

Chapter One

Introduction

This chapter serves as the study's introduction. This chapter contains a list of significant points. First, the study background describes why the researcher is interested in investigating the rationale and implementation of using the “BULLY” video games to enhance English skills among Indonesian game players. This chapter provides the research queries that formed the basis of the analysis. Consequently, the research objectives specify the aims or goals to be investigated. The analysis's significance also emphasizes this research's benefits for the reader. The chapter organization concludes by displaying the chapter description.

Background

Globally, individuals are currently experiencing the effects of technological advances. Using technology, people can perform various duties, ranging from mundane activities like conversation to enjoyable ones like entertainment. Games are an enjoyable diversion and source of entertainment. (Rahmi, 2019).

According to the report, Indonesia is one the country with big numbers of game players. Wearesocial and Hootsuite (2020) and Pokkt, Decision Lab, and Mobile Marketing Association (MMA) (as cited in Maulida, 2018) reported that there are 59% of Indonesian consumers use gaming applications monthly, to be prices there about 60 million participants from Indonesia. This quantity was projected to reach 100 million by 2020 (Maulida, 2018). Thus, Indonesia has the highest number of players in Asia, sixth in Asia, the South East (Sulistya, 2020). According to these numbers, the number of Indonesian video game users is relatively high.

Multiple studies have demonstrated that most video game users in 2018 corresponded to the results of the Lab Survey. This user stated that the average age of video game users in Indonesia is 16; also, 27% of the population is 24 years old (Lokadata, 2018). According to Griffith et al. (2004), adolescents spend significantly more time playing video games than adults.

Parents consider playing video games a waste of time, as most people believe that video games promote poor habits, particularly in children. In contrast, video games have positive impact to the society; some people play games for entertainment but indirectly gain knowledge from them (e.g., Anderson et al., 2010; Ferguson, 2013; Lemola et al., 2011). Most video games use English; therefore, gamers have a primary language understanding; if they play video games daily, they are acquire English reading, listening, and speaking skills (Jaime & Reyes, 2020). By playing games, students can enhance their English skills. An enjoyable environment can increase students' motivation, provide safety and comfort, and cultivate a positive attitude towards foreign language learning. Therefore, interactive teaching method in the classroom can enhance English learning process (Griva, Semoglou, & Geladari, 2010).

In addition, numerous teachers use video games to facilitate students to learn English and to add variety to classroom activities to make them more enjoyable. Furthermore, it was determined that video games serve as an incentive for people to exercise. According to Abdul and Felicia (2015), participants' cognitive and affective levels were significantly affected by their use of video games. These characteristics may explain why numerous adolescents favour video games over traditional exercise (Papastergiou, 2009). For three reasons, children can be motivated to learn a topic through games: basic knowledge is provided; thus, students can win the game, the learning content is pertinent to the curriculum, and multisensory engagement can facilitate experiential learning (Furió, Juan, Seguí, & Vivó, 2015).

Since students' performance is typically determined by their ability to use vocabulary in conversation, vocabulary knowledge is widely regarded as the foundation of language learning (Pagulayan, 2008). Moreover, vocabulary is essential for developing reading, listening, writing, and speaking abilities (Guillén-Nieto, 2012). Similarly, grammar has been designated as a critical component of language proficiency. According to Mayo (2007), grammar refers to the different categories of words and word groups that make up sentences in every language. Given the significance of grammar and vocabulary in EFL learning, Muntean (2011) suggests that students use video games to contextualise grammar and facilitate vocabulary acquisition. Additionally, gamification enhances the teaching and learning of a language. Technological advancements make gamification possible, essential for providing language learners a valuable learning experience (Coller, 2009).

English is one of the most widespread and essential languages worldwide. English is used globally in academic conferences, news reports, and popular video games. English is not only used to convey information and news; however, it has also become the language of business and government. (Maduwu, 2016) English is required in diplomacy and performs an essential role in the profession. English is the international vernacular. English proficiency is also necessary for classes of high quality. English proficiency is crucial. Consequently, educators must be prepared to assist students in acquiring English language proficiency as an international language through activities that facilitate the learning process (Maduwu, 2016).

People who can communicate in English have a promising future since the language can open numerous doors for those who already know it. These adjustments are contribute to your success (Maduwu, 2016). Success improves the character of an individual's life by making it more prosperous, comfortable, and joyful. I want an outstanding existence. Therefore, English proficiency is essential (Maduwu, 2016). Video games can be utilized for the same functions. This is crucial, as children today are significantly more technologically

literate than prior generations. They have played video games since elementary school, which encourages them to learn English. (Maduwu, 2016).

