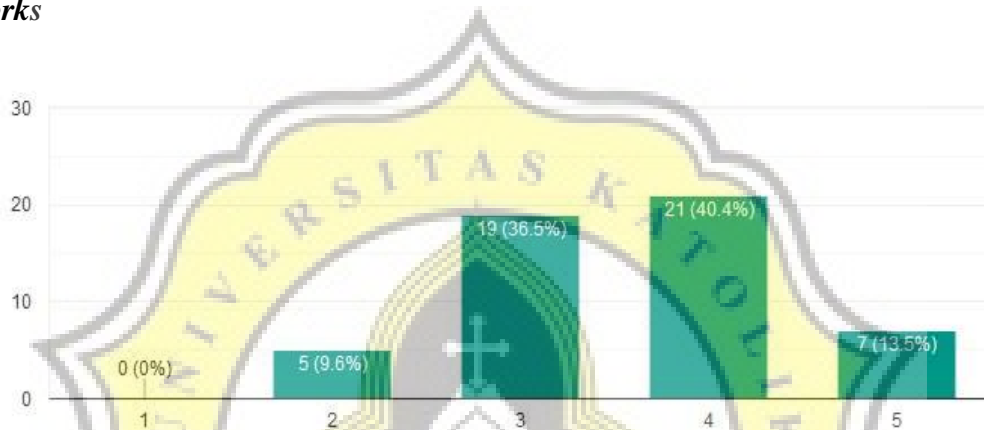

Diagram 4.3 The respondents' perception on how the game works

The result of the students' perception of the second statement shows that the mean is 3.58. It means that students have positive perception on how the game works. The detailed result shows that 40,4% of respondents which are 21 people like the way the created game works. However, the neutral choice is dominant; it implies that respondents' perception on the way the game work is not strongly positive but slightly. The writer assumed that this result occurred due to the lacking of image and animation quality in the created game.

4.2.3 Students' perception on Statement 3: *I like the interaction in the game "Your Stories"*
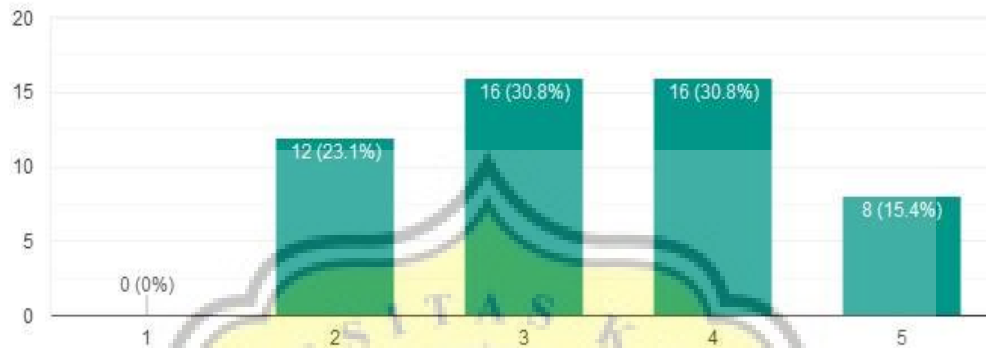

Diagram 4.4 I like the interaction in the game "*Your Stories*"

By resulting 3.38 as the mean score, this statement has the lowest score among all other statements. It means that the respondents only have a slight positive perception on the interaction provided by the game. With equal score between agreed and neutral, 30,8 %, the writer concludes that the respondents may like the game model, but give not enough intention to play longer due to the overall game animation and design quality. The limited ability of the game creator, in this case the writer herself, to design a good game, and the focus of the educative game, which is to provide a tool to learn English on-line affect the display of the game.

