

## **Chapter One**

### **Introduction**

In this chapter there are several sub-chapters that consist of the background of the study, identification and delimitation of the problem, research question, objectives of the research, significance of the research, and organization of the chapters.

#### **Background of the Study**

English is the language used to communicate with people around the world. This language is used internationally and due to the important role of English, people are required to be able to master it. English lessons have begun to be ruled out by the Indonesian government in curriculum 2013. Maduwu (2016) stated that the learning carried out for a total of 6 years (3 years of junior high school and 3 years of high school) is still considered insufficient because there are still many people who cannot speak English. This hinders the development of the Indonesian nation in the international arena.

In this modern era, learning something is easier than in the past. People can use technology such as computers and gadgets to access the internet and use it to explore new knowledge. There are various ways for people to gain knowledge about learning English or any other target language

(TL). As per 2020, there are 25.9% of the Internet contents are using English language, thus people are continuously exposed to English language.

Continuous exposure to English will help students to master the target language more easily. Learners who are exposed to it become easy in understanding the language because exposure to TL has a big role and can lead to social interaction with speakers of the TL (Al-Zhoubi, 2018).

However, the internet is not the only source for constant exposure to English. Another source of English exposure is video game. Video games come in variations and genres, many of them can be accessed offline without needing to connect to the internet. With such a low price, people can buy and play video games that they are into. In the meantime, they will develop an interest to enjoy the stories that are provided by the video games and will do a comprehensive reading and comprehensive listening to immersed and understand the plot.

Video games more often use English as the main language of the game. Meanwhile, people that play video games not only come from a country with English as their mother tongue but also countries that use English as their second language. There are many video games that require players to be able to understand English in order to continue the story line of the game. Some genres that require players to read and understand TL are Role Playing Game (RPG) and Visual Novel. The Visual Novel genre is very popular in Japan, so many uses Japanese as the main language of the game.

However, there are also Visual Novels in English and some of them are translated from Japanese to English.

Quite a number of students played the Visual Novel game and found it helpful in learning English even though the activity was used for entertainment purposes only. On this occasion, the researcher wants to know the use of Visual Novel video games as a source for learning English at a higher level of education with the title “A Study on the use of English Visual Novel Video Game in Learning English at Higher Education”.

### **Identification of the Problems**

Based on observation and preliminary interview in the setting of the study, some students seem bored when in a reading class. Some responses that they feel bored because of a monotone teaching technique. Some courses require students to bring a novel to read and then be discussed later in the class and a couple of students state that they just read one chapter only for retelling.

However, students tend to play video games that require them to read when not in class. This entertaining activity is no different from what they do in class, and they love it. Video games that give them long passages of text make them even more interested than what they are doing at reading class.

There are many reasons why students feel reluctant to read when they are prompted to, and one of the reasons is that conventional novels are just less attractive. They would rather read an in-game description such as what this or that item can do instead of a book. Some students claim that they find

it difficult and confusing to read the conventional novel since it is just a bunch of letters in pages where there is almost no marker to mark where or which line they are reading. Thus, they find it hard to follow the reading courses.

Students that tend to play visual novel state that they would rather play visual novels than conventional novels since it is more appealing and easier to read. They also declare that it helps them to learn new language, especially English. Hence, the researchers are interested in studying this topic and doing this research.

### **Delimitation of the Problem**

In this study, the researcher examined the use of English visual novel video games in learning. The research subjects are students who regularly play Visual Novels to learn English both incidental learning and intentional learning. This research only focuses on the advantages and drawbacks of playing visual novels for English language learning. The genres of visual novels studied are general and do not focus on specific titles.

### **Research Question**

According to the aforementioned description and problems, this study sought to provide answers to the following questions.:

1. What are the advantages of using English Visual Novel video game as a media to learn English language?
2. What are the drawbacks of using English Visual Novel video game as a media to learn English language?

### **Purpose of the Research**

Based on the research question above, this research has two purposes as following:

1. To explore the advantages of using English Visual Novel video game to acquire English language for student.
2. To investigate the drawbacks of using English Visual Novel video game as a learning media to learn English.

### **Significance of the Research**

The goal of this research is to benefit several parties, including the researcher, students, teachers, and other researchers.

#### ***For the students***

Students can use this research to consider whether visual novel can be used as learning material in acquiring English language. Students can also maximize the use of visual novel video games in English learning.

#### ***For the teachers***

Teachers can use this study to consider whether visual novels can be used as learning material in the class. This study can also provide teachers with knowledge of the shortcomings so that they can sort out good visual novels for learning.

#### ***For the other researchers***

Other researchers can get information about the advantages and drawbacks of using visual novels in English in learning English for EFL for references. The information provided can help them for a research about this topic for a further study or a study that may contain this topic.

#### **Organization of the Chapters**

This study is organized into five chapters. The first chapter provides an overview of the research. This chapter contains several significant points. First, the background of the study describes the reason why the researcher is interested in discussing about how English Visual Novel affects English learning at higher education. In addition, the research questions that serve as the study's direction are presented in this chapter. In addition, the study's aim specifies the research's unique goals or objectives. Furthermore, the significance of the research demonstrates the research's advantages to specific individuals. Finally, the research outline is presented, along with chapter explanation.

In the chapter two, researcher provide a literature review that describes what a video game is, what a visual novel is, and a general understanding of English skills. The third chapter describes the research

methodology used by researchers to collect data. The first is the research design which explains what methods are used in conducting research, the research setting which explains where the place and who are the individuals who are involved in the research, followed by participants who contain individuals involved by researcher to collect data, the next one is data collection or collection techniques that contain data collection techniques that are used to obtain information needed in the study, research instruments that describe the data collection procedures that explain the stages carried out by researcher to obtain the data needed for research, then there is data analysis which explains how the data analyzed and processed, after that there is trustworthiness which has content regarding the feasibility of the data obtained whether it can be trusted for research, and the last but not least is the conceptual framework which provides an overview of the interrelationship of the subject under study being researched.

The fourth chapter contains study findings and discussions. The research findings are generating and presenting data that are explained further. The discussions share opinions and perspectives to analyze the findings. The final chapter is titled conclusion. This chapter brings everything from the beginning to its conclusion to a close. It also presents recommendations for the readers of this research report.