

**ADVENTURE-BASED GAME SUPPORT IN LEARNING NARRATIVE  
TEXT: EMBEDDING GAME INTO THE IMPLEMENTATION OF  
BRUNER'S SCAFFOLDING MODEL**

**Undergraduate Thesis**

**Submitted in Partial Fulfillment of the Requirements for Bachelor's Degree  
in English Language Education**



**by**

**Dityoseno Riadussurur**

**2008572**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE EDUCATION AND LITERATURE  
UNIVERSITAS PENDIDIKAN INDONESIA**

**BANDUNG**

**2024**

**ADVENTURE-BASED GAME SUPPORT IN LEARNING NARRATIVE  
TEXT: EMBEDDING GAME INTO THE IMPLEMENTATION OF  
BRUNER'S SCAFFOLDING MODEL**

Oleh

Dityoseno Riadussurur

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

© Dityoseno Riadussurur 2024

Universitas Pendidikan Indonesia

Desember 2024

Hak cipta dilindungi undang-undang.

Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa izin dari penulis.

## APPROVAL PAGE

Undergraduate Thesis

### EXPLORING ADVENTURE-BASED GAME IN SUPPORTING NARRATIVE TEXT LEARNING FOR EFL STUDENTS: A CASE STUDY

By

Dityoseno Riadussurur

2008572

Approved by:

Supervisor I



Nicke Yunita Moecharam, S.Pd., M.A.  
NIP. 198206302005012001

Supervisor II



Suharno, S.Pd., M.Pd.  
NIP. 197105312014091004

Head of English Language Education Study Program



Prof. Emi Emilia, M.Ed., Ph.D.  
NIP. 1966091619900112001

## ABSTRAK

*Game* telah ada selama berabad-abad dan telah lama dipelajari untuk potensi penggunaannya dalam konteks pendidikan. Penelitian ini dilakukan untuk mengeksplorasi dukungan yang dapat diberikan oleh *game* dalam pembelajaran bahasa Inggris untuk pelajar EFL (*English as a Foreign Language*). Penelitian ini menggunakan *game* berbasis petualangan berjudul *Adventure with Anxiety* untuk menyelidiki perannya dalam pengajaran teks naratif kepada siswa SMP, yang dipandu oleh teori Konstruktivisme. Konstruktivisme mengarah pada teori scaffolding yang mendukung proses pembelajaran. Model scaffolding yang digunakan dalam penelitian ini adalah model scaffolding Jerome Bruner, yang menekankan metode scaffolding dalam Zona Perkembangan Proksimal (ZPD) siswa. Pendekatan studi kasus digunakan, dengan melibatkan sekitar 35 siswa kelas delapan. Teknik pengumpulan data mencakup observasi kelas, diskusi kelompok fokus, dan wawancara semi-terstruktur. Temuan penelitian mengungkapkan bahwa fitur dari *game* berbasis petualangan, seperti elemen *game* yang memungkinkan pemain memilih jalur cerita, memotivasi siswa untuk lebih bersemangat dalam berinteraksi dengan teks naratif. Tindakan ini berfungsi sebagai scaffolding dalam proses pembelajaran mereka, menyoroti dampak signifikan dari *game* berbasis petualangan terhadap keterlibatan dan pemahaman siswa. Integrasi model scaffolding dengan penggunaan *game* berbasis petualangan memungkinkan siswa untuk lebih mudah menyerap elemen-elemen teks naratif melalui fitur-fitur seperti bantuan visual, animasi, efek suara, dan interaksi karakter yang dinamis. Berdasarkan temuan ini, peneliti merekomendasikan untuk mengintegrasikan *game* dalam pengajaran bahasa Inggris bagi pelajar EFL. Penelitian selanjutnya diharapkan untuk mengeksplorasi berbagai jenis *game* dan metode pengajaran lainnya untuk menilai potensi dampak terukur terhadap kinerja akademik.

## ABSTRACT

Games have existed for centuries and have long been studied for their potential in educational contexts. This study was conducted to explore the support that games can offer in English language learning for EFL (English as a Foreign Language) learners. The research employed an adventure-based game, titled *Adventure with Anxiety*, to investigate its role in teaching narrative texts to junior high school students, guided by Constructivism theory. Constructivism leads to scaffolding theory, which supports learning. The scaffolding model employed in this study was Jerome Bruner's scaffolding model, which emphasizes scaffolding methods within the Zone of Proximal Development (ZPD) of students. A case study approach was used, involving approximately 35 eighth-grade students. Data collection techniques included classroom observations, focus group discussions, and semi-structured interviews. The findings revealed that features of adventure-based game, such as the game element that allows players to choose the storyline, motivated students to engage more enthusiastically with the narrative text. This act served as a scaffold in their learning, highlighting the significant impact of the adventure-based game on student engagement and understanding. The integration of the scaffolding model with the use of adventure-based games enabled students to more easily absorb the elements of narrative texts through features such as visual aids, animations, sound effects, and dynamic character interactions. Based on these findings, the researcher recommends incorporating games into English language teaching for EFL learners. Future studies are encouraged to explore different games and instructional methods to assess their potential measurable effects on academic performance.

