

CHAPTER 1

INTRODUCTION

This chapter introduces the background information which motivates the conduction of this study, research question, research aims, scope of the study, and the significance of the study. In addition, clarification of the key terms and the organization of the paper were also included in this chapter.

1.1 Background of the Research

In an increasingly interconnected and globalized world, effectively communicating in English as a Foreign Language (EFL) has become essential for individuals seeking to excel in various academic, professional, and social contexts. Listening skills are pivotal in facilitating comprehension, interaction, and effective communication among the core components of language proficiency. By all means, listening skills are the techniques by which people can accurately receive and interpret messages in the communication process (Gulam, 2017). Proficient listening skills are particularly crucial for vocational high school students, who are prepared for future careers that may demand cross-cultural communication and collaboration.

By following that logic, vocational high school students are expected to train their listening skills to follow globalization's curvature better. This meant that students were almost familiar with listening to literature, such as audiobooks and listening practice videos. However, students would eventually become tired of the traditional literature sources (i.e., books, magazines, novels, newspapers, and tabloids), which were developed based on prior studies on the correlation of boredom with class assignments (Kruk & Zawodniak, 2018) where the effect of repetitive practices would cause students to desire to study the subject even less. As a result, many EFL learners, including 1st-grade vocational high school students, encounter challenges in comprehending spoken language, understanding various accents, and extracting meaningful information from audio sources.

An innovative pedagogical approach is required to address these challenges and enhance the listening abilities of 1st-grade vocational high school students. By looking at what specifically caused the boredom, using video games

in the English and literacy classroom by Apperley (2010) indicates that students' interaction with games is inflicted by their perspective, incorporating their ideas into the choices input by the game, making it one unique experience like reading an ever-evolving book for each individual. According to Anderson et al. (2008), Computer games can provide an immersive simulated world that students can use in a traditional classroom, dramatically improving their language skills.

Although this method by no means has no caveat, using games might cause entirely different problems, like reducing students' retention span on non-stimulating activities. Using video-game's function of letting the player drive the story themselves, people started to develop something similar in the form of interactive videos. Interactive videos allow viewers to interact directly with the content in some way or another, usually by making choices that affect the outcome of the video. As one of the most diversified technologies, videos offer numerous opportunities for developing effective teaching and learning contexts (Gedera & Zalipour, 2018). This can be done through the use of branching storylines, in which the viewer is presented with a series of choices that determine the direction of the story in the video, or the use of hotspots, which are an element that allows the viewer to access additional information or take the other actions. Interactive videos can be used for various purposes, including education, entertainment, and marketing. One study found that interactive videos can be an effective source of learning as they can engage students and increase their motivation to learn the subject (Sun et al., 2014). Additionally, research has shown that interactive videos can be an effective learning program for viewer engagement, and retention span will increase (Lorenzo & Ittelson, 2010).

Several studies have attempted to use video games to improve students' skills and proficiency in learning English as EFL students. However, only a few have come from reputable sources due to the uniqueness of using video games and interactive videos in academic settings. Vlachopoulos (2017) has based his previous research on video games and interactive media to improve students' receptive skills. Meanwhile, the use of video games in the English literacy classroom by Apperley (2010) only digs the information on how games affect students' perspectives based on their unique experiences. Integrating interactive

video into the EFL classroom can create a dynamic and engaging learning environment catering to modern learners' unique needs and preferences. Interactive videos, combining audiovisual elements with interactive features, offer opportunities for students to actively participate in the learning process, respond to real-life scenarios, and improve their listening comprehension skills in context.

1.2 Research Questions

Regarding the gap and referencing from the previous studies, this study will identify the following questions:

1. To what extent do story-based interactive videos contribute to the improvement of students' listening skills?
2. How does the use of story-based interactive videos improve students' listening skills?

1.3 Aims of the Research

Based on the questions planned above, this study aims to:

1. To determine the degree of enhancement in students' comprehension and retention of auditory information due to exposure to story-based interactive videos.
2. Improve students' ability to better improve their listening skills by using interactive videos.

1.4. Scope of the Study

This study will focus on how the use of interactive videos could help students improve their listening skills and proficiency after watching and playing an interactive video that functions the same as story-based video games. The data are collected from the first-year students in one of the vocational schools in Bandung.

1.5 Significance of the Research

The results of this study are expected to give some insights and benefits for the future of Indonesia's education era, especially for teachers, students, and parents. For teachers, the results of this study are expected to give more options regarding students' assignments, whether it is for listening class or other English language skills. The results would help students grasp how to use interactive

media as a new source of learning besides entertainment in academic settings. As for parents, the results will help them distinguish what video games their children consume and presumably change their perspective on them in academic use and general. It also contributes to educational technology by examining the role of newer technologies as an innovative tool for enhancing students' listening skills, potentially paving the way for more effective language learning.

1.6 Clarification of Key Terms

To avoid ambiguity and misinterpretation, several key terms need to be described and clarified. Below are the key terms already used in this research study.

1.6.1 Story-Based Video Games

Story-based video games come from a simple storytelling game where multiple people collaborate on telling spontaneous stories and role-playing as a fantasy character in a premade or user-creation world they are creating. However, these basic storytelling games usually have a determined story narration where a singular plot will advance the story forward, and the player's action cannot change its path. Unlike story-based video games encoded to have multiple storylines, the players can choose what path they want to take, leading to multiple possibilities of end stories.

1.6.1 Interactive Videos (IV)

Christensson (2011) stated that interactive video is a type of digital video that supports user interactions. These videos play like regular videos. However, they include clickable areas, links, or Christensson called "hotspots" that perform specific actions like progressing the video faster, ending the entire video, or bringing the other hidden video on the same website. For example, in "*A Heist with Markiplier*," viewers are presented with two or more clickable videos that will bring them to different story paths that eventually end in different endings.

1.6.2 Heroes and Heroines

Heroes and heroines are terminology often used in video games to call the story's main character. This term reflects a gender-inclusive approach by

acknowledging that both male and female characters are the main part of the game and are usually controlled by the player/viewer. In many works of literature, heroes and heroines are often portrayed as a distinctive figures with impeccable strengths or personalities. However, this limit only made them idolize figures' stories nowadays, putting the heroes and heroines as ordinary people leading an ordinary life, making it relatable to most masses consuming the media.

1.7 Organization of the Paper

This paper was organized into five chapters, which were introduction, literature review, methodology, findings, and discussions with conclusion and suggestions. Each chapter had its description of the research content.

Chapter I was **Introduction**. This chapter presented the background of the research, the research questions, the clarification of key terms, and the organization of the paper.

Chapter II was **Literature Review**. This chapter included the foundation of the theories that are relevant to the topic of this research. It discussed listening skills, metacognition, and interactive videos.

Chapter III was **Research Methodology**. This chapter showed the procedures used for this research. It consisted of the research method, the site, and participants, the data collection, the research procedure, and the data analysis.

Chapter IV was **Findings and Discussions**. This chapter contains the analysis of the collected data according to the related theory.

Chapter V was **Conclusion, Implication, and Suggestion**. This chapter contained the conclusion of the research, the limitation of the research, the implication of the research, and the suggestion for further research.