# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, the researcher summarizes several reviews of relevant literature, which contain important information on the discussion topic.

## 2.1 Perception

Claims suggest that perception is the conscious comprehension of sensory data. It is an act of thinking that involves understanding information, although this depends on a person's ability to process the information they receive. Since expert behaviors are almost always directed toward a target, perception and action are virtually never truly separated, especially when expertise is utilized. being used

Following that statement, Megan and Murray (2018) explained that the sociocognitive process of perspective is intricate and multidimensional, allowing us to identify and value the viewpoints of others, regardless of how dissimilar they may be from our own. Prior research has demonstrated that perspective-taking is essential to human empathy, which is the capacity to internalize and take on the thoughts and feelings of another. Therefore, it should come as no surprise that prosocial conduct, successful social interactions, and effective communication depend on perspective-taking and empathy.

It can be concluded from some of these sources that perception is a way for us to understand the information received through brain stimulation. Additionally, perception reflects how the brain digests this information into beliefs held by a person to understand or explain the information it receives. This notion is further

supported by research conducted by Prabawati et al. (2021), who stated that perception is the process of observing the world, primarily through the five senses. The senses humans use to obtain information from their environment are known as perception. These senses include sight (eyes), hearing (ears), touch (various parts of the body), smell (nose), and taste (tongue). This indicates that the organization of information or data obtained is a function of human perception and senses.

In a book titled “Sensation and Perception,” it is stated that perception is how our brain organizes and interprets sensory data to provide meaning. The initial detection of stimuli (sensation) and the subsequent processing and interpretation of these stimuli (perception) are two phases involved in this process. the phases involved in.

The above sources clearly show that perception is how an individual takes in and processes information. It integrates information to generate a mental or emotional picture that influences how that individual acts or thinks about the information. The information received affects a person's behavior both physically and mentally.

## 2.2 Process of Perception

According to Qiong (2017)The process of perception consists of three stages.

1. Selection

   The process of perception starts at this point. To have a positive experience in this situation, we must acquaint ourselves with the information in the surroundings. After that, we can decide which information is required and which is not.

2. Organization

   Organizing is the second step in this procedure. Following the data selection, we must arrange it by identifying convenient patterns. We can group them in this procedure according to the data we obtain. At this point, perception has two benefits, The organizing process gives human perception a structure, to start

3. Interpretation

   Interpretation is the third level of perception. It is the last phase in the entire process. In this level, the stimulus of choice is applied directly through voice or action. The third step of perception is the interpreting stage. This completes the last phase of the processing process.

## 2.3 Factors of Perception

Meşe et al. (2019) The elements listed below are those that influence perception:

1. Internal factor: Motivation, self-regulation, self-determination, need for socialization, feelings, attitudes, character traits, bias, expectation or desire, concern (concentration), learning process, physical state, mental health issues, needs, values, interests, and motivations results of algorithms, methods of creation, and particular variations.

2. External Factor: The external aspects included sub-themes related to teachers, learners, the distance educational setting, and the structure of the online courses.

The statement suggests that both internal and external influences can affect a person's perception. Internal factors include things like teachers, students, distance learning circumstances, and the structure of an online course. and external parties, such as instructors, students, their distant learning circumstances, and online course organizations.

**2.4 Student's Perception**

According to Baber (2020), perception is the process of interpreting our sensory signals to give the environment order and meaning when it comes to the information that students learn from an object. In this case, students perceive that interaction, motivation, course content, and the instructor's role are important factors influencing their learning ability. Successful learning outcomes also impact student happiness. During the epidemic, student satisfaction increased with improved perceived learning results in online learning. During this crisis, educators and educational institutions should concentrate on providing online learning with positive learning outcomes. When switching from offline to online learning, student happiness is a crucial component of education and a cause for concern.

According to Salim et al. (2024), Perception is an individual's attitude toward a particular situation that is affected by internal and external forces, such as a private person's experience. This particular situation is also affected by a few other factors, such as attitudes, personality, emotions, expectations, and experiences, of the

individual Students. This is also derived from the type of perception expressed in a student's own words, namely, first, perceptions of people differ in two processes where students become knowledgeable and insightful about other people, their characteristics, quality, and state of mind. The students build other people's Image in a way that stabilizes it, making it capable of predicting their future actions. We utilize this information to direct our interactions with them and their future actions. The second is social perception, which indicates that it is challenging to comprehend individuals, whether entertainers, politicians, professional athletes, criminals, defendants, or loved ones who live closer to you.