## TABLE OF CONTENTS

<b>CHAPTER I INTRODUCTION</b>	<b>3</b>
1.1 Background	3
1.2 Research Question	7
1.3 Research aim	7
1.4 Research Scope	7
1.5 Research significances	8
1.6 Clarification of key terms	8
1.6.1 Narrative text	8
1.6.2 Adventure-Based Game	8
1.6.3 EFL Learner	9
1.7 Organization of the paper	9
<b>CHAPTER II LITERATURE REVIEW</b>	<b>10</b>
2.1 Adventure-Based Game	10
2.1.1 Definition of Adventure-Based Game	10
2.1.2 Adventure-Based Game on EFL Context	12
2.1.3 Strengths and Weakness of Using Games in Learning	13
2.2 Narrative text	14
2.2.1 Definition of Narrative Text	14
2.2.2 Narrative Text in EFL Context	14
2.2.3 Component of Narrative Text	15
2.3 Adventure-Based Game Design Framework to Support Narrative Text Learning	18
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>22</b>
3.1 Research Design	22
3.2 Research Site and Participants	23
3.2.1 Ethical Consideration	24
3.3 Research Instruments and Data Collection	25
3.3.1 Method for Selecting the Adventure-based Game	25
3.3.2 Observation	27
3.3.3 Focus Group Discussion	29
3.3.4 Interview	29

3.4 Research Procedure	31
3.5 Data Analysis	32
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b>	<b>34</b>
4.1 Supporting EFL's Students in Learning Narrative Text Through Adventure-Based Game	35
4.1.1 Adventure-Based Game Provides an Active and Interactive Learning Platform	35
4.1.2 Adventure-Based Game as a Scaffold for Narrative Understanding	42
<b>CHAPTER V CONCLUSION</b>	<b>47</b>
5.1 Conclusion	47
5.2 Limitations of the Research	47
5.3 Research Implications	48
5.4 Suggestions	48

### **LIST OF IMAGES**

Image 2.1 Freytag's Pyramid	15
Image 2.2 Scaffolding Model	21
Image 3.1 Game interface	24
Image 3.2 Gameplay	26
Image 3.3 Game Poster	31
Image 4.1 Classroom Situation	35

## REFERENCES

- Abbott, H. P. (2008). *The Cambridge Introduction to Narrative* (2nd ed.). Cambridge University Press
- Adachi, P. J., and Willoughby, T. (2013). More than just fun and games: The longitudinal relationships between strategic video games, self-reported problem-solving skills, and academic grades. *J. Youth Adolescence* 42, 1041– 1052. doi: 10.1007/s10964-013-9913-9
- Ahiskali, E. E., & Maltepe, S. (2023). The Effect of Creative Writing Activities on Pre-Service Teachers' Narrative Text Composing Skills. *Journal of Pedagogical Research*, 7(4), 263-274.
- Ahmed, A. A. A., Ampy, E. S., Komariah, A., Hassan, I., Thahir, I., Hussein Ali, M., ... & Zafarani, P. (2022). Investigating the Effect of Using Game-Based Learning on EFL Learners' Motivation and Anxiety. *Education Research International*, 2022(1), 6503139.
- Ainley, M. (2012). Students' interest and engagement in classroom activities. In *Handbook of research on student engagement* (pp. 283-302). Boston, MA: Springer US.
- Almelhes, S. A. (2024, March). Gamification for teaching the Arabic language to non-native speakers: a systematic literature review. In *Frontiers in Education* (Vol. 9, p. 1371955). Frontiers Media SA.
- AlNatour, A. S., & Hijazi, D. (2018). The impact of using electronic games on teaching English vocabulary for kindergarten students. *US-China Foreign Language*, 16(4), 193-205.
- Alvinindyta, A., & Erik Rusmana, S. S. (2018). *An Analysis of Protagonist and Antagonist Characters in Carroll's Alice's Adventure in Wonderland*. Alifia Alvinindyta 137010026 (Doctoral dissertation, Sastra Inggris).



Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press google schola, 2, 390-405.

Backlund, P. and Hendrix, M. (2013). Educational games - are they worth the effort? A literature survey of the effectiveness of serious games. In *Games and Virtual Worlds for Serious Applications (VS-GAMES)*, 2013 5th International Conference on. IEEE <http://dx.doi.org/10.1109/VS-GAMES.2013.6624226>

Barzilai, S., & Blau, I. (2014). Scaffolding game-based learning: Impact on learning achievements, perceived learning, and game experiences. *Computers & Education*, 70, 65-79.

Benardo, L. S., Masukawa, L. M., & Prince, D. A. (1982). Electrophysiology of isolated hippocampal pyramidal dendrites. *Journal of Neuroscience*, 2(11), 1614-1622

Blatter, J., & Haverland, M. (2012). *Designing case studies: Explanatory approaches in small-N research*. Springer.

Blinka, L., & Mikuška, J. (2014). The role of social motivation and sociability of gamers in online game addiction. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 8(2), Article 6. <https://doi.org/10.5817/CP2014-2-6>

Bogaerds-Hazenbergh, S. T., Evers-Vermeul, J., & van den Bergh, H. (2021). A meta-analysis on the effects of text structure instruction on reading comprehension in the upper elementary grades. *Reading Research Quarterly*, 56(3), 435-462.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. 1989, 18(1), 32-42.

Bruner, J.. (2010). *Narrative, culture, and mind*.

Budianto, S., & Sayidah, N. (2022, December). Games in Teaching English Vocabulary in EFL Context: Young Learners' Perceptions. In *Proceeding of International Seminar Enrichment of Career by Knowledge of Language and Literature (Vol. 10, No. 1, pp. 116-125)*.

Calma, A., Leimeister, J. M., Lukowicz, P., Oeste-Reiß, S., Reitmaier, T., Schmidt, A., ... & Zweig, K. A. (2016, April). From active learning to dedicated collaborative interactive learning. In ARCS 2016; 29th International Conference on Architecture of Computing Systems (pp. 1-8). VDE.

Campbell, P.. (2004). —Our Side of the Fence.‖ The Horn Book. May/June, pp. 359 – 362.

Cheung, S. Y., & Ng, K. Y. (2021, March 31). Application of the Educational Game to Enhance Student Learning. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.623793>

Children's Literature: A Developmental Perspective. New Jersey: John Wiley & Sons, Inc.

Coles, A., & McGrath, J. (2010). Your education research project handbook. Pearson Education.

Constantinescu, R. S. (2012). Learning by playing. Using computer games in teaching English grammar to high school students. In Conference proceedings of» eLearning and Software for Education «(eLSE) (Vol. 8, No. 02, pp. 110-115). Carol I National Defence University Publishing House.

Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. pearson.

Crookall, D., & Oxford, R. L. (Eds.). (1990). Simulation, gaming, and language learning. New York: Newbury House.

Crowe, M., Sheppard, L., & Campbell, A. (2012). Reliability analysis for a proposed critical appraisal tool demonstrated value for diverse research designs. *Journal of clinical epidemiology*, 65(4), 375-383.

Dashtestani, Reza. (2022). The Winding Path towards Implementing Digital Game-based Learning (DGBL) in an Educational Context: the Voices of Pre-service Teachers. *CALL-EJ*. 23. 70-93

- Demuth, A. (2013). *Perception Theories*. Kraków: Trnavská univerzita.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Boston, MA: Springer US
- Fisher, D., & Frey, N. A. N. C. Y. (2013). Gradual release of responsibility instructional framework. *IRA e-ssentials*, 1-8
- Fosnot, C. T. (2013). *Constructivism: Theory, perspectives, and practice*. Teachers College Press.
- Frank, A. (2012). Gaming the game: A study of the gamer mode in educational wargaming. *Simulation & Gaming*, 43(1), 118-132.
- Freeman, D. (2008). Studying and treating schizophrenia using virtual reality: a new paradigm. *Schizophrenia bulletin*, 34(4), 605-610.
- Freytag, G. (1894). *Freytag's Technique of the Drama*. Scott, Foresman.
- Garcia Landa, J. A., & Onega, S. (1996). Introduction to 'Narratology'. *Narratology: An Introduction*, ed. Susana Onega and José Angel García Landa.
- Gardner, J., & Herman, D. (2011). Graphic narratives and narrative theory: Introduction. *SubStance*, 3-13.
- Gathercole, S., & Packiam Alloway, T. (2008). *Working memory and learning: A practical guide for teachers*.
- Gee, J., & Hayes, E. R. (2010). *Women and gaming: The Sims and 21st century learning*. Springer.