4.2.4 Students' perception on statement 4 : *I learn from the mistakes I made during the interactive part of the game*
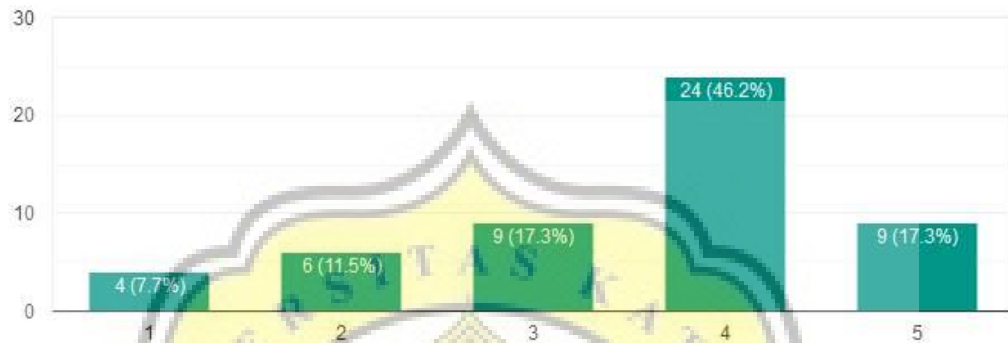

Diagram 4.5 I learn from mistakes I made during the interactive part of the game

The mean is 3.54. It means that the respondents have either positive/negative perception on the function of the game to teach them English language. The highest percentage shown in the diagram 4.5 in which 24 people chose "agree" (46,2%). As another way to let the players get involved in the game and to ease memorising the learning is by letting them see their after-doing result. This part is also the action where interactive section happened. With 24 people chose to agree, it means that respondents agreed that in the playing process, they learned from the mistakes they made as they notified if they made right or wrong choices in the educational section.

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4.2.5 Students' perception on Statement 7: *I can see Indonesian setting in the game* *"Your Stories"*
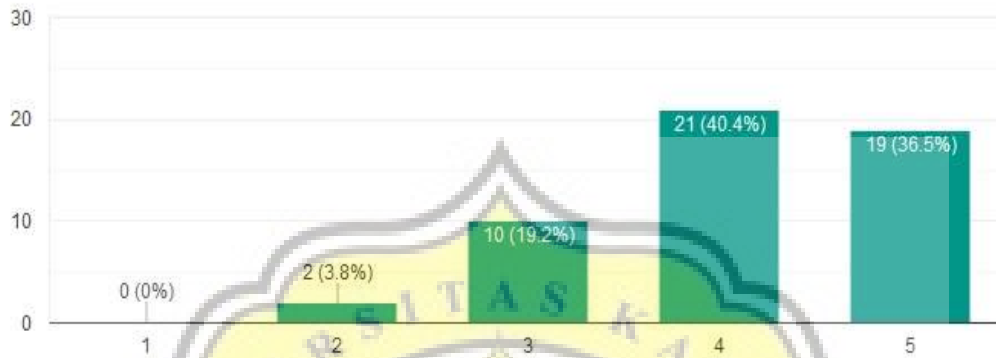

Diagram 4.6 I can see Indonesian culture in the game *"Your Stories"*

In making the game "Your Stories", the writer added in some Indonesian setting to the game. The Indonesian setting is represented in some of the backgrounds, costumes of the characters, and dialogue about the annual event in Soegijapranata Catholic University when first-year students enter their first year, PTMB. The mean of this statement is 4.10 which means that the respondents had positive perception on this statement. The result of each response showed that 40,4% of the 52 students agree that they noticed Indonesian setting in the game. The writer deliberately puts the Indonesian local setting with the intention of creating familiar background so that it may help the players to learn more English language by playing the game.