It can be concluded that student perception is a mechanism through which students prioritize the information they learn from an object, in this case, the questions posed by the teacher in class, commonly referred to as student perception. Students utilize their senses to make observations and thereby understand what they encounter.

**2.5 Reading**

We read anything daily: books, novels, newspaper headlines, and magazines. It looks for messages, entertainment, and information inside a text. In this instance, it can be concluded that learning to read is a necessary step in understanding a language. Reading contributes significantly to the process of acquiring a language, even in informal learning environments (Extensive Reading for Primary in ELT, 2018).

Also related to Watkins' statement, it was noted that reading is a process involving the anticipation of value, an interest in reading, and the desire to engage

with texts. Reading motivation plays a crucial role in encouraging reader engagement, exemplifying active involvement in reading. Furthermore, reading is a recursive, non-linear process that relies on context. Depending on their learning goals, readers often skip ahead or return to specific passages within the text messages in the text.

Johann and Karbach (2019) also stated that high-level self-regulatory neurocognitive processes are primarily utilized in complex, goal-directed tasks. Therefore, we can conclude that reading is an activity we engage in regularly, encompassing reading books, novels, newspaper headlines, and magazine articles, an essential part of life. Reading serves as a medium for information, entertainment, and communication. Even in informal learning environments, learning to read is a crucial step in the language acquisition process. Reading is driven by a desire to engage with text and an expectation of benefit, making it a multifaceted process.

This drive encourages active and conversational participation from the reader, signaling reader engagement. Reading is a context-dependent, recursive, and non-linear process where readers often skip or return to specific passages based on what they want to learn. Additionally, reading demands sophisticated neurocognitive self-regulation, especially for goal-oriented and complex tasks.

### 2.6 Reading Comprehension

According to Smith et al. (2021), Reading is one of the hardest things for people to accomplish, especially reading comprehension. Its intricacy impedes the creation of a comprehensive theory that can reliably predict audience, writing, and conversational conditions. The ability to recognize individual written words

(decoding) and the process of interpreting connected words and speech (language comprehension) combine to provide reading comprehension, which is the outcome of two separate but related talents. The most crucial reading component in the early learning stages is decoding ability.

Sun et al. (2021) also stated that the reader must interpret a mental picture of a given text to comprehend it through conceptual knowledge (vocabulary, metalinguistic knowledge), procedural knowledge (reading methods), and text reading. A collection of focused, intentional, goal-directed mental processes or behaviors that regulate and alter the reader's attempts to decipher the text, comprehend the words, and create meaning from it might be called reading strategies. Numerous studies demonstrate how reading methods improve reading accuracy, speed, and comprehension level to aid in understanding texts. Deriving meaning from a writer's ideas requires coordinating skills like reading, decoding, fluency, and integrating prior knowledge, experience, and terminology.

Smith et al (2021) Reading comprehension is a collaborative process that includes the text and the reader's prior background knowledge. It is utilized in academic and professional contexts and serves several purposes: locating basic information, skimming, integrating information, and creating and analyzing texts. The national reading framework describes reading comprehension as an active and complex process that involves understanding written texts, developing and interpreting meanings, and applying meanings appropriate to the type of text, context, and situation. This is relevant for reading comprehension assessment, as reading characterization contributes to our understanding. Several variables affect

reading comprehension, including psychological, cognitive, environmental, socioeconomic, and physiological factors.

From the information above, we can understand a subject's concepts through an active process that involves deriving meaning from text. This process requires coordinating several abilities, including word reading, decoding, and fluency, alongside integrating prior knowledge, experience, and terminology.

## 2.7 Genre of Video Games

### 2.7.1 Role Playing

According to Bowman et al (2018), in a role-playing game (RPG), players take on the roles of characters that can interact with one another in the game's fictional world. Science fiction and fantasy settings are common in role-playing games. The term "role-playing game" (RPG) refers to various game formats and genres that entail the development, portrayal, and evolution of characters engaging in a made-up setting while adhering to a set of predetermined rules related to that information. Arjoranta (2019) defines RPGs in their book, “Role-Playing Game Studies,” as a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome. They consider RPGs a borderline case because they lack a quantifiable outcome.

RPGs come in a variety of formats. While live-action role-playing (LARP) involves players acting out their characters' activities on screen, the original version, sometimes known as tabletop role-playing games (TRPG or TTRPG), is played out through discussion. In both formats, a game master (GM), who organizes the activities, serves as the referee and typically chooses the rules and environment.

These games usually involve character development through the gathering of statistics.

