CHAPTER I

INTRODUCTION

This chapter discussed the general knowledge and background of the subject, covering the necessary information for the research. It also included details regarding the research question, aim, scope, significance, and the clarification of key terms.

1.1 Background

Games have been around the world for decades and as the years go on, games have been increasing rapidly in terms of audience and the type of game. With the rise of the game era, questions have emerged regarding its broader effects. One of the concerns from the game is its effect on teenagers. When teenagers spend significant time playing games, it inevitably influences their behavior and mindset (Merilainen Et al, 2023). Some studies have raised concerns that video games may lead to violence, aggression, and addiction. For instance, Groves (2017) found that engaging in violent gameplay could alter individuals' self-concepts toward a more aggressive stance, a conclusion supported by the study's experimental design. However, a significant amount of research also emphasizes the beneficial effects of gaming on adolescents, particularly within educational contexts.

In the educational context, games have been used as a tool for learning in various subjects, such as mathematics, and science, and numerous languages learning such as Japanese (Udjaja,. Et al, 2022), Arabic (Almelhels, 2024), and English (Liu,. Et al, 2021). In this case, games can help students to increase students' academic performance, most common way is by using games in the classroom. In a learning environment, students can use games for experiential learning to hone their decision-making and problem-solving abilities. The same rule applies to many games with their use in many cognitive skills fields (Adachi & Willoughby, 2013). The flexibility of games can help people to learn even the very basic foundation of learning a language and it can be further increased to native level. Many people in the early stage of learning use games as their tool to adapt to

foreign languages such as English. Because of this reason, games are usually used as a tool for easily learning English for EFL learners, even more so for beginner EFL learners.

Using games as a tool for learning English for EFL learners has been researched for decades and it has been proven to be effective in some cases. The use of games is flexible as it can be implemented as an icebreaker in the class or in the learning process itself. The use of games that create hands-on experience makes students more focused and committed to their tasks. Quinn's (2011) study stated that students become more engaged and committed to in succeeding their tasks because of the sense of accomplishment that they feel when the game is completed while learning about the consequences of their choices. This is also supported by research by Ren et al. (2024) that revealed that games can be perceived as a tool that effective both as learning and teaching in EFL classrooms.

Besides the effect of the students who became more passionate and motivated for using games in learning, it can facilitate an assignment with instructions embedded in it to provide a teaching experience more effective. This is a great strategy for a teacher who wants to give a difficult task while maintaining student's interest and motivation in the teaching-learning process, especially in an EFL classroom. Ren et al. (2024) also stated that it does not matter what kind of games are used, as long as the objective of the learning is achieved, thus the importance of games cannot be overlooked.

In the Indonesian context, there have been various studies that discuss the use of games in EFL classrooms. One of the research stated that not only the game can improve students' abilities in learning because the fact that games can motivate students to be more active in class (Wickens, 1947), but also can improve their social capabilities. When games were used for learning in the classroom, students tended to feel more comfortable seeking help from their peers. This was because they perceived the activity as playing games rather than engaging in something more academic, which helped them feel less inferior (Hidayatulloh, 2020). Looking at the opportunities that the game can offer an academic dimension, the current

research identified how games can support the learning process of EFL students. In the EFL learning world, a lot of students are struggling to comprehend a text (Harmer, 2007), and the challenges that they face are due to their limited vocabulary, complex sentences and structure, and cultural context (Lightbown, 2021). In order to address these challenges, a lot of reading materials in school use narrative text because narrative text can foster comprehension in reading, develop understanding in a meaningful context, and be versatile in learning specific contexts based on the story used (Yang & Wu, 2012). Seeing the support of narrative text and games in learning English for EFL learners, the researcher came up with suitable learning strategies that can be implemented in EFL learning, and that is using an adventure-based game, which usually has the same structure as narrative text (Ryan, 2009). One of the advantages of using games is that they can create a meaningful context and are effective in catching students' attention rather than using an old-fashioned way of learning from a textbook (Wood, 2001). Wood also mentioned in his research that games create a pleasant atmosphere in learning, causing to absorb knowledge more easily. Games are also flexible in terms of practicality because they can use a real-world context and the application can be made more realistic. The interactive storyline in the game allows the students to be immersed in engaging learning and makes them make a choice based on the textual evidence, which can develop language acquisition. This is rooted in a constructivist theory, where the students can gain a better learning experience if they are directly active in the learning (Vygotsky, 1978).

