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Abstract

The Indonesian English curricula has experienced many changes. The historical sketch of how English has been confirmed as a foreign language since 1914 has produced different kinds of focus for the English subject in the Indonesian curriculum from 1968 to 1975, then 1984, 1994, 2004 and 2013. The 2013 curriculum, which is used up to today, has encouraged teachers to become creative in innovating English language teaching materials that are fun to do. With a fun setting, more students of English as a foreign language would have the ability to succeed in the primary to secondary school exams that make the English subject as one of the three required subjects to graduate from. Through an initial tryout of a smartphone based TOEFL-like game application, this paper shares the result that student players see the game as relevant in helping promote local Indonesian culture to the global world, in addition to ensuring students the ability to do well with integrated-based TOEFL exercises.

Keywords: Local and global culture, TOEFL-like game, smartphone, English language classroom

1. 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 colonialized by the Dutch from the 1600s

until 1942. 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, who were Indonesian aristocrats could go to school to only learn Dutch as a foreign language, in addition to learning the vernacular languages of Indonesia (Prasetyo, 2016, p. 163). Thus, language-wise, Indonesians who were fortunate enough to go to school were the ones that could speak Dutch. The schooling condition was, however, not accommodative enough. School facilities were limited that some desks would be used up by four Indonesians rather than the usual two students (see Figure 1).
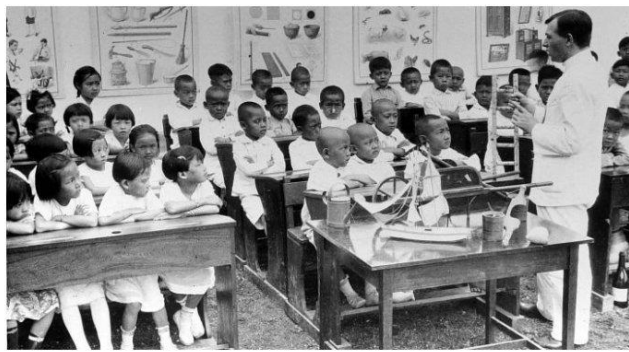
Figure 1: A Dutch teacher teaching Indonesian aristocrats how to speak Dutch
http://bangka.tribunnews.com/2018/05/03/awalnya-hanya-untuk-kaum-bangsawan
-beginilah-potret-pendidikan-di-indonesia-di-masa-penjajahan

It was not only until the year 1914 that the English language was officially learned by Indonesians in schools. This was due to the few Dutch speaking Indonesians who could study English, only because they could experience further studies in the Netherlands. However, this opportunity ceased during 1942-1945 when the Japanese took over the ruling of the Netherlands and instructed Japanese language as the only learned 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).

Ever since Indonesia gained its independence in 1945, the English language teaching (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, but in 1953 when the Ford Foundation provided 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 English training institutes set up by the Indonesians who returned from the United States, an Audio Lingual approach that implemented the Oral Approach was used. By the years of 1968 and 1975, the Indonesian English curriculum instructs the importance of teaching grammar in addition to mastering listening, speaking, reading and writing skills. This condition developed with the shift "from empiricism to nativism in the late 1950s and the sociological trends in the 1960s", henceforth, 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 latter curriculum was established due to the needs of the schools to produce students who were equipped with the necessary competence for communicative English.

Almost 10 years later, the 2013 curriculum is devised to encourage Indonesian citizens to have more religious tolerance and mental health, in order to

give better empathy towards others (Gunawan, 2007). This religious tolerance springs from the fact that Indonesians have various numbers of religions that need to cooperate with each other rather than become a factor that discouraged the unison, which contributed to the independence Indonesians built on since 1945.

The 2013 curriculum is aimed at preparing Indonesians to become citizens who are religiously tolerant in order to become productive, innovative and passionate, so they can contribute to societal, national and global civilizations. This is in line with Susanti's viewpoint, who believes that the curriculum is aiming at improving the mindset of its citizens by strengthening the governance curriculum, through the deepening and expanding of materials to reinforce learning, and adjust the learning load in order to ensure conformity between what is desirable with what is produced (2018).

By relying on the 2013 curriculum, the Indonesians could keep up with the advancement of science, technology, art, and culture. By mastering English as a tool for communication, Indonesians can reach out to not only the local, regional, and national area but also to the more global, international civilization. Consequently, the teaching of English becomes a multi-billion business because lots of investments are made in having native English speakers come and teach or give workshops on how to use the English language proficiently. This applies also for the Indonesian English teachers who go abroad and participate in seminars, workshops, or short courses for the betterment of their teaching upon their return to Indonesia.

2. The Indonesian EFL learning environment

In the 2004 curriculum, English language in Indonesia used to be taught as a compulsory subject from the fourth grade of elementary school. This changed, however, in the 2013 curriculum, whereby only elementary schools with supporting facilities would have English classes. Officially, the Indonesian government is

reported among others to have (1) removed the English subject from Elementary School, (2) reduced the teaching hours at Senior High School, (3) explicit additional grammar points, and (4) integrated all language skills (Putra, 2014, p. 65). This regulation came forth due to the need for more hours in the teaching of local/ native languages for the 200 million Indonesian beings, who are living in the 34 islands (https://www.zonareferensi.com/provinsi-di-indonesia/) of Indonesia. The need for teaching the native languages rather than English as a foreign language is because the 700 kinds of native languages are thought to be deteriorating. In junior and senior high school, however, the English language is taught as a compulsory subject.

In a regular classroom for Indonesian junior and senior high schools, there would be two or three parallel classes consisting of around 40 students. With only one English teacher for 40 students, most of the time, the English lessons are filled with exercises on vocabulary, grammar, or reading (see Figure 2).

Figure 2: Situation of a regular classroom of 40 students at a Junior High School (Private collection)

With 40 students in a regular classroom, the ideal setting for an active speaking class that gets students to perform a role-play in the classroom is not feasible in the regular classroom. Henceforth, some schools would allocate a one hour extracurricular English Club for once a week (see Figure 3).

Figure 3: Working in groups at an extracurricular class for English
(Private collection)

Here, students can be divided into a more manageable class of only 15 to 20 students at the most. With only five groups of 3-4 students to go around, the English teacher can facilitate an active and effective English classroom.

3. An EFL smartphone game software promotes a local to a global culture

English language in Indonesia is taught as an EFL (English as a Foreign Language). The Indonesian government regulates English along with Mathematics and Bahasa Indonesia subjects as a compulsory subject to graduate from schools. As a consequence, English language teachers from Indonesia are continually challenged to develop their own teaching-learning materials, methods, media, and assessment. This is particularly reinforced in national-plus schools, who has the autonomy of using an international curriculum to create global ready citizens who have 21st-century skills (Wrahatnolo & Munoto, 2018), such as the ability to analyze and solve problems about their immediate society. Being a lecturer at an English Department, I take account of the facts discussed above and think of a way for the few Indonesians who have the opportunity to advance actively with English. Due to the world's recognition for an Industrial Revolution 4.0 where education should be in tune with the kinds of media technology that is available in society, I decided to team up with a university colleague from the same department to