George, T. (2023, June 22). What is a Focus Group | Step-by-Step Guide & Examples. Scribbr. Retrieved August 5, 2024, from <https://www.scribbr.com/methodology/focus-group/>

Gerring, J. (2004). What is a case study and what is it good for?. *American political science review*, 98(2), 341-354

Gobet, F., & Campitelli, G. (2006). Educational benefits of chess instruction: A critical review. In *Chess and education: Selected essays from the Koltanowski conference* (pp. 124-143).

Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126-135.

Grabinger, R. S., & Dunlap, J. C. (1995). Rich environments for active learning: A definition. *ALT-J*, 3(2), 5-34

Granic I, Lobel A, Engels RC. The benefits of playing video games. *Am Psychol*. 2014 Jan;69(1):66-78. doi: 10.1037/a0034857. Epub 2013 Dec 2. PMID: 24295515.

Groves, Christopher & Anderson, Craig. (2017). Negative Effects of Video Game Play. 10.1007/978-981-4560-50-4\_13.

Hafeez, M. (2022). Effects of game-based learning in comparison to traditional learning to provide an effective learning environment—A comparative review. *Contemporary Educational Researches Journal*. 12. 89-105. 10.18844/cerj.v12i2.6374

Herman, D. (2011). *Basic elements of narrative*. John Wiley & Sons.

Hidayatulloh S., Praherdhiono H., and Wedi A. (2020) 'Pengaruh Game Pembelajaran terhadap Peningkatan Hasil Belajar Pemahaman Ilmu Pengetahuan Alam.', *Jurnal Kajian Teknologi dan Pendidikan*, 3(2) , pp. 199-206. doi: 10.17977/um038v3i22020p199

- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42(2), 99–107
- Hoffman, M. (2013). Sociolinguistic interviews. *Research methods in sociolinguistics: A practical guide*, 25-41.
- Hyett, N., Kenny, A., & Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports. *International journal of qualitative studies on health and well-being*, 9(1), 23606.
- Jannah, M. (2011). Using games in improving students' vocabulary (A classroom action research at seventh grade of Yayasan Miftahul Jannah (YMJ) Junior High School Ciputar). Unpublished Islamic University, Jakarta
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford university press.
- Kristiadi, D. P., Hasanudin, M., Sutrisno, S., & Suwanto, S. (2019). The Effect of Adventure Video Games on the Development of Student's Character and Behavior. *International Journal for Educational and Vocational Studies*, 1(4), 330-334
- Kuss, D. J., & Griffiths, M. D. (2012). Adolescent online gaming addiction. *Education and Health*, 30(1), 15-17.
- Li, F., Zhang, D., Wu, S., Zhou, R., Dong, C., & Zhang, J. (2023). Positive effects of online games on the growth of college students: A qualitative study from China. *Frontiers in psychology*, 14, 1008211.
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* 5th Edition. Oxford university press.
- Linse, C. T. & Nunan, D. (Ed). (2005). *Practical english language teaching: Young learners*. New York: McGraw-Hill ESL/ELT.

Liu, F., Vadivel, B., Rezvani, E., & Namaziandost, E. (2021). Using games to promote English as a foreign language learners' willingness to communicate: Potential effects and teachers' attitude in focus. *Frontiers in psychology*, 12, 762447.

Lopez-Fernandez, O. (2018). Generalised versus specific internet use-related addiction problems: A mixed methods study on internet, gaming, and social networking behaviours. *International journal of environmental research and public health*, 15(12), 2913.

Lubis, R. (2017). NARRATIVE TEXT. *English Education : English Journal for Teaching and Learning*. 5. 1. 10.24952/ee.v5i2.1176

Mei, Y. Y., & Yu-Jing, J. (2000). Using games in an EFL class for children. Daejin University ELT Research Paper.

Meriläinen, M., Hietajärvi, L., Aurava, R., & Stenros, J. (2023). Games in everyday life: Profiles of adolescent digital gaming motives and well-being outcomes. *Telematics and Informatics Reports*, 12, 100104.

Miller, C. L. and Batsaikhan, O. (Eds). (2021). *Game-Based and Adaptive Learning Strategies*. Mankato, MN: Minnesota State University, Mankato. <https://mlpp.pressbooks.pub/gamebasedlearning/>. Licensed under a Creative Commons Attribution-NonCommercial 4.0 International License CC BY 2021.