4.2.6 Students' perception on Statement 8: *I can learn more basic English expressions from the game*

Diagram 4.7 I can learn more English expressions from the game

In this game "Your Stories", the writer applied daily English conversation with vocabularies for intermediate level students. The meaning of using basic English expression is using intermediate vocabularies. The purpose of using intermediate vocabularies is to ease players' understanding so that they can comprehend what they read and apply it to their real conversation. The result of the mean, 4.33, showed that the respondents were strongly positive that this game can help them to speak English. Furthermore, it is proven by the result of each response that 22 respondents (42,3%) agree, and 24 people (46,2%) strongly agree with this statement. It means that almost all the respondents can learn basic English by playing this game.

4.2.7 Students' perception on Statement 9: *I learn many new English words in the game*
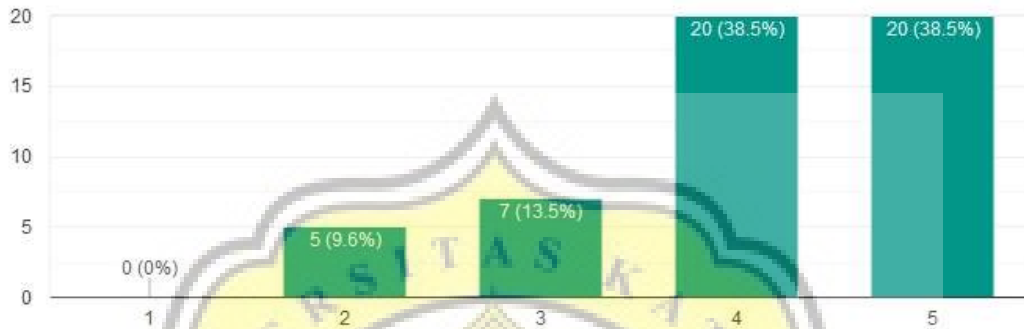

Diagram 4.8 I learn many new English words in the game

The result of the study showed that the chosen intermediate vocabularies help students in learning new English words. The mean is 4.06. In detail, as shown by the diagram above, 20 respondents agreed and strongly agreed with the statement that players learn new English words by playing "*Your Stories*" game (38,5%). The mean of 4.06 showed that the respondents had a positive perception on the game "*Your Stories*" because it helps respondents in knowing new English words.

4.2.8 Students' perception on Statement 10: *I can get to learn new English Expression*
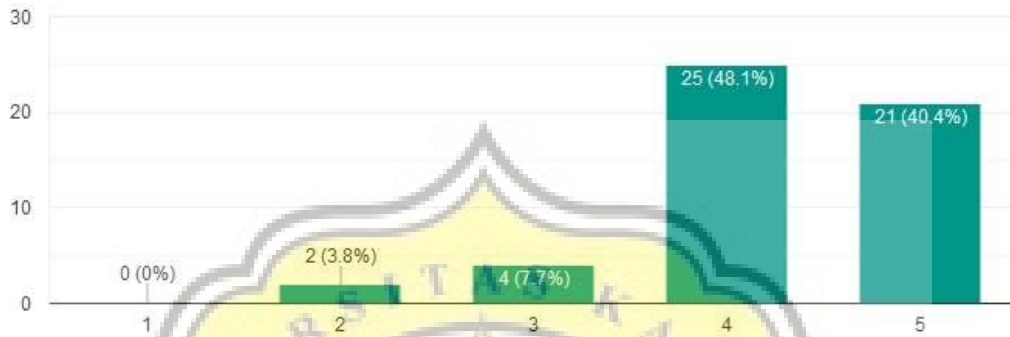

Diagram 4.9 I can get to learn new English Expression

Not only intermediate vocabularies are presented, but some English phrases and expression are also shown in the game. Some examples of English expression and phrases in the game "Your Stories" is shown as below (figure 7):

Figure 7: Examples of English phrases and examples

The respondents did agree that they learned English expression from the game. The mean of 4.27 proves that the respondents had strongly positive perception in perceiving this game as a tool to learn new English expression. The detail of the

response is 46,2% of the respondents agreed, and 42,3% of the respondents strongly agreed.