concentrate on making the material for an online TOEFL. I also teamed up with a Game Technology Department lecturer to create a smartphone application that supports the need for Indonesian EFL students to become thinkers who are critical, creative and innovative. In order that many Indonesians can play the game, the smartphone application is made available in the Google Play store for free. We considered it as the best media because anyone with an electronic gadget such as the computer, laptop, notebook, Ipad, and smartphones can access Google Play store. In Indonesia, the Google Play store is a popular media to look for and download games to play, in addition to acquiring various kinds of educative software. With this condition, a student or employee can fulfill the need of being skillful in English, in order to earn a higher score in the TOEFL (Test of English as a Foreign Language). To access the software, anyone can just type in the call name *TOEFL Like App Tommy & Pokina* (see Figure 4).
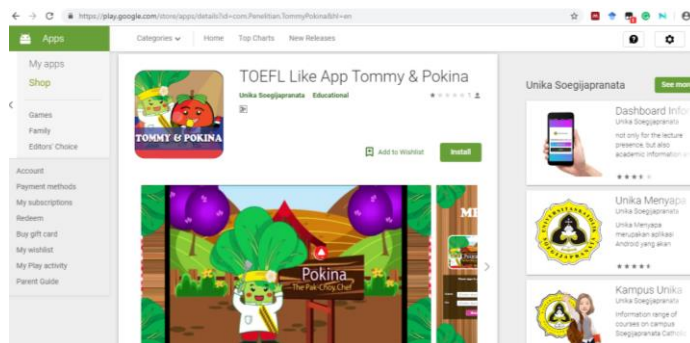
Figure 4: TOEFL Like App Tommy & Pokina

https://play.google.com/store/apps/details?id=com.Penelitian.TommyPokina&hl=en

The smartphone game is actually a development of the TOEFL-like game software previously made for the PC or personal computer (see Dukut, 2018 for a more detailed discussion on the PC software). The decision of developing the PC game into a smartphone is based on the condition that during their spare time, more Indonesians have better opportunities of accessing the internet through their smartphones to download and play games rather than with a PC that is designed for doing serious school assignments only.

Based on the previous tryout in schools that do have a laboratory filled with PC, the PC needed equipment that supports the game's specifications, such as having a sound card and have headsets that allow the players to listen to the audio of the animation played, and record the voice of the players who could get to the speaking TOEFL exercise level. Going to three different schools, I found that although the schools had a PC laboratory, most of the PCs were not fully equipped. Although I had prepared my visits to the schools with headsets that have a built-in microphone, in one school there were only 10 out of the 30 PC in the room that had the sound card facility. This makes the tryout of the game unsuccessful as many students could not play with the Listening and Speaking section. The initial idea of inserting the game formally in the English curriculum in schools becomes an impossible thing to do. This is why, as head of the research team, I decided to have the game available for download in smartphones. The full play of the TOEFL-like game becomes more probable because the smartphone gadgets would already have the technology built into it. It is gratifying to learn that uploading the game in Google Play store would also realize the local Indonesian TOEFL-like game as a globally transnationalized game. Anyone from the U.S.A, Australia, China, and Japan can easily download the game, too.

Especially in Indonesia, the smartphone is the best media to promote the game. With no restrictions of having more than one number and more than one kind of smartphone for one person, many Indonesians regardless of their status or the economy condition are generally enthusiastic in using the smartphone for social networking. University students, who are living in the cities, are among those that rely on the kinds of information accessible via the internet by use of small, compact and easier to carry gadget like the smartphone. The choice of having the smartphone as the media to promote the TOEFL-like game is also based on the current Centennial generation or Gen Z's characteristics who are digital savvy.

The game is created to be one of the digital media alternative Gen Z EFL students are seeking for. Born within the years of 1995-2010 (https://www.kompasiana.com/yudikurniawan/583fc7f9ba22bda00c8d8bf9/gen-z-bonus-demografi-dan-masa-depan-indonesia) the so-called "digital integrators, click'n'go kids, global gen, screenagers…", the Gen-Z are characterized by their keen desire to make use of a range of digital media gadgets for their learning, rather than the classical or traditional classroom learning with the blackboard media. The smartphone *TOEFL-like App Tommy & Pokina* game software is one of the answers to deal with young players who seek an educative game that can improve their English skills. The more players, the game can attract, the more student players there will be in producing 21st-century students who are skillful, critical and innovative.

According to Nalliveetil & Alenazi (2016), smartphones help students who are not willing to speak up in class become active because these kinds of students like to use their smartphones to text in their messages. Smartphones are easy to use because it is mobile, more compact and has a light-weight. It has been voiced that consumers generally prefer to play educative games through their smartphones. Casan-Pitarch claims that games in smartphones "can raise student's motivations and their interest in the process of learning languages" (2018, p. 52).

In Indonesia, most city students have the tendency of using the smartphone heavily not only for gaming but also for their education. Not many would sit in a library reading a book. The looking up of new English vocabularies no longer rely on hands-on book Dictionaries but rely on the online dictionary available in their smartphones. Thus, it is no longer a surprise to find students, who prefer to use the smartphone to read e-books and pdf articles assigned by their lecturers. To keep up with the industrial revolution of 4.0, the University of where I teach has even officially regulated students to scan online barcodes as proof of their daily

attendance. Some portions of the lessons are also instructed to be put up in a cyber-teaching learning or an online dashboard/ blackboard facility. This shows that face-to-face teaching-learning is no longer a compulsory activity but a choice, and academic exercises or activities are more welcomed if technology gadgets are used rather than the classical activity of writing on a black/ green/ whiteboard.

Surfing the web, there are a number of popular English language educative game applications that students and English teachers can use via the smartphone's Google Play store. Among those are (1) *Duolingo: Learn Languages for Free*, which gives beginner English learners to learn 7 new vocabularies each time they play the game, (2) *Learn Languages Busuu*, which based itself on CEFR for its scoring to train learners how to write dialogues and make English conversations with a native speaker, (3) *Improve English: Word Games,* (4) *Memrise: Learn Languages Free*, and (5) *Learn Languages: Rosetta Stone,* which help builds up new English vocabularies (6) *Learn English with Babbel* is also a vocabulary game builder plus because it is facilitated with activities that deal with sound recognition, picture recognition, spelling and fill in the blanks exercises; and (7) *Learn English Grammar* which help English learners master on grammar exercises. Of these seven language games, however, none used TOEFL strategies.

Making use of an Integrated-Based TOEFL (IBT) that exercises students to do Listening, Reading, Writing and Speaking skills in an integrated way, has become the background to devise the game. Most beginners of English have limited mastery in English grammar. Therefore, my English Department colleague helped me devise English grammar focused questions for the game. My contribution to the game is in creating an animated story that embraces the local Eastern and the global Western culture, so it may interest the global audience.

An example of the local Eastern culture that I inserted in the game is a scene about how Indonesians use sliced tomatoes as a facial component to keep their skin smooth, clean and healthy. Another example is when the tomato character is seen

dipping itself in a Japanese Jacuzzi to maintain good blood circulation in the body. *Pakchoy* is a long leafy green vegetable, which is similar to *kale* vegetable. The Chinese would often sautĕ it on a *wok* (a Chinese frying pan) with other vegetables like carrots, tomatoes, broccoli, and shallots. A sautĕ pakchoy dish is also an Indonesian favorite menu. However, to Indonesians in general, pakchoy is consumed more as fresh cut up vegetable that is mixed in a beef meatball soup with noodles and crispy chicken floured chips. This meatball soup, called *bakso,* is usually put in a wheel-cart and pushed around the neighboring streets. Indonesians love to consume *bakso* not only for the savory taste but for the practicality of eating up a healthy meal in one go, and for the cheap price it has for one bowl of soup. It is these qualities that make the Indonesian working class community consume *bakso* frequently. As an educator who wants to show off some Eastern cultural components in the game, I, therefore, make those scenes available in the game.

Being an English language lecturer, I also inserted some pronunciation teaching in the animation about the pakchoy vegetable. The pronunciation of the word 'choy' from pakchoy, is similar to how we would pronounce the letter 'c' in the Western culture's 'chocolate' and well-known silent film artist, 'Charlie Chaplin'. Pakchoy is a cabbage family vegetable. Thus, in one of the scenes, I also show that the green pakchoy is also from the same family vegetable with the curly white Chinese cabbage and the broccoli. With regards to the broccoli vegetable, not many Easterners know that broccolis are colorful. Broccolis are usually dark green, but also light green, yellow, orange and purple in color. Culturally, the colorful broccoli can happen only in areas where the temperature is colder than that in Indonesia. Thus, I believe it is worth showing in the game, too. The vegetable knowledge education is not complete unless I also inform the kinds of nutrients and vitamins that the tomato and pakchoy have. For that reason, I also show through the

animation that the vegetable contains healthy calcium, magnesium, vitamin B and vitamin C, etc.