### 2.7.2 Adventure

Adventure games, as defined by Howard Chen (2020), are a type of video game where the user takes on the role of a protagonist in an interactive narrative motivated by puzzle-solving and/or exploration. Adventure games are challenging to define since different people may have various interpretations of what they mean. Adventure Gamers provides a compelling description, defining adventure games as those that "focus on puzzle solving within a narrative framework, generally with few or no action elements." Therefore, even though puzzle-solving is a component of games like Tomb Raider and Uncharted, these are primarily action experiences and do not belong to the adventure game genre. The genre of adventure games is characterized by intricate plotlines and difficult puzzles.

According to Howard Chen (2020), Colossal Cave Adventure, the first adventure game ever launched in 1976, is regarded as the earliest instance of interactive fiction. Will Crowther created the game by fusing his love of fantasy with his pastime of caving. Over time, games like Gone Home and Firewatch, which are frequently presented from a first-person viewpoint and prioritize a compelling narrative experience with virtually no puzzles or challenges, have been added to the genre. Thus, adventure games are essentially about exploration, puzzles, and storytelling. They provide players with opportunities to explore a virtual world, solve puzzles, and become involved in a tale.

### 2.7.3 Action/Shooter

According to Mercier and Lubart (2023), the most popular console video games are typically from the action/shooter and sports genres. These games require quick thinking and emphasize physical challenges, such as hand-eye coordination and response time. Platform, shooter, and fighting games are just a few examples of the various subgenres in this category. Based on the best-selling games 2012, strategy and role-playing games tend to be the most popular non-console game types.

According to an article written by Graham Oliver (2020), the rising popularity of narrative-focused games has complicated the categorization of video games, especially action games, according to a post on Game Developer. They argue that action games follow unique, often unwritten rules, fostering strong feelings of competitiveness and interest. As mentioned in Katie Salen and Eric Zimmerman's book, Rules of Play: Game Design Fundamentals, action games align with the essential definition of games. These games compel players to employ quick thinking and skill to overcome challenges, as they fundamentally emphasize mastery and challenge. Consequently, players can enjoy fast-paced, intense gameplay.

### 2.7.4 Simulation Games

Simulation games are a genre of games that are designed to mimic activities you'd see in the real world. The purpose of the game may be to teach you something. According to Yang et al. (2022), simulation games are one of the most common and popular games through 10 10-year follow-up, games called simulations that aim to

replicate the real world. Players in simulation games are free to explore, hone their abilities, and customize their gaming world as they see fit without any set objectives or stages.

The definition of a digital game remains the same, except it takes place in a virtual setting. This system mimics various situations based on authentic or entirely fictional settings. Regardless, every game is and must be a simulation. While the primary goal of amusement games is entertainment, the objective of a simulation system is to construct and manage a specific scenario, not necessarily with the intention of being entertaining. In essence, simulation games focus on mimicking real-world systems, providing players the opportunity to engage in scenarios inspired by real or completely fictional contexts. They allow players to develop their skills or build their environment in gameplay as they wish.

### 2.7.5 Strategy

Strategy is a major video game genre that emphasizes thinking and planning over direct, instant action to achieve victory (Maria Serna,2023). Game theory examines the choices made by participants in an interactive environment. When everyone's decisions affect each other's personal costs and gains, game theory analyzes how to behave optimally. In this sense, the goal of strategic games is to make the best possible choices in light of other players' actions.

Dor (2018) also stated that in video games, "strategy" can indicate many different things. The logical approach is to define "strategy" in terms of wargames, since strategy games are considered the offspring of wargames. However, the term "strategy" is nearly impossible to define when used in various situations, including

commerce, politics, war, games, and game theory. Strategy games involve planning, strategizing, and making decisions. They allow players to participate in games that require strategic preparation and tactical judgment.

### 2.8 Valkriya Chronicles

SEGA states that Ryutaro Nonaka and Shuntaro Tanaka are the developers of the Valkyria Chronicles series, a collection of tactical role-playing video games with a military theme. The first game in the series, Valkyria Chronicles, was released in 2008 for the PlayStation 3, and subsequently for Microsoft Windows, PlayStation 4, and Nintendo Switch. The latest installment, Valkyria Chronicles 4, has been released for PlayStation 4, Xbox One, Nintendo Switch, and Microsoft Windows. Two sequels have also been launched for the PlayStation Portable. Additionally, the series has been adapted into manga and anime. Real-time strategy (RTS) is a subgenre of strategy video games that allows all players to compete simultaneously in "real time" rather than proceeding incrementally in turns. In contrast, players take turns in turn-based strategy (TBS) games.