4.2.9 Students' perception on Statement 11: *I can make a difference between using formal and informal English by learning the game*
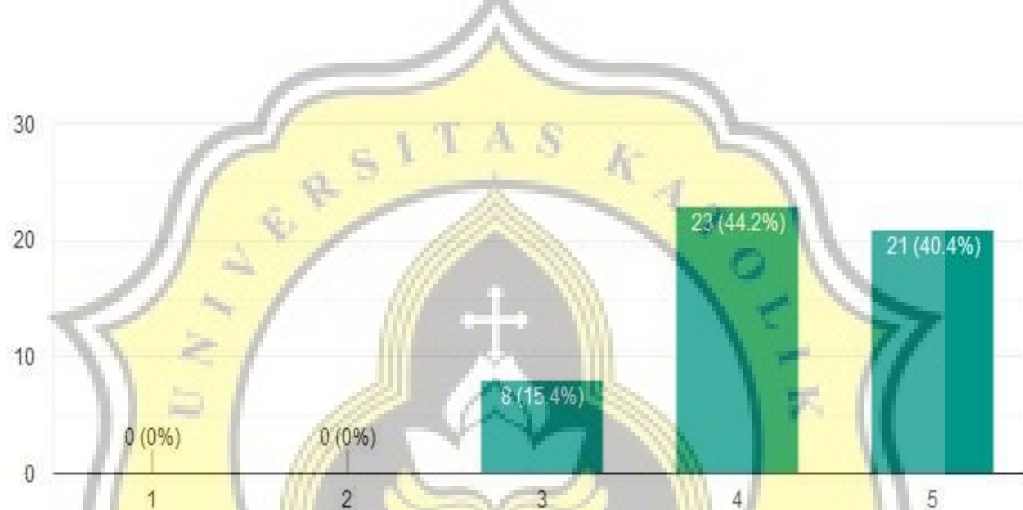

Diagram 4.10 I can make a difference between formal and informal English by learning the game

In the game, the writer presented a similar conversation with different settings to teach players to differentiate the usage of formal and informal English language. The first setting is conversation between students, the second setting is between student and lecturer. Eventually, the result showed a very positive perception on this statement with a mean of 4.25. The distribution of each response in diagram 4.12 shows high member of agreement to the statement with only few neutrals. All the respondents showed good

perception on understanding the difference between formal and informal English displayed in the game "*Your Stories*".

4.2.10 Students' perception on Statement 5: *I can play and learn English using "Your Stories" game*
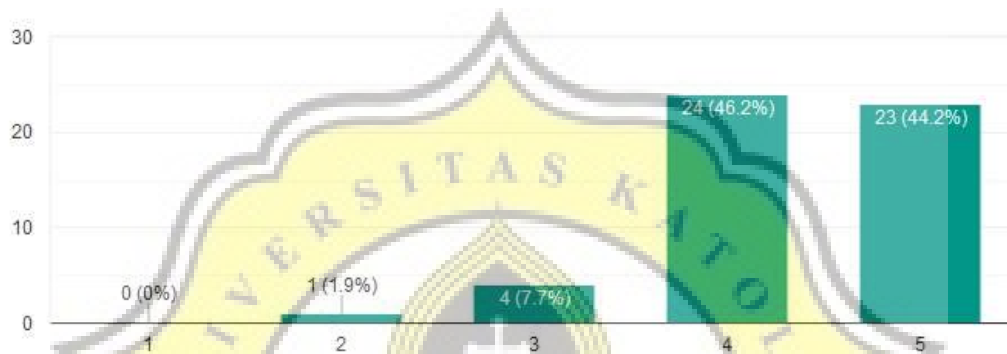

Diagram 4.11 I can play and learn English using "*Your Stories*" game

The mean of this statement is 4.31. It means that the respondents had strongly positive perception that they can play and learn English at the same time by using the game. Besides being entertained, students can also learn something new from this game. The detailed result can be seen in diagram 4.6. Twenty-four people chose to agree (46,2%), and the same half twenty-three people, chose strongly agree (44,2%) on statement *"I can play and learn English using the Your Stories game"*.