To show that there is some innovation, I also inform in the game that the vegetables can be a treat for the hungry game players. Students who would play the game will know through the playing the Writing section that tomatoes can be a delicious menu when transformed into a pudding. Likewise, the pakchoy can be creatively made as the main ingredient for green ice cream. Those playing the game will, therefore, have some additional knowledge for vegetables and the world's culture besides learning English.

4. The 45-minute IBT TOEFL-like game supports the Gen-Z's needs

The TOEFL-like smartphone game is designed for a 45 to 60-minute English activity. It can be played for Primary, Secondary, and beginning Tertiary school students. When starting up the game, players are given the choice of viewing an animation video of either a tomato or pakchoy vegetable character having an adventure around their neighborhood. After viewing and listening in to the story, players are given either a multiple choice and fill-in-the-blank questions that test their knowledge on how to use appropriate English tenses. This is then followed up by a Reading exercise where the text can be scrolled up and down to answer multiple choice questions about the understanding of a scientific reading about the healthy vitamins and nutrients the vegetables may provide for the body.

After satisfactorily playing the Listening and Reading section of the game, players are encouraged to do a Writing exercise that challenges players to write a 1000 words essay about the tomato pudding and pakchoy ice cream. For advanced learners, the Writing essay should be a media to show how well the players have understood about the cultural and scientific knowledge they have learned from the Listening and Reading section. Last but not least, the Speaking section challenges players to describe in detail about a poster of either the Tommy the tomato actor, or

Pokina the pakchoy chef. For beginner players, the speech should show the mastery of using appropriate vocabularies of color, shape, size, and other things related to what is seen from the poster. For advanced level players, who are proficient already with the English language, the Speaking section particularly seeks for players who could report on what they have learnt from the animation, reading passage, and what was written about the vegetable characters used in the game.

5. Indonesian and Japanese responses towards the game as a TAM (Technology Acceptance Model) for learning English

In finding out how appropriate the software game is as a popular technology product that meets the needs of its players, Ahmed (2014) suggests using a TAM (Technology Acceptance Model) questionnaire. The kinds of questions or statements used in the questionnaire should include four kinds of evaluation: (1) how users perceive the ease of using the technology through a free effort (PEOU), (2) how users perceive the usefulness through job performance enhancement (PU), (3) how users show their attitude of using the technology, in so that there is an evaluation that the product is beneficial or harmful, pleasant or unpleasant, etc. (ATU), and (4) how users have the behavioral intention of performing some kind of behavior, which becomes a result of using the technology (BI).

As informed earlier, the game is available for download in Google Play store for free, thus, anyone from all over the world can play the game and find out how well they are with their English competence. Believing that Japanese students are digital technological savvy, my colleagues and I decided to involve not only Indonesian students but also some Japanese students to tryout the game, so they could later express how applicable the game is in improving their English by filling out the questionnaire. The reason for involving Japanese student is to fulfill the expectation that the game created can be locally and globally popular.

The questionnaire consisted of twenty-four statements and four questions. The first twenty-four statements made use of a five Likert scale to show how respondents would either (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree with the statements written in the questionnaire to judge how appropriate was the game as a model for English language teaching and learning. The next four questions were made for students to respond to the same intention but answered in more detail. Thus, clarifications or supporting details from the twenty-four statements were made possible.

In brief, statement number 1-4, 10, 13, 22, and question A were related to TAM's PEOU. Meanwhile, question B, C, and statements number 13-21 were related to TAM's PU. Next, TAM's ATU was responded through the answers found from statements number 4, 9, 11-12; 22 whereas statements number 4-8, 11, 23-24 and question D were related with TAM's BI. This manuscript reports the answers made by first-year university students from the English Department and Game Technology of Soegijapranata Catholic University, Indonesia that was 59 in number. Another 16 students were from Chukyo University in Japan. Thus, in total there were 75 respondents.

5.1. PEOU

The first statement that points to TAM's PEOU (perceived ease of usefulness) is statement number 1. It asked respondents their opinions about how *Learning English with animation is more interesting than learning in a classroom with no digital media*. If a high number of respondents agreed to this statement, then it meant that the product created is perceived as interesting and is, thereby, useful for the English language classroom.
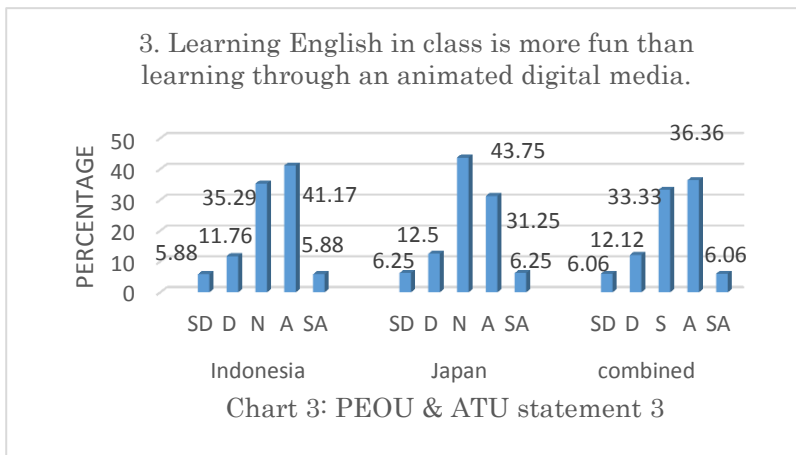
Chart 1: PEOU statement 1
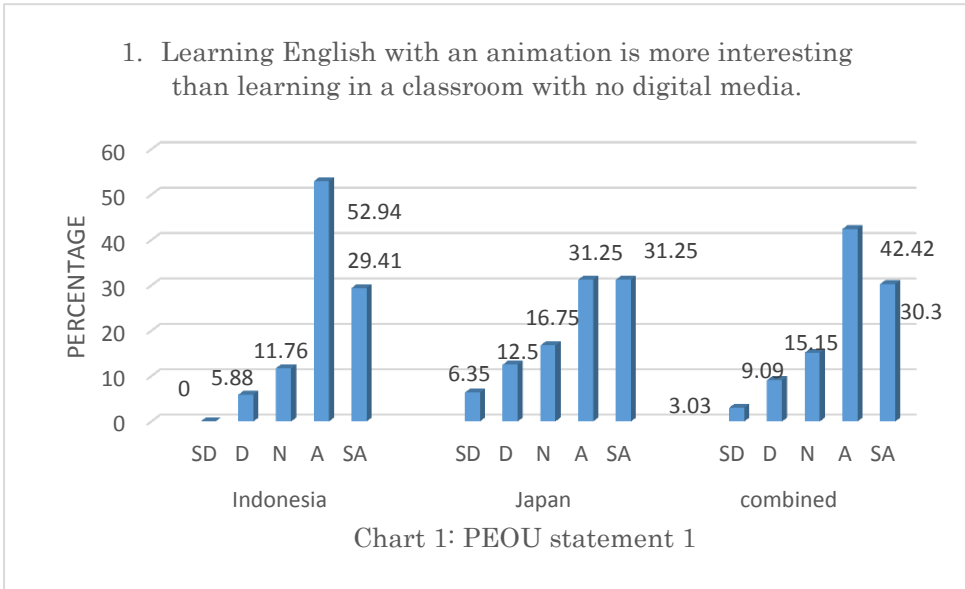
With 52.94% in agreement for the Indonesians, 31.25% for a strong agreement from the Japanese, and 42.42% in combining both respondents' results, the finding has proven the expectation that players do see the game as an enjoyable alternative to learning the English language. Because of this, online English educative games like the TOEFL-Like game software created should be encouraged and used by schools as a media to increase students' EFL skills. The next statement that supported the PEOU was statement number 2.

