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USERS' PERCEPTION ON ONLINE INTERACTIVE GAME-BASED INTEGRATED ENGLISH LANGUAGE LEARNING (IELL) IN INTERMEDIATE LEVEL

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This study explores on designing an Integrated English Language Learning (IELL) model, creating online games and investigating game users' perceptions toward computer-based interactive game manifested in online games. The games serve virtual learning materials as online sources. They are created with an aim to perform benefits for students as digital learners, in order to make them able to foster their language learning in a free distance education that can be accessed from any locations. Furthermore, since the learning materials are an integration of multimedia manifested in online games, the games become an applied approach that works to utilize and enhance students' language retention. Another benefit retained from teachers that is to vary their lesson presentation styles and providing a learning opportunity outside the classroom. The online game is integrated and structured in language skills: Vocabulary, Listening and Reading which are designed for intermediate level. The investigation focuses on carrying on the trial of the games on the web, analyzing and figuring out users' perception toward the online games. Detailed scopes of the investigation are obtaining information about: the kind of game that the respondents are most attracted to play, the user interface, learning English with online games, the most interesting educative game on IELL, the statement of level of appropriateness proposed to users and the most favorable kind of online games in learning English. This study employs pre-experimental research method. The population of this research is English learners in intermediate level, the first semester students of English Department of University of PGRI Semarang. Data collection is conducted through an online questionnaire survey as the instrument and there are 160 game users as the respondents.

Keywords: *Integrated English Language Leaners (IELL), online games, Intermediate level.*

1. BACKGROUND OF THE STUDY

Basically people like something fun and one of the activities is playing. When they are happy playing a game, they enjoy and are willing to provide their time for hours, and do it again repeatedly. A lot of games entertain us and one of them is online game. The game can be played by people at all ages and played in; Gameboy, play station, computer and laptop.

We could see, when we get in an internet cafe, the average of visitors are students and they feel cozy being there for hours. This condition has become an indication of addiction for them, because they play games for hours. Tribunews.com informed that many students skipped from schools. On 22 January 2014, another news from tribunews.com supports the previous news, informs a negative effect on playing online game. It was reported that a vocational high school students stole a wallet from a shop in order to get money to pay the rent of a booth in internet cafe to play game.

The situations described previously that there is less time owned by students to study and it does not guarantee that they will use the rest of their time to study. This reality has becomes a

concern for educators, because students cannot focus to study. From the problem that occurs in society, educators feel need to be creative in teaching to students. It is not the time to think that teaching only in classrooms is the best way to transfer knowledge. They need to be able to adjust the development of times dealing with the usage of computers and technology, integrated with students interest in learning through computer games. Then it is aimed that educators could shift the negative into positive environment, students could study through computer games.

Through playing computer games, students could learn anything and one of them is learning English. In learning through computer games, students could study and still could gain the fun in playing games that integrated with English materials in Intermediate level.

2. REVIEW OF THE RELATED LITERATURE

2.1 Integrative English Language Learning

Integrated and Interactive – Integrative English Language Learning (IELL) is a coined term for a research title proposed by team. Language skills are integrated in this interactive game design. The skills are combined and developed an educative English game. There are computer responses for game players in playing this education game. This game is related to English language learning as a foreign language that focuses on intermediate level. The bottom line is that the integrated language learning is integrated with language skills manifested in interactive computer game.

2.2 Computer-Based Instruction

Learning can be conducted by self (self taught). Learners who want to explore something, like playing game, can do this activity. Game players defend the actor and figure out how to win the game. Gamers should have had knowledge about the game he or she plays and knows the strategies to play and win the game. People can play and learn something at the same time and they can do it with a computer. Computers are not foreign object for people. Almost everyone can operate a computer easily, in order to assist people finishing jobs. Computer is a machine, especially designed to manipulate information codes, automatic electronic machine, to appear simple and complex operation (Gerlach, Ely, Melnick, 1980: 393).

In operating computers, all of things in computers are based on instruction done by machines. A machine that accepts and run instruction that has been designed is called a program or software. Instruction for a machine, leads to a program called "software". Computer program instruction is a series of systematically constructed commands that will guide the students to master the program and make minimum errors (Gerlach, Ely, Melnick, 1980: 395)

The experts of the field conduct the making of game designs. Programmers develop the computer programs and they have cooperation with the teachers about the problems they found in the field (Gerlach, Ely, Melnick, 1980: 395).