4.2.11. Students' perception on Statement 6: *I agree that the "Your Stories" game helps me learn English*
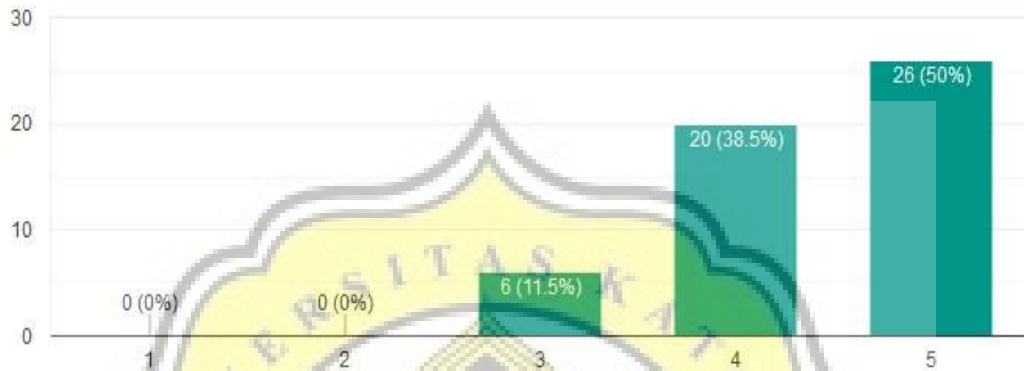

Diagram 4.12 I agree that the "Your Stories" game helps me learning English

Statement 6 is the peak point of overall statements. With the mean of 4.38, the result shows that the respondents were strongly positive in their perception of *Your Stories*. Diagram 4.7 showed that respondents strongly agreed that the game "*Your Stories*" helped them in learning the English language. Begin with motivation to prove whether the interactive game support the learning process or not, the writer is glad that it resulted well. The respondents have good perception on the game *"Your Stories"* and have agreement that the game *"Your Stories"* helps them learning English. Shortly, the main goal of creating this game is achieved.

4.2.12. Students' perception on Statement 12: *I can apply some English sentences shown in the game to my daily speaking*
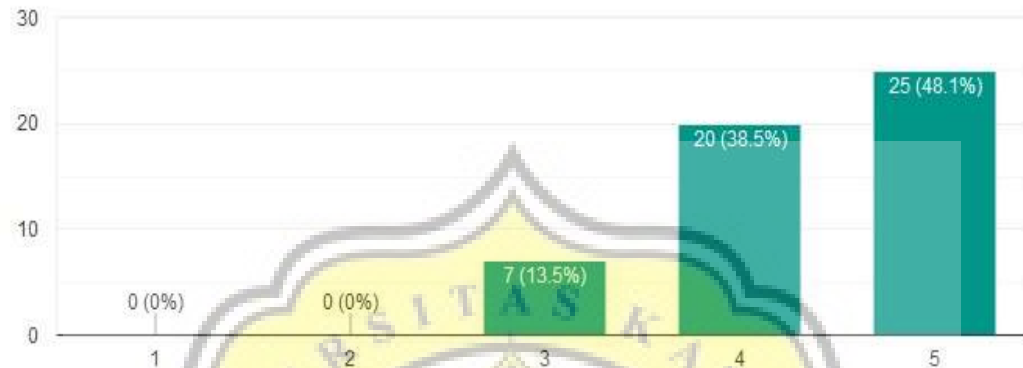

Diagram 4.13 I can apply some English sentences shown in the game to my daily speaking

The twelfth statement "*I can apply some English sentences shown in the game to my daily speaking*" with mean score 4.35 shows that the respondents had good perception that the English sentences in the game "Your Stories" are useful to support respondents' daily life speaking. The respondents had a strong positive perception toward the statement, and it is proven on the diagram 4.13. Diagram 4.13 shows the detail of respondents' response to the statement: 38,5% agreed, and 48,1% agreed.