Statement 2 wanted to see how the players perceive the product as needing no real effort in playing the game due to its ease in following the instructions. The result show that the students have played the game enthusiastically because they have accepted the game as a useful media to learn English. Proof of this is found from the 52.94% Indonesians who agreed with the statement. Likewise, the 56.25% Japanese also agreed with the statement.

Chart 2: PEOU statement 2
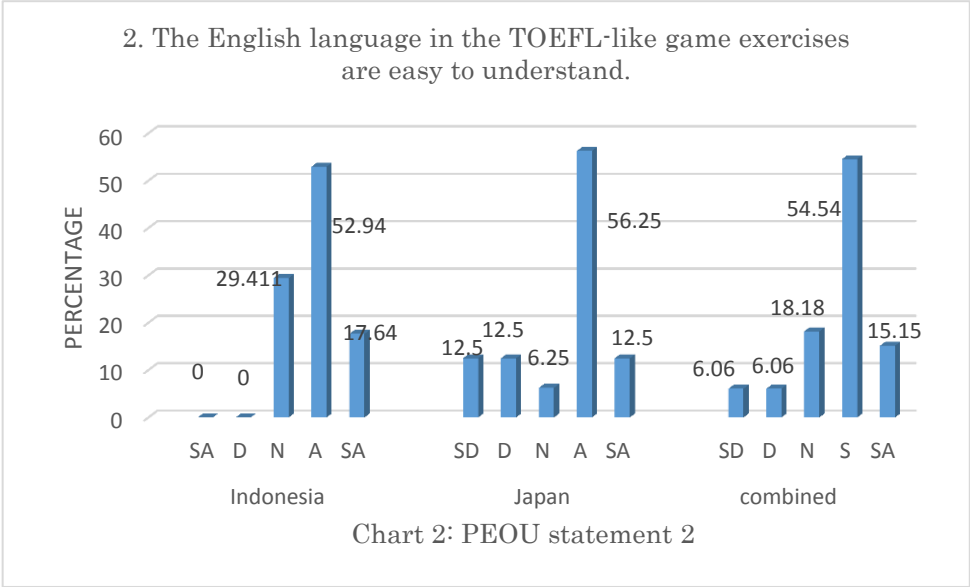
The next statement, number 3 was *Learning English in class is more fun than learning through an animated digital media*. This statement opposed number 1. As the opposite to statement number 1, the highest response should be strongly disagreeing. However, the questionnaire revealed that the highest response from the Indonesians was 41.17% agree with 35.29% neutral. Meanwhile, the 43.75% Japanese responded neutral and 31.25% of them agreed. Combining the responses from both countries, it was found that 39.39% responded neutral rather than the 36.36% that responded agree. With only 3% higher for those who agreed, this entailed that using technology or with no technology did not give any real difference for the students to learn English. Instead, students seemed to be happy enough with any kind of situation, so long as the students were still taught English actively in classrooms. The happiness was also a show of attitude, therefore, the response to this statement also fulfilled the TAM ATU's criteria.

Statement 4 stated *The culture-based characters in Tommy and Pokina animation is interesting*. This statement tried to find out whether the players perceived the game as both fun and useful for them without any real effort. In response to this statement, as many as 41.17% Indonesians agreed with this

3. Learning English in class is more fun than learning through an animated digital media.

Chart 3: PEOU & ATU statement 3

statement and 37.50% Japanese responded that they strongly agreed to the statement. Although in combining both countries' responses, as many as 39.39% were found to be neutral, the next highest response, was 36.36% in agreement. This meant that both Indonesian and Japanese players supported the previous statement that playing the TOEFL-like game was fun.

4. The culture-based characters in Tommy and Pokina animation is interesting.

Chart 4: PEOU & ATU statement 4
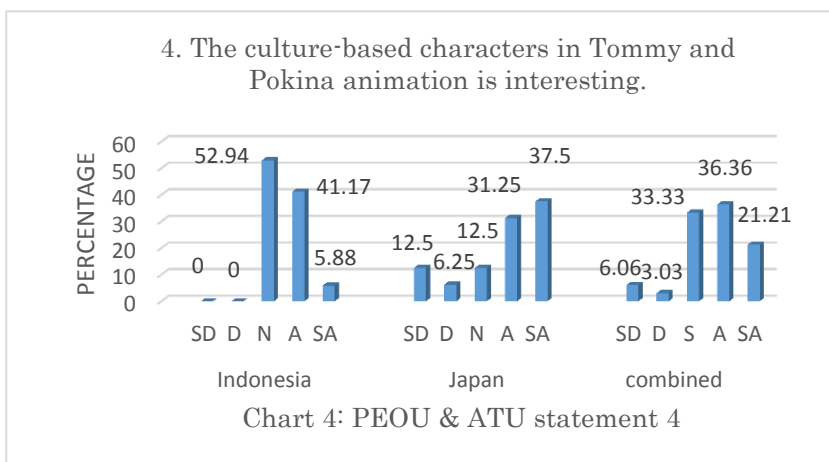
At the same time, however, they also perceived that the animation of Tommy and Pokina found in the Listening section of the game had taught them some cultural background from both the East and West. This agreement about the animated characters being interesting according to respondents has fulfilled the

ATU's criteria, too, because it meant that they had a positive attitude towards the game.

The response for statement 4 was cross-checked with the answers received for question A, which asked *In your opinion, what are the disadvantages and advantages of the digital media that makes use of culture-based animation?* It was found that some of the answers for question A were directly related to statements that asked for how easy and useful the game was. For example, one of the Indonesian respondents clarified that the *TOEFL-Like App Tommy & Pokina* software game was an interesting media for those who liked gaming with something that is entertaining and at the same time educative. However, another had also said that the software could be "inappropriate for those who preferred to studying English through a private English teacher". This response was supported by another who said that "it had a time limit to playing it and no one to consult when questions arise". Therefore, although the game helped learners to learn on their own, some felt that the learning could have been better if the time to answer the questions were not limited and there was someone to ask if further information is needed.

For the Japanese, some respondents also responded that the game was interesting. On the one hand, there were those who commented that "It's interesting to study animation" because it is "easy to understand", "we follow animation with our eyes so we understand listening part not only by ears but also by eyes", and "Like it. We can enjoy studying", is interpreted that the Japanese prefer to learn audio-visually. On the other hand, some claimed about the fallbacks of the game. Examples were that "the voice was not as clear as I had imagined" and "Like it. [but] We didn't have Android so Role-play users can't play it".

The condition that most Japanese used the iPhone rather than an Android gadget was an unfortunate circumstance for the research. We had to modify the condition of not having most of the Japanese use their own mobile gadget to play the

game. Instead, in the game tryout, the Japanese players they had to see the animation through a projected LCD and hear it through the classroom's speaker. These circumstances may have affected greatly to the neutral response to statemet number 4 and 10.