The benefits of games, as mentioned in previous statements, were confirmed through this research. However, despite the effectiveness of games as a learning tool, it is essential to use the right strategy for their implementation. This study aimed to explore how adventure-based games could support the learning process. By analyzing the research results, the proper learning strategies for using games were identified, students' needs were determined, and deficiencies in the current curriculum were pinpointed (Demuth, 2013). With this information, it was possible to understand the type of support adventure-based games could provide to the

learning process and to determine the appropriate strategies for utilizing them effectively, ensuring that the learning process through games was more impactful.

Based on the previous information, it can be inferred that games hold significant value in learning and can be effectively adapted as educational tools. However, a major issue is that many people often view games as a source of negative behavior. If this issue is not addressed and the effectiveness of games remains in doubt, much of their potential may be wasted, potentially hindering the advancement of the educational field. Given the rapid development of technology, it is crucial to provide a solid response to this issue in order to distinguish between the negative and positive impacts of playing games and to implement this understanding in educational practices.

Although there have been a lot of suggestions and benefits from using games for learning, in actuality in Indonesia there are only a few who implemented it in the classroom (Jannah, 2011). Jannah also researched to prove the effectiveness of games in Indonesian EFL classes. Although the research finds that games can improve students' academic capabilities and vocabulary skills, the research did not mention the implication of the support of the game can exactly support. In order to fill this gap, this research intends to find out how adventure-based games can support the learning process of EFL students.

This research and the previous research aim to reveal the impact of playing games and using them as a learning tool based on the perspective of EFL learners, in addition to the fact that no research has been conducted like in this paper's scope of research. A review published by the American Psychological Association on the Positive Effects of Gaming (Granic, 2014) is one of the breakthrough research papers published in the study and understanding of how games affect students. Although the subject has received ample debate on both positive and negative aspects, the overall effect it has on a student's development is one worth knowing about. The paper on the use of adventure-based games as a learning tool had not yet been thoroughly explored, therefore, the research was conducted to address this gap in the field.

1.2 Research Question

Looking at the rise of games among children nowadays, it is important to keep up the academic achievement for the current student. While the game is technically one of the stress relievers for students, games can also be used for educational purposes. Based on the information that has been stated previously which indicates a low rate of teachers or schools that rarely used games as their teaching tool or teaching strategy despite their significant improvement in learning, the researcher intends to educate and promote games as a tool for learning to the teacher in Indonesian schools. Games in learning still should be used responsibly with the correct and proper strategy, games can be used specifically for enhancing many skills. To find what kind of support is offered by using games to make a correct and proper strategy for using games in the teaching and learning process, the researcher came up with a research question intended directly to the students themselves and their perspective towards the use of games, especially in learning purposes.

1. How do adventure-based games support EFL students in learning narrative text?

1.3 Research Aim

This research aims to find the answer to the research question. The main purpose is to find how adventure-based games can support learning; these can be found by using various instruments while conducting direct research in a classroom. After it was revealed, it can help various academic people to develop a teaching or learning strategy to properly utilize games as a tool for learning and teaching.

1.4 Research Scope

This research revolved around EFL students who have a history of playing games, the participants are chosen randomly using purposive and snowball sampling and a few of them were selected to conduct an interview section with the researcher. The criteria of the games should also be in the English language.