4.2.13 Students' perception on Statement 13: *I learn from the choices I made*
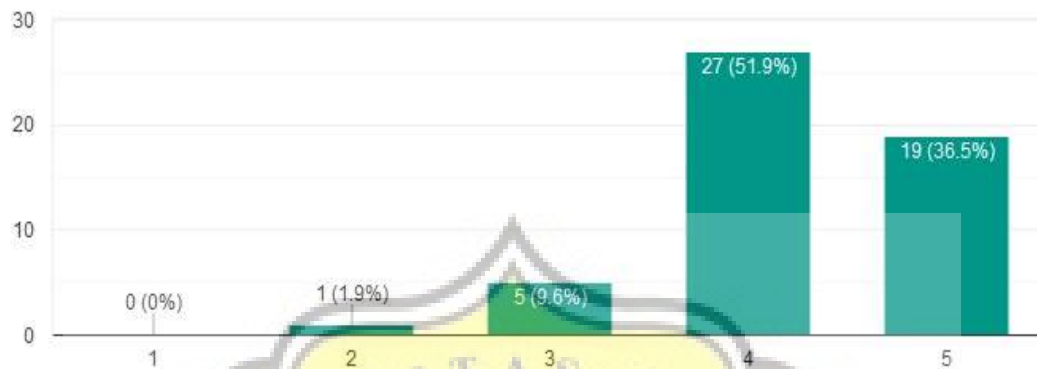

Diagram 4.14 I learn from the choices I made

Related to statements number four *"I learn from mistakes I made during the interactive part of the game"* on diagram 4.5, all the players are shown notification whether their decision is correct or not after picking some certain choices. In this statement, the writer asked the respondents whether they learn from their decision in the game or not, and the respondents showed strong positive perception of this fact. It is proven from the mean result, 4.23, and the dominance of picking "agree" in this statement. Twenty-seven of the respondents (51,9%) agreed and 19 people (36,5%) strongly agreed with the statement.

4.2.14 Students' perception on Statement 14: *I can practice my English by reading the storylines in the game "Your Stories"*
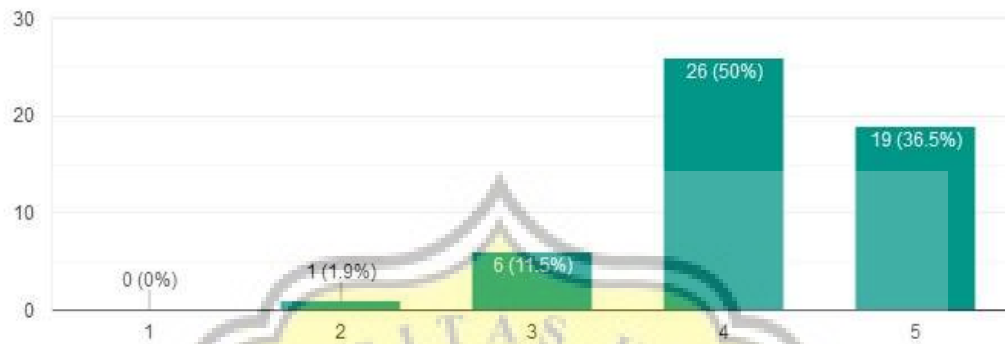

Diagram 4.15 I can practice my English by reading the storylines in the game "Your Stories"

The result above (diagram 4.15) showed the respondents were strongly agree that they can learn English from *"Your Stories"* game story line. 26 students agreed that they could practice their English skill by reading the text presented on the game (50%). Moreover, 19 students (36,5%) strongly agreed with this statement. It showed positive and strong perception that respondents can develop their English language by reading the story-lines of *Your Stories* game.