Chart 5: PEOU statement 10
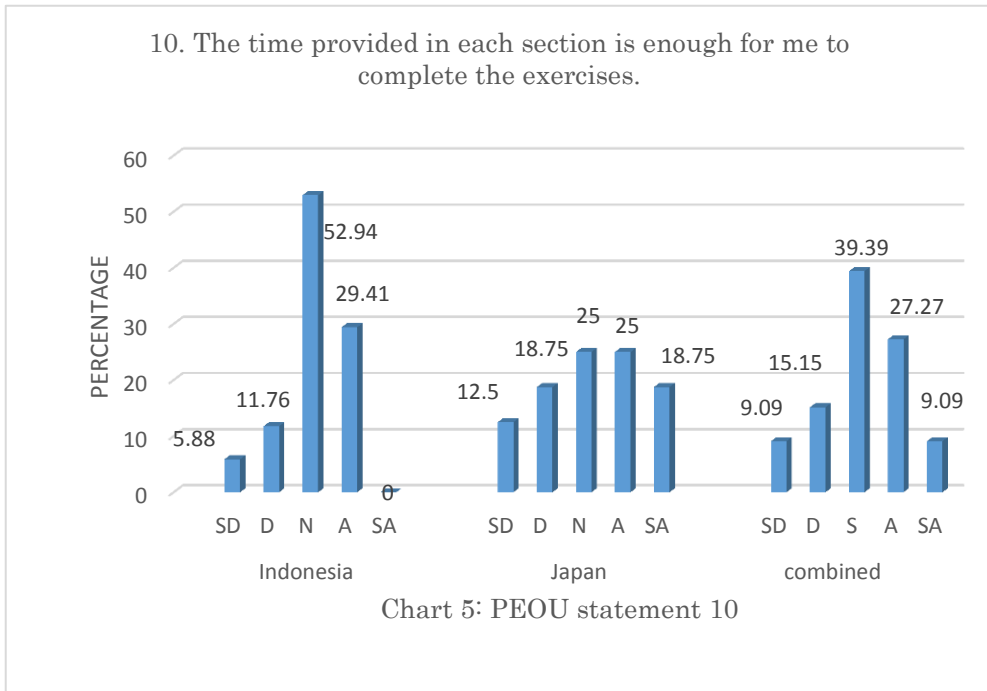
The time provided in each section is enough for me to complete the exercises was statement number 10. Through this statement, respondents were also asked to verify about the perceived usefulness of the game. In this statement, 52.94% Indonesians agreed. For the Japanese, there was a response of 25% who agreed and another 25% who responded neutrally. When combining both countries' responses, however, the highest percentage was found to be 39.39% for neutral, followed by 27.27% response of agree. This result could have been influenced by the unmet condition for the Japanese whose gadgets were iPhone rather than Android based, but it could also mean that some players really have met do some difficulties in playing the game due to not enough time.

The above finding that the game was not easy to play with, was unfortunately not in line with the answer found for statement 13: *The TOEFL-Like App instructions in each section are easy to follow*. For statement 13, as many as 47.05% Indonesians agreed that it was easy to play the game. The Japanese had 25% who agreed and 25% strongly agreed to the statement. As a result of combining both countries responses, it was found that 36.36% responded an agreement to the statement.

Chart 6: PEOU statement 13
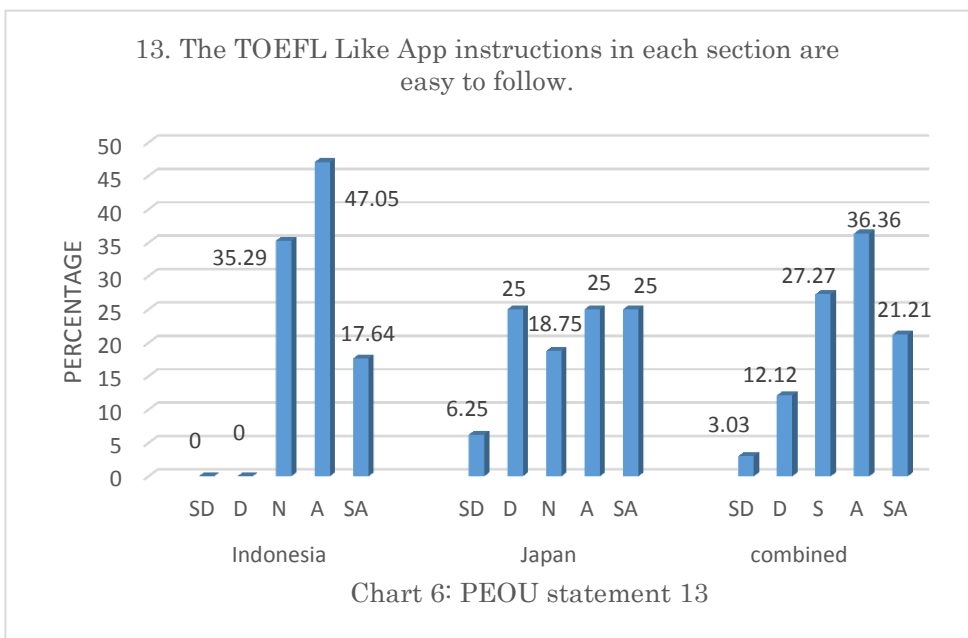
The other statement that tried to find out how respondents have easily found the game was statement 22: *Searching TOEFL-Like App Tommy & Pokina in Google Play store is easy.*

According to 58.82% of the Indonesian respondents agreed that the application is easily found. By comparison, 37.50% Japanese respondents agreed and 37.50% responded neutrally. In combining the answers, however, only 24.24% were neutral and 48.48% agreed. All in all, the seven out of eight statements for PEOU were agreed by most of the respondents. This brings in the interpretation

22. Searching TOEFL Like App Tommy & Pokina in Google Playstore is easy.

Chart 7: PEOU statement 22
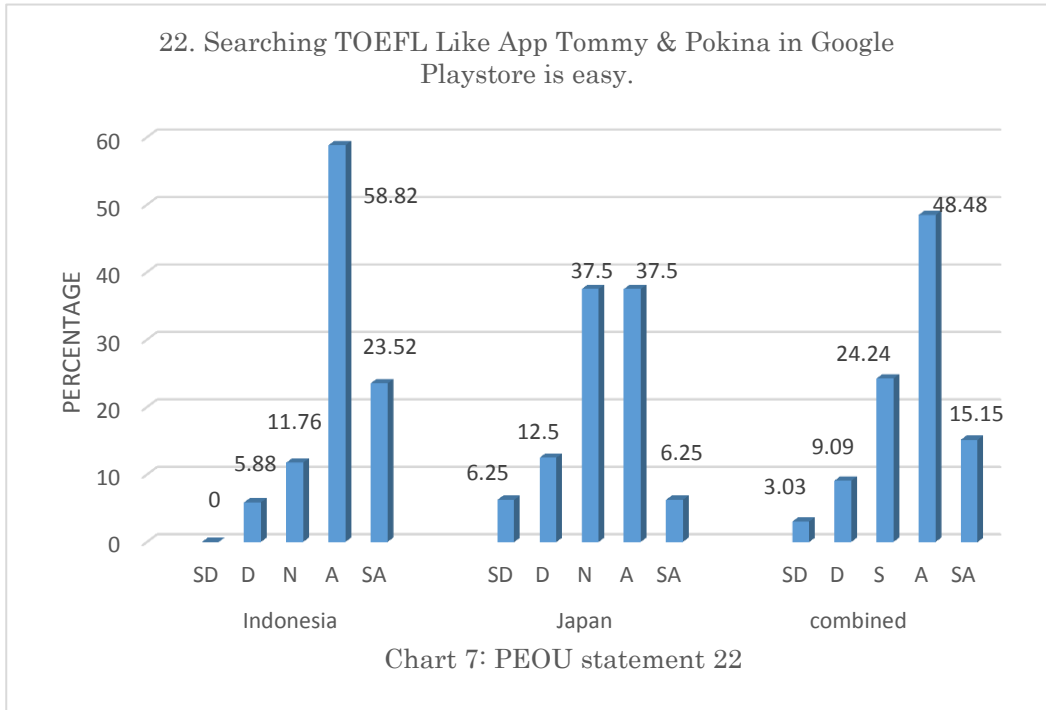
that the game was successful in having it found easily online as a model for learning English through non-traditional classroom means.