Moecharam, N. Y., & KartikaSari, D. N. (2014). Let's talk and tolerate: Strengthening students cultural awareness through literature circles. *Indonesian Journal of Applied Linguistics*, 3(2), 117-127.

Nguyen Thi Thanh Huyen, Khat Thi Thu Nga(2019), LEARNING VOCABULARY THROUGH GAMES: The Effectiveness of Learning Vocabulary Through Games, *Asian EFL Journal*, 5:4 [http://asian-efl-journal.com/dec\\_03\\_vn.pdf](http://asian-efl-journal.com/dec_03_vn.pdf)

Ninio, A., & Bruner, J. (1978). The achievement and antecedents of labelling. *Journal of child language*, 5(1), 1-15.

Ostovar-Namaghi, S. A., Morady Moghaddam, M., & Rad, E. (2024). The effect of interactive games on English language learners' reading comprehension and attitudes. *Asia Pacific Education Review*, 25(2), 399-409.

Patra, I., Alazemi, A., Al-Jamal, D., & Gheisari, A. (2022). The effectiveness of teachers' written and verbal corrective feedback (CF) during formative assessment (FA) on male language learners' academic anxiety (AA), academic performance (AP), and attitude toward learning (ATL). *Language Testing in Asia*, 12(1), 19.

Piaget, J. (1973). *The child and reality: Problems of genetic psychology*. (Trans. Arnold Rosin). Grossman.

Propp, V. (1968). *Morphology of the Folktale*. U of Texas P.

Purba, R. (2018). Improving the achievement on writing narrative text through discussion starter story technique. *Advances in Language and Literary studies*, 9(1), 27-30.

Quinn, C. N. (2011). *Engaging Learning. Designing e-Learning Simulation Games*. San Francisco: Pfeiffer, John Wiley and Sons, Inc

Qvortrup, A., Wiberg, M., Christensen, G., & Hansbøl, M. (Eds.). (2016). *On the definition of learning*. Odense: University Press of Southern Denmark.

Ren, Jiaopin & Xu, Wei & Liu, Ziqing. (2024). The Impact of Educational Games on Learning Outcomes:. *International Journal of Game-Based Learning*. 14. 1-25. 10.4018/IJGBL.336478.

Reschly, A. L., & Christenson, S. L. (2012). Moving from "context matters" to engaged partnerships with families. *Journal of Educational and Psychological Consultation*, 22(1-2), 62-78.

Riley, G. L. (1993). A story structure approach to narrative text comprehension. *The Modern Language Journal*, 77(4), 417-432.

Rochman, M. (2018). The IMPORTANCE OF TEACHING READING: IMPROVING STUDENTS' READING COMPREHENSION IN EFL CONTEXT EMPHASIZED ON READING FLUENCY AND ACCURACY. *Journey: Journal of English Language and Pedagogy*, 1(1), 6-14.

Rollings, A., & Adams, E. (2003). Andrew Rollings and Ernest Adams on game design. New Riders.

Rudrum, D. (2005). From narrative representation to narrative use: Towards the limits of definition. *Narrative*, 13(2), 195-204.

Ryan, E., & Deci, E. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions. *Contemporary Educational Psychology*, 61, Article ID: 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Ryan, M. L. (2009). From narrative games to playable stories: Toward a poetics of interactive narrative. *StoryWorlds: a journal of narrative studies*, 1, 43-59.

Setiyadi, A. B., & Sukirlan, M. (2016). How Successful Learners Employ Learning Strategies in an EFL Setting in the Indonesian Context. *English Language Teaching*, 9(8), 28-38.

Travers, B. E. & Travers, J. F. (2008).

Udjaja, Y., Suri, P. A., Gunawan, R. S., & Hartanto, F. (2022). Game-based Learning Increase Japanese Language Learning through Video Game. *Int J Adv Comput Sci Appl*, 13, 2.

Van Der Stuyf, R. R. (2002). Scaffolding as a teaching strategy. *Adolescent learning and development*, 52(3), 5-18.

Van Steensel, R., Oostdam, R., van Gelderen, A., & van Schooten, E. (2016). The role of word decoding, vocabulary knowledge and meta-cognitive knowledge in monolingual and bilingual low-achieving adolescents' reading comprehension. *Journal of Research in Reading*, 39(3), 312-329.



Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard UP.

Wickens, C. D. (1974). Temporal limits of human information processing: A developmental study. *Psychol. Bull.* 81, 739–755. doi: 10.1037/h0037250

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100

Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & education*, 59(2), 339-352.

Zapalska, A., Brozik, D., and Rudd, D. (2012). Development of active learning with simulations and games. *US-China Educ. Rev.* 2, 164–169.