The researcher has attempts primarily focused on Simulation Adventure and RPG games, called “BULLY”. BULLY is a role-playing simulation game; the background of the game is teenagers’ school life. Most games in this genre are designed to teach speaking, listening and reading skills. The game’s conversations are mainly comprised of Jimmy Hopkins’s interactions with the other characters in game. By playing the game it is hope that learners can gain English knowledge, such as how to control the character, the conversations, how to use various objects, how to interact, etc (Nugroho, 2017). Therefore, I chose “BULLY” because the mission and storyline are based on educational background, hence, the players are playing role-play as students in the game. Moreover, players also can interact with other players, listen to the storyline, and read mission box or guideline, which can also enhance players’ English skills in speaking, listening, and reading.

Despite the number of studies investigating the use of video game to enhance students’ English skills, there are few research related to the use of BULLY which implement role-play as students in it. In addition, this study aims to learn more about enhancing an individual’s English proficiency through video games. This research provides a multitude of factors. Background information piqued this research interest in “The Use of “BULLY” English Video Games to Improve English Skills Among Indonesian Game Players.

Identification of the Problem

The young player, typically between the ages of 16 and 30, is already conversant with video games and spends between two and six hours per day playing them. During the observation, several issues were identified; the first was a lack of knowledge regarding proper pronunciation. In another video games are using a dialoguelines for the conversation story

character; however, they do not include the character's voice when they speak—similar to rambling and improper English pronunciation.

The problem for the player is the use of slang. The usage of slang in some countries is uncommon. For instance, when players begin playing a story-based video game, the character's voice may use slang for dialogue and the online game when the player accesses a server in the United States or Europe. They employ vernacular. Similar to (dude, wassup, gotcha, try on, etc.), some individuals unfamiliar with this term query its meaning.

Third, the player can not understand the instruction or the mission because they do not know the text of the objective, the objective can be using a formal or complex word/vocabulary. The objective it can be find someone/something, go to some places, doing something, etc.

Fourth, the player cannot identify some object, the meaning of conversation, and the voice over instruction, because they never heard the word, the object can be places, the thing, person, etc.

Delimitation of problem

This study focused on the use and strategies for enhancing English skills through the use of “BULLY” video games. A video game was attempted; however, the Player must still complete the learning procedure. The researcher limited the scope of the study to two factors to increase the effectiveness of the study. First, this study examined how players can enhance their English abilities. Second, the study investigated how video game players enhance their English proficiency.

Research Questions

The research questions for this study have been proposed by the researcher. As a research guideline, there are two research questions. The following are the questions:

1. What strategies do the “BULLY” Video Game player use to comprehend the English in video game?
2. What the benefit of “BULLY” Video Game for the player to improve language skills in terms of Speaking and Listening Skills?

The Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To explore the players’ strategies to comprehend the English in the Video Game
2. To explore the benefit player using Video Games to improve English Skills in term of Speaking and Listening skills

The Significance of the Research

The study's goal is to determine the role of video games in players' perspectives. It is hoped that it has a positive impact on many elements of parents, players, and future researchers.

For the parents. This study's findings may be reasons for parents to use video games as a medium for increasing English skills. Furthermore, parents can investigate and supervise the learning activities done through video games to improve English skill.

For the players. Due to the findings of this study, the player can be more fun and interested in increasing English abilities using technology. It can be a factor for learners while selecting a video game. Furthermore, the user might anticipate the learning activities when increasing English skills through video games.

For future researchers. After doing this research, other researchers should be able to learn more about the fundamentals of using video games to improve English skills.

Furthermore, the findings of this study can be useful to anyone and serve as a reference for other researchers interested in conducting similar research.

The Organization of the Chapter

This study is separated into five chapters. The investigation is introduced in the first chapter. This chapter covers several essential topics, including the study's background, which explains why the researcher is interested in investigating the use of video games to enhance English proficiency. In addition, there are research identification, problem delimitation, research questions as study guidance, study objectives, research significance, and research organisation.

The second chapter focuses on the study's hypotheses. It includes the video game, the justifications for using it, the implementation and reviews of related studies, and the learning activities for improving English skills through video games.

Chapter 3 consists of methodology which implemented in the study. The researcher employed a qualitative approach and adopted descriptive qualitative to get the data. To gather participants' perceptions, open-ended interviews are employed. The participants were five members of the Indonesian gaming community. This chapter describes the data collection procedure and data analysis in great detail. The fourth chapter presents the findings and discussions of the research. There are two discoveries regarding the attitudes of video game participants. The first discovery relates to using BULLY to enhance English skills. The second discovery relates to the player's endeavours to improve his or her English through BULLY's video games. The first finding revealed that the players' strategies for using video games to improve their English skills were that they were using subtitle, paying attention of character voice, translating, and exploring. The second study revealed the benefit of using BULLY were enriching vocabulary mastery, improving pronunciation skill, high level of

listening comprehension skills, and motivating the players by the topic were all accomplished through video game.

Chapter five consists of conclusion and recommendation of the study. After knowing the findings, the researcher then makes a conclusion based on the results in chapter four. The recommendation also includes some recommendations for parents, players, and future researchers.