5.2. UP

The second type of evaluation for TAM is PU (perceived usefulness through job performance enhancement). The statements in the questionnaire that were related to PU were those from number 13-20, 22. Questions that were related to PU were those from questions B and C because they asked respondents how well functioning the game was. First, statement 13 which stated, *The TOEFL-Like App instructions in each section are easy to follow;* and statement 14 which stated, *The button symbol for BACK, NEXT, RECORD, STOP in the game application are easy to follow* were asking about the perceived usefulness of the game through its performance, too.

Although statement 13 was also an answer for PEOU, it was also applicable for PU. The response that the game was easy to play with was caused by the well-functioning of the program, too. This becomes reasonable when finding the

good response to statement 14, whereby 41.17% Indonesians agreed, and 37.50% Japanese agreed, hence, making 39.39% of them who agreed that the game was not only useful but the button symbols helped the game to function well.

Chart 8: PU statement 14
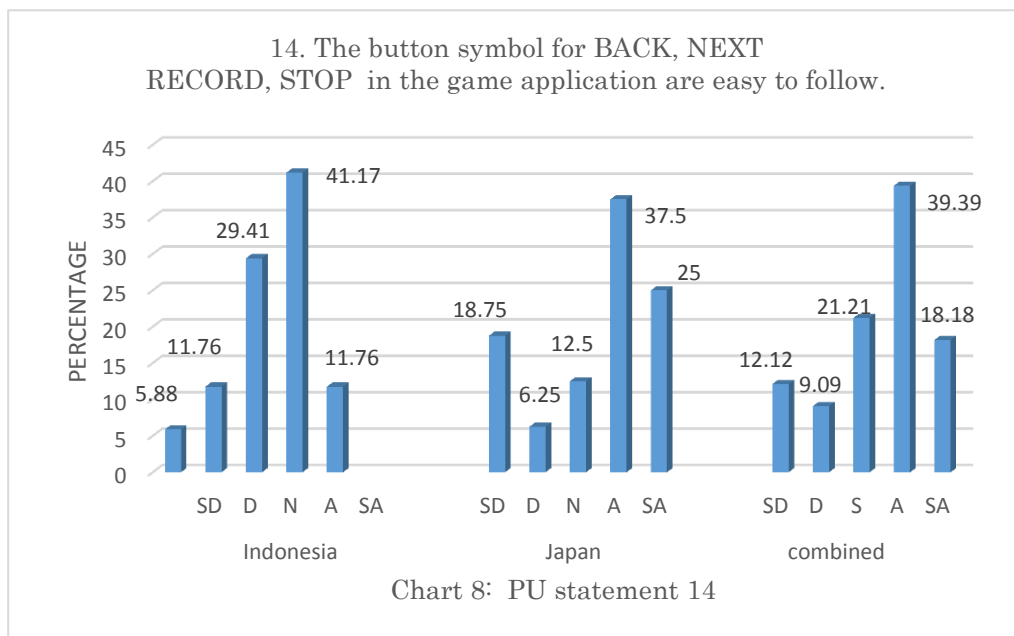
The agreement that the game was perceived useful through its job performance was strengthened by answers from question C, too, which asked: *Which TOEFL-Like section (Listening, Reading, Writing, Speaking) is the most beneficial to learn English? Why?*. Although there were answers that show each of the sections were beneficial for their learning of English, most of the Indonesian players as respondents benefit from the Speaking exercise more than the others. A respondent answered, "Speaking because if we can speak English well, we can also read, write and listen well". This was supported by the answer, "The speaking section is the most beneficial to learn English because this section trains us to improve our productive skill especially the speaking skill".

Meanwhile, the Japanese benefit from the Listening exercise more than Reading, Writing and Speaking exercises. One respondent answered, "Listening because the voice is clear and easy to do them". This answer, however, is not directly supported by two other Japanese students who responded: "Listening. We listen to whole stories are fast, then the answer all questions. We need to memorize the story, so it's very good for us. I've never taken the TOEFL test, but it's also good for the TOEIC test. I like the animation, too!" and the brief response of "Listening. Japanese are not good at listening". These answers, explained the previous statement in number 10 where students thought they needed to have more time in answering the TOEFL-like game.

Statements numbers 15 to 20, and 22 also dealt with how useful was the game through the judgment of how good the performance of the game was to its players. The statements and responses that received a high percentage were:

| No.	Statement	Indonesian	Japanese	combined
15	The navigation in the App is easy to follow.	58.82% neutral 29.41 agree	43.75% agree	36.36% agree
16	The multiple-choice questions in the exercise are easy to do.	76.47% agree	58.25% agree	66.66% agree
17	The application works well.	47.05% strongly agree	43.75% agree	45.45% agree
18	The audio recording in the animation is clear.	47.05% agree	37.50% agree	42.42% agree
19	The visual images are excellent and vivid.	58.82% neutral 23.52% agree	43.75% agree	39.39% neutral 33.33% agree
20	The color used in visualizing Tommy and Pokina is appealing	41.17% agree	37.5% agree	39.39% agree

Table 1: Highest percentage of PU responses for statements 15-20

As seen from table 1, five out of the six statements in the table, in addition to the other four discussed previously have received an agreed response. The neutral response to the statement about the visual image was clarified in the answers to question B: *What kind of feature can be added to make the TOEFL-Like App more interesting?* Here, it was found that respondents would enjoy the animation more if the cartoon character were made more lively by giving them some 3D rather than just a 2D feature. Another input was about quality of the animation. According to some respondents, it could be given a higher density. Aside from this lack of picture quality, the facilities that made the game functioning was considered well and systematic enough. This well-functioning had contributed to the ease of playing the game, thus making the game interesting and useful to do.

5.3.   ATU

The next TAM criteria is the ATU (how users show their attitude of using the technology). ATU statements from numbers 4, 9, 11-12 wanted to identify whether respondents have evaluated the game as beneficial or harmful, pleasant or unpleasant, interesting or not interesting, etc. Although statement 4 was an input for PEOU, it became proof of how well respondents enjoyed playing a game with animation media for the Listening Section. With 52.94% Indonesians, and 37.5% Japanese, who agreed with the statement showed that learning English by use of media technology, surprisingly was better than the traditional class.

The game had risen the respondents' enthusiasm of doing English grammar exercise. This is an interesting finding because in traditional classes students often hate doing difficult grammar exercises. Statement number 9, *I enjoy playing interactive digital media that challenges my knowledge of English grammar* is directly related to statement number 12, *I like doing the integrated based TOEFL-Like App exercise* have shown that the integrated TOEFL-Like game did not make respondents hate English, but instead became positively challenged by it.

Chart 9: ATU statement 9
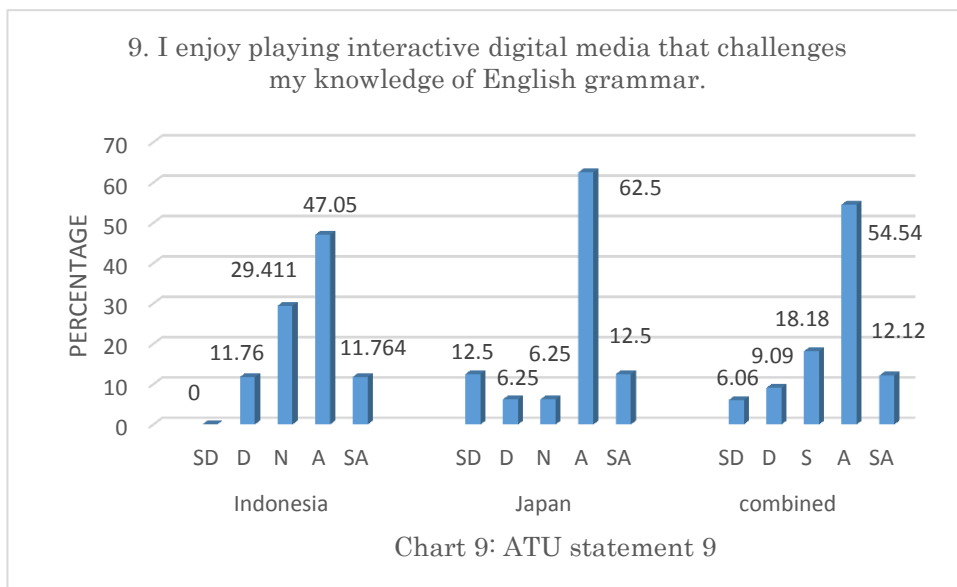
In the game, although the section was for Listening, Reading, it was encouraging to find how well respondents welcome the game that was actually relying on the grammar issue. Statement 9 showed that as many as 47.05% Indonesians agreed, and 62.5% Japanese strongly agreed, hence the game challenged their grammar knowledge.

