

CHAPTER I

INTRODUCTION

This chapter presents the research background, question, goal, significance, scope, limitations, and key terms. It establishes the background, describes the specific investigation, specifies the objectives, highlights the significance, delineates the limits, and ensures that all of the thesis's communication is clear.

1.1 Research Background

In Indonesia, many refer to English as a foreign language. This indicates that English lessons are compulsory for all students, from elementary school to university. Of course, according to Gabriel (2020), learning English as a second language is more difficult than learning a native language. Therefore, the teacher must master the right strategies and techniques for teaching and learning English. Students who learn English using the proper methods or techniques will find it easier to understand the subject matter. Especially during the development of digital technology today, there are many ways to learn English. However, in this study, the researcher will focus on one application in the form of a video game as a medium to determine the level of effectiveness and perceptions of students regarding using video games in learning English.

A player, a computer with an electronic visual display, and possibly other players participate in a video game. According to Bergonse (2017), the player's emotional investment in the outcomes of her actions within this fictional framework sustains her engagement, mediated by a significant fictional setting.

Fadli (2022) stated that common sentiment is that video games are made for "entertainment" only. Related to that information, Husnun (2021) stated that experts are looking into the educational potential of digital video games due to their increasing popularity. Meanwhile, Mašić (2021) noted that students are engaged longer, resulting in increased interest in learning English and better outcomes. However, based on some research, it could also have drawbacks, such as a lack of and limited use of language during gameplay. Meanwhile, Cabrase (2018) found, through his research using experimental classes, an improvement but no difference between the two classes he studied regarding the effect of video games. Furthermore, according to Da Silva (2014), his research also found that most video games contain multiple contexts in which language is utilized, allowing students, as players, to familiarize themselves with the context. He stated that video games can be an alternative method for learning media. Motivated by these findings, the researcher will try to find students' perceptions of video games at this time, especially in the world of education.

Sega created and released the tactical role-playing game *Valkyria Chronicles* for the PlayStation 3. Europa is a fictional area inspired mainly by early 20th-century Europe during World War II, serving as the game's setting. Due to the abundance of ragnite ore, which replaces petroleum in the game's world, This research is motivated by previous research that has been done before, the Urgency of this research are try to find more potential for the use of video games as an alternative to the traditional way of learning English by implementing it into the learning process and explore how students perceive video games and how these games can improve their reading comprehension.

1.2 Research Problems

The study's primary goal on learning styles and the contributing elements is in line with the suggested research topics. Here are the research questions:

1. How do students perceive Valkyria Chronicles games in relation to improving their reading comprehension skills?
2. How are students' perceptions of reading comprehension improvement through Valkyria Chronicles games compared to traditional reading comprehension methods?

1.3 Research Objectives

The main objectives of this study are to thoroughly examine how students feel and perceive using Valkyria Chronicles as an English language learning aid. The study aims to achieve the following goals.:

1. To determine students' perceptions of Valkyria Chronicles games for improving their reading comprehension skills.
2. To explore Students' perception of reading comprehension improvement through Valkyria Chronicles Games compared to the traditional reading comprehension method.

1.4 Scope and Limitations

This study aimed to determine the current state of teaching English to students at the University of Muhammadiyah Malang during the academic year 2021. It looked at the effect of reading comprehension of "VALKYRIA CHRONICLES" on narrative text after playing the game and how students' perceptions of the video

game "VALKYRIA CHRONICLES" affected English learning in the field of reading comprehension of narrative text.

1.5 Research Significance

1. Theoretical Significance

The study's findings are anticipated to provide insight into reading comprehension for academic and non-academic audiences, particularly in education, by demonstrating how Valkyria Chronicles can support learning, particularly in English reading comprehension.

2. Practical Significance

According to the study's findings, the researcher believes using the Valkyria Chronicles game can improve players' reading comprehension abilities for academic purposes and as an engaging learning tool.

1.6 Definition of Key Terms

Student's Perception:

Student perception is the way students interpret and respond to their learning experiences (Goldstein, 2019)

Reading Comprehension:

Reading comprehension is the capacity to read, comprehend, and process information (Routledge, 2014).

Valkyria Chronicles Game:

Sega's Sega WOW subsidiary designed and published this tactical role-playing game for PlayStation 3. It was released in Japan on April 24, 2008.