1.5 Research Significances

The outcome of this research was to explore the use of games as a tool for learning. The findings provided insight into pedagogical aspects across different levels of the academic community. This paper also aimed to offer guidance for those interested in researching similar topics and could serve as a reference for future studies.

First, it can be useful for students. This research can be used as a reference by students who want to adopt games as their learning sources. They can use it to improve their English skills directly in the game itself or use it as an independent learning strategy.

Second, it can be useful for teachers. By using this research as a reference and source of information, teachers can implement what has been found in this paper to develop their teaching strategy. They can know the benefits, challenges, and suitable skills to develop using games.

Third, it can be used by schools as a reference for their future learning program or they can properly implement it in the curriculum by other institutions. The amazing effect of games on learning is something that cannot be overlooked.

1.6 Clarification of Key Terms

1.6.1 Narrative text

Narrative text is a written type of text that tells a tale or narrates events, fiction or non-fiction. Key components such as story, characters, place, conflict, and resolution are usually included (Abbott, 2008)

1.6.2 Adventure-Based Game

An adventure game is a type of video game genre in which the player assumes the role of the main character or protagonist in a world of interactive story, driven by exploration and occasionally with a puzzle-solving theme. The genre is heavily focused on the story that enables the player to jump into an immersive narrative-based media, allowing the merge of various genres (Rollings, 2003).

Adventure-based games can fall into various categories, such as commercial games, serious games, or educational games.

1.6.3 EFL Learner

EFL refers to English as a Foreign Language, EFL learner means a person who studied English for academic purposes in a country where English is not their native language. In other terms, EFL learners are immersed in learning English because they are driven by academic demands or personal interests. (Kenny, 2024)

1.6.4 Scaffolding

Scaffolding is an educational approach introduced by Lev Vygotsky (1976) that involves providing support to students through teachers, peers, or learning tools to help them complete tasks they are unable to do on their own. This support is adjusted based on the student's current abilities and is gradually reduced as they become more capable. The goal of scaffolding is to help students build on what they already know, guiding them toward more advanced skills and deeper understanding (Stufy, 2002).

1.6.5 Learning Support

Learning support refers to the different resources, strategies, and help provided to students to assist them in achieving success in their education (Qvorturp, et al, 2016). It focuses on meeting individual learning needs, whether those needs arise from difficulties with understanding the material, developing certain skills, or overcoming other learning challenges. Learning support can take various forms, such as tutoring, special education services, customized teaching methods, peer support, or the use of assistive technologies. The main aim is to ensure that all students, regardless of their background or abilities, have the chance to succeed and reach their full potential (Hattie & Timberley, 2007).

1.6.6 Active Learning

Unlike passive learning, where students merely receive information from the teacher, active learning requires students to engage directly in the learning

process. This approach involves activities such as role-playing, case studies, group discussions, problem-solving, and hands-on projects. Through applying concepts and engaging in critical thinking, active learning seeks to enhance students' understanding and retention of the material (Grabinger & Dunlap, 1995).

1.6.7 Interactive Learning

Interactive learning is a more particular form of active learning, where students engage in two-way conversation and cooperation with their classmates, teachers, or technology to develop knowledge. Through communication, immediate feedback, and collaborative activities like online forums, group projects, or interactive simulations, this method aims to increase participation. Students' entire learning experience is improved by interactive learning, which promotes social contact and enables them to actively build on one another's ideas (Calma, et al, 2016).

1.7 Organization of the Paper

This paper was structured into five chapters. Chapter 1 provided the background of the study, research questions, research aims, research scope, research significance, clarification of key terms, and the organization of the paper. Chapter 2 reviewed the literature, covering topics such as adventure-based games, narrative texts, and the theoretical framework. Chapter 3 described the research methods, including the research design, participants, research instruments, and data analysis. Chapter 4 presented the findings and discussion, which included the results of the research and answers to the research questions. Finally, Chapter 5 offered the conclusion, summarizing the study and its implications. The chapter also included interpretations, personal viewpoints, and suggestions for future research.