The high response from respondents who agreed to do grammar exercises through gaming may become a solution for one fun way of mastering the English language. The reliance on grammar for the Listening section of the game Pokina was exemplified in the following question:

What is Pokina's hobby?

a. She likes fry pans.

b. She likes cooking. √

c. She likes to eat vegetables.

d. She likes stir fry.

Meanwhile, the Reading section question was also relying on how well players could use their grammar knowledge. An example of the question is:

Reread the beginning paragraph to choose which of these descriptions is false when imagining about Pak-Choy ice cream.

a. Its texture is smooth, soft and silky.

b. It has a soft, green pastel color.

c. It is silky white with chopped green leaves.

d. It may soft green and tender. √

As can be seen, by the tick provided, both sections challenged the players to cleverly notice that the best answer to the multiple choice questions was relying heavily on which statements have the correct grammar.

The reading exercise provided in Tommy after reading the passage also asked the players to notice about the use of correct grammar in choosing which of these verbs were grammatically correct for the following exercise:

Tomatoes originally **came/comes/come** from South America regions, especially Columbia, Ecuador, Peru, Bolivia, and Chile. It was the Spanish conquistadors who **introduced/have introduced/has introduced** them to other parts of the world in the 1500s.

If the grammar exercises evident in Listening and Reading exercises have made

Chart 10: ATU statement 12

29
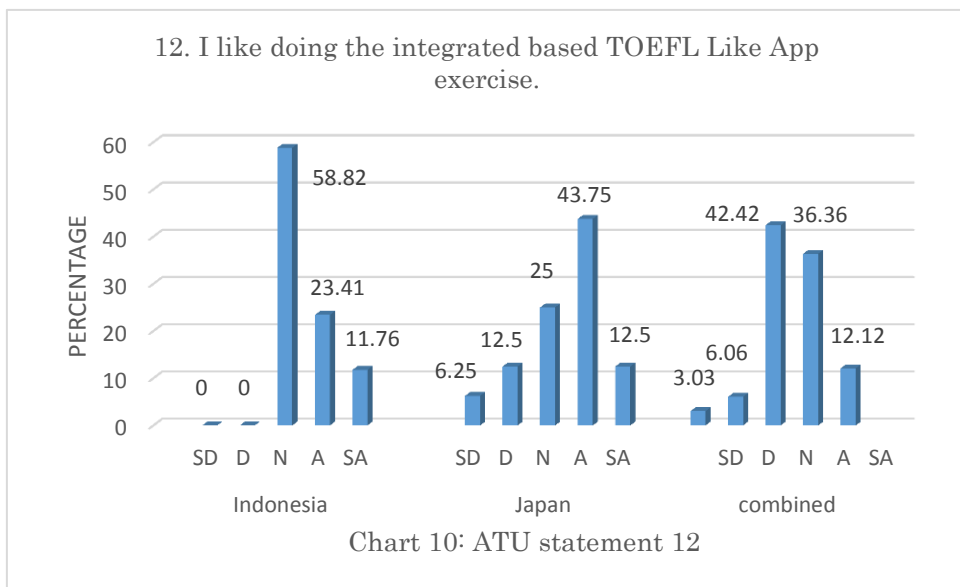
respondents ready for English learning, it would be logical to find that respondents would see the Speaking exercise beneficial for them, too. Fortunately, looking into statement 11's response, the 48.82% Indonesians and 43.75% Japanese who agreed became proof that the game had met the respondents needs.

Consequently, as shown in statement 12, as many as 43.75% Japanese respondents agreed to like doing the integrated based TOEFL-Like App exercise. Unfortunately, the Indonesian respondents are more neutral about the game. One of the explanation for this was the Indonesian's preference for a private English teacher that comes to a student's home. They said that they still need a teacher who would have a face-to-face interaction with them to facilitate their English learning. The result found in statement 12 is not matching, however, to statement 21 which stated *TOEFL-Like App Tommy & Pokina meets the needs of learners having various learning.* In here, both Indonesian and Japanese respondents gave

Chart 11: ATU statement 21
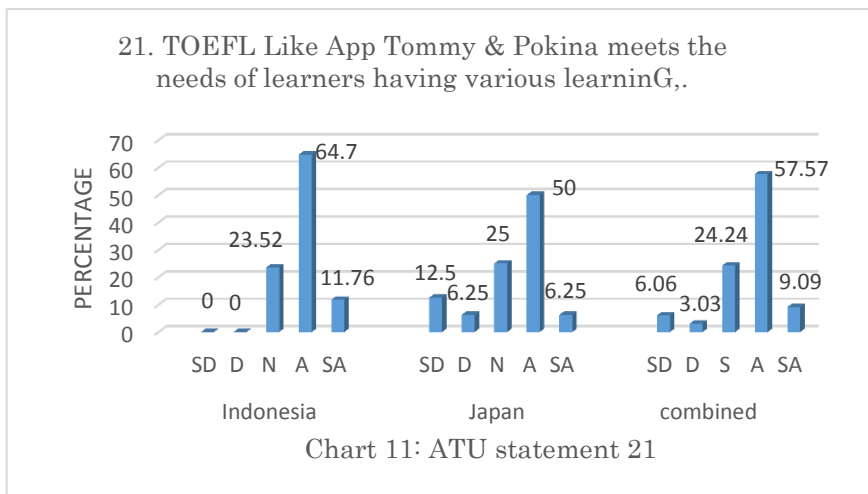
a high response in agreement. As seen in Chart 11, 64.7% Indonesians agreed, followed by 50% Japanese and in combination resulted 57.57% in agreement. Through this result, I am contented to find that the game is beneficial for students' English language learning.

5.4.   BI

As the fourth criteria for testing how well respondents perceived the game as a technology accepted model, statements that dealt with the BI (behavioral intention) was also asked in the questionnaire. Ideally, if a product of technology is accepted, the player or user of the technology would then agree to change his/ her behavior of doing something to support the further use of the technology. Looking into statements 4-8, 11, 23-24 and answers to question D, the following responses were found.

First, statement 4 which asked about the interesting animated cartoon characters that were culturally based was used already to judge the PEOU and ATU. Statement 4's response, however, is also worthy to discuss for TAM's BI because some behavioral intention after playing the game seemed probable. As data, the response from statement 4, whereby 41.17% Indonesians agreed and 32.25% Japanese agreed, thereby making a 36.36% of agreement from both countries, gave the sign that respondents agreed to open up into learning about other nation's cultures. Consequently, the game may be accepted as a popular model because it will be played by people from different parts of the nation. Next, statement 5: *I learn about a different culture in the animation* was directly supporting statement 4. With regards to this result, it was gratifying to find that the Indonesians responded 47.05% agree and 5.8% strongly agree. The Japanese also responded 25% agree and 25% strongly agree. Calculating for both countries, the result was 36.36% agree and 15.15% strongly agree. Like the response for statement 4, the response for statement 5 confirmed the expectation that players would have the intention of learning both Eastern and Western culture better through games that used animations.