Someone who does not possess the skills to use programming language can still use the software the programmers made. The users of software such as Memory Game Maker and Sentence Game that can be used for language learning and the teachers can use them to create the game for their teachings. The game they create can be adjusted with the students' need and skills, then the software can also be integrated into the teaching material. There are some game patterns that have been adapted in education field by integrating them into the teaching material. By using computer game method, teaching materials can be inserted in a fun way.

3. RESEARCH METHODS

This research investigates on users' perception on language learning implemented through online games in Intermediate Level and

employs pre-experimental research method. The trial is conducted five times in a language laboratory supported by online access. The population of this research is English learners, the first semester students of English Department of Universitas PGRI Semarang. Six classes are participated in this study. Data collection is conducted through an online questionnaire survey as the instrument and there are 160 game users as the respondents. After data collection is acquired, the data is analyzed and interpreted. The interpretation of the data is then described, in order to answer the investigation.

4. RESEARCH FINDINGS

These findings are derived from the last stage of the second year of a multiyear research. The investigation focuses on figuring out the users' perception toward the application on computer-based interactive game manifested in online games. There are six main proposed questions on an online questionnaire that was filled out by 160 respondents as the game users. Those questions provided information about users' perception toward the application of Integrated English Language Learning (IELL) online games on the web. The detailed result of the investigation is elaborated from game users' perspective, including: the kind of game that the respondents are most attracted to play, the user interface, learning English with online games, the most interesting educative game on IELL, the statement of level of appropriateness proposed to users and the most favorable kind of online games in learning English.

The data gathered from the respondents' responses, they mentioned that the kind of game as the most attractive game to play is adventure game, with 52.5% of the respondents stated as such. Other 21.3% respondents chose Educative game in the second place. The next responses placed in the third place is Strategy game with 18.8% of responses. Then the fourth place goes to Word game that acquires 11.9%. Racing game belongs to the fifth position with 8.1% and followed by the sixth position that is Story game with 6.3%. The least attracted attractive game to play is Role Play game with the responses of 1.3%.

The respondents mentioned that the user interface on the online games is interesting. It is proven that the majority of the respondents with 95% of them agree to say so. Only a small number of 5% of the respondents consider that the interface is not interesting.

From the data gained in this research, it can be briefly conveyed that learning English with computer games become more interesting. After conducting the trial with the online games, most of the respondents agree that it becomes more interesting to learn English with online games. The data informs that 51.9% respondents are strongly agree, 46.9% informs that they agree, 0.6% respondents disagree and 0.6% respondents are strongly disagree.

From the trial conducted by the respondents, the most attractive IELL game to play in the vocabulary game is Shoot the Word game and it reaches 31.9 %. The second most favored game with 31.3%, is Matching game. For the third place, it is still within the vocabulary game that is Drag and Drop with 24.4%. The game for listening skill comes to the fourth place with 8.8% and the last position is 3.8% that belongs to Reading skill.

The researchers would like to figure out that the proposed level of the materials for, in Intermediate level is suitable for the users or not. The users mentioned on the data that 75% of the respondents agree that the level is suitable for them. There are 25% respondents who also mention that they are strongly agree to that the level is also suitable for them. There are merely 8.8% of respondents who disagree with the statement and there is only 0.6% of the respondents' mention that they are strongly disagree.

To the best of the respondents' knowledge, the top ten proposed online games matching for them to play in attaining language learning are:

Vocabulary game, Matching game, Drag and Drop game, Educative game, Listening game, Adventure game, Shoot the Word game, Crossword game, puzzle game and Reading game.

5. CONCLUSION

The language skills used in online games for Integrated English Language Learning (IELL) are Vocabulary, Listening and Reading. Vocabulary game is created into three different games: Matching game, Shoot the Word game and Drag and Drop, and Memory game. Listening and Reading games are created with multiple choice and 'Yes' or 'No' answer.

The most attractive game to play is Adventure game. The user interface of IELL online games on the web is interesting. Learning English with online games are more interesting and the most attractive IELL game to play is vocabulary game particularly Shoot the Word game. The statement level of appropriateness proposed to the users is suitable. The top ten proposed games that the users consider suitable to play are: Vocabulary game, Matching game, Drag and Drop game, Educative game, Listening game, Adventure game, Shoot the Word game, Crossword game, puzzle game, Reading game.

Since todays' learners are familiar with computer and gadget, digital learners are technology savvy with computer and internet. Most of the respondents are welcome with this tool as a free source to be manifested online on the web and to enhance their language learning.

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