I learn more about the benefits of vegetables in the animation of the listening section was statement number 6, *I found new information about vegetable consumption in the reading exercise* was statement number 7, and *I like the*

vegetable recipe was statement number 8. The responses to those statements are detailed in Table 2. These statements were interesting to see because in comparison to the 6.25% Japanese, as many as 47.05% Indonesians expressed they have learned about the nutrients and minerals provided by the vegetables through the animation. In brief, all of the three statements wanted to find out whether after learning about the benefit of consuming vegetables, the respondents would likely change their behavior intention of living a healthier life or not by consuming vegetables.

No.	Indonesian	Japanese	combined
6	47.05% neutral	31.25 % neutral	39.39% neutral
	35.29% agree	31.25% agree	33.33% agree
7	47.05% agree	6.25% neutral	54.54% agree
		6.25% agree	
8	47.05% neutral	31.25% agree	39.39% neutral
	35.29% agree		33.33% agree

Table 2: Responses to the behavioral intention of eating vegetables

Although those responding neutral may mean that they have not learned anything new about the vegetables, those that agreed to like the vegetables promises the potential of changing their usual menu of eating no vegetables into eating some vegetables. The 47.05% Indonesians who agreed that the vegetable recipe is interesting has given the expectation that the respondents were ready to change their behavior of not liking vegetables into those who like vegetables. Other statements that may show behavioral intention was through statements 23 and 24. These statements wanted to see the possibility of players who have the intention of playing similar educative games.

23. I will recommend my friend to use this application to
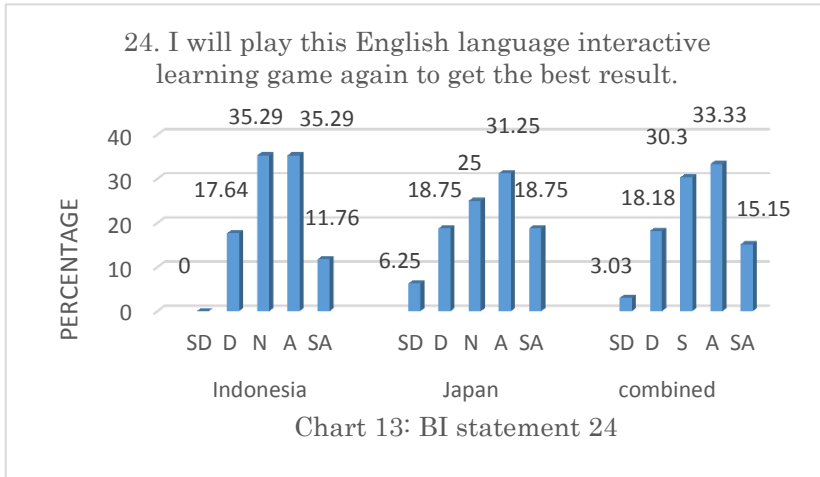learn English.

Chart 12: BI statement 23
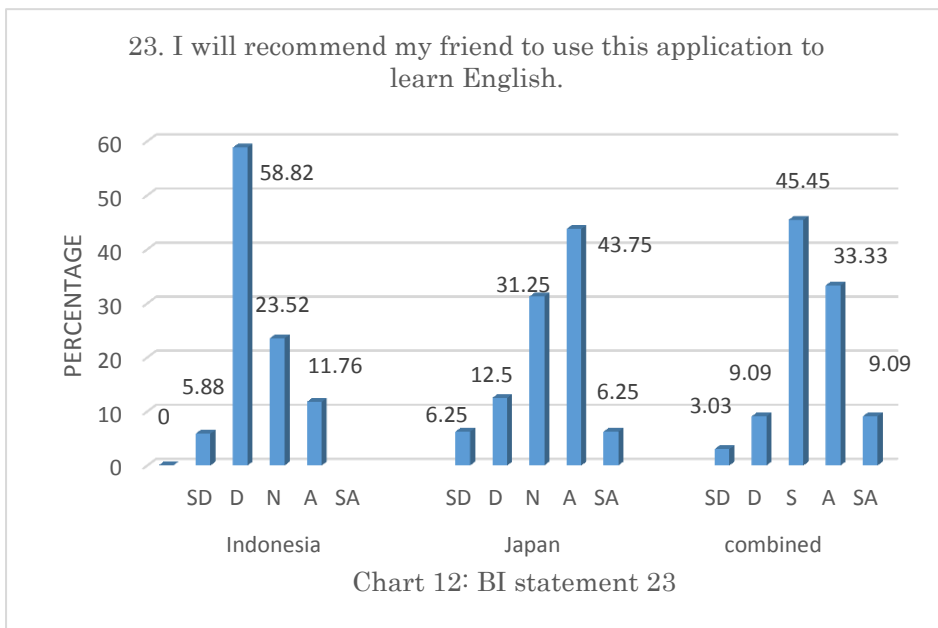
The highest response from statement 23 *I will recommend my friend to use this application to learn English* that was neutral showed that as a model for the teaching and learning of English, the game may be accepted as an alternative but may not be received as a must for the classroom. Although the Indonesians response were neutral, the next highest response that showed an agreement is a form of recommendation for having others play the game like the supportive 43.75% Japanese.

This interpretation is confirmed with the last statement 24, which stated *I will play this English language interactive learning game again to get the best result.* Data showed that most Indonesian respondents, along with the Japanese respondents, and the percentage combined revealed that there was an advantage in playing the game.

The game seemed to have effectively risen their enthusiasm in learning English because 33.33% agreed to play the game again in order to get a better result. By inserting a password, the game could, in fact, show the number of

exercises the players answered correctly, and if required, could be reset to the beginning of the game and try for a better result by playing the game all over again.

Chart 13: BI statement 24

Finally, question D which asked the respondents *If you could design an animation, what kind of animation do you want to make, so English learning is fun?*, has not only confirmed that the software game is beneficial, it also gives a recommendation of what kinds of games would be popular for the near future. According to respondents, they are looking forward to games that involve an animation about (1) animals or flowers, (2) well-known landmarks from different countries, (3) handsome artists, (4) different countries' folklore, (5) game adventure, (6) visual novel, (7) quizzes, and (8) class lecture environment confirmed the idea that the smartphone media have made respondents creative in expressing their imagination for other kinds of educative games.

Conclusion

The *TOEFL-Like App Tommy & Pokina* is a smartphone game application that is downloadable from Google Play Store. The creation of the game is based on the intention that the English language could be taught in a fun yet educative way

through a smartphone. The innovative idea of having the Android smartphone as a platform to play a TOEFL-like game has considered the characteristics of the Gen-Z society who are digital savvy. With the game made available on digital media, it makes possible of having a local Indonesian software game that is transnationalized to other countries of this world. To access how appropriate is the game in becoming a model for English classrooms, a questionnaire with statements and questions have been distributed to student players in Indonesia and Japan.

Analyzing and interpreting the data, responses from the questionnaire concluded that the game has successfully met society's need for the teaching and learning English. With many of the respondents agreeing to most of the statements, it is concluded that the invention of the TOEFL-like game software is proclaimed as a useful and innovative model for the teaching and learning of English.

Acknowledgement

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編集後記

　『アジア英語研究』第 21 号には、第 42 回全国大会で基調講演を行って下さった Ekawati Marhaenny Dukut 氏による招待論文に加え、研究論文と書評と特別論文を掲載しました。特別論文は、5 月 12 日に逝去された第 2 代 JAFAE 会長の故石田雅近先生を偲び掲載いたしました。研究論文は 2018 年度に投稿された 4 編のうち、厳正な査読審査の結果を経て選ばれた 3 編の秀作を掲載するに至っています。査読を担当して下さった方々に感謝しつつ、会員各位およびアジア英語に関心をお寄せくださる一般読者のご研究の一助となることを願い、本誌をお届けいたします。

紀要編集長　吉川　寛