AN UNDERGRADUATE THESIS
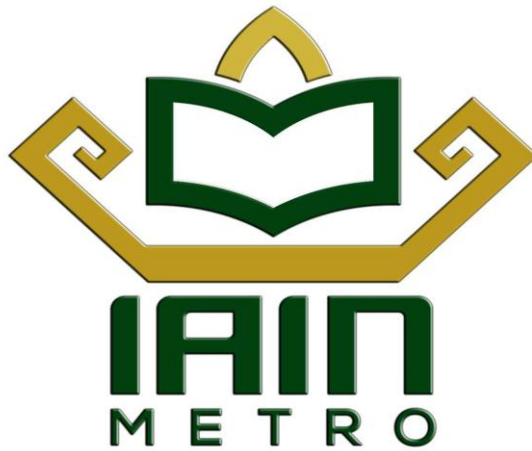
AN ANALYSIS OF LANGUAGE LEARNING MEDIA ELEMENTS IN "CLASH OF CLANS" GAME

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF LANGUAGE LEARNING MEDIA ELEMENTS IN "CLASH OF CLANS" GAME

Presented as a partial fulfillment of the Requirements
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AN ANALYSIS OF LANGUAGE LEARNING MEDIA ELEMENTS IN "CLASH OF CLANS" GAME

ABSTRACT

By:
Muhammad Najmussaqib Diya Alhaq

The purpose of this research is to find out whether the elements of language learning media can be found in the Clash of Clans digital game and whether the game can be categorized as a media for enhancing language learning. In this analytical research, the researcher examines various snippets of images, photographs and screenshots that capture game features by applying some of the elements of learning media and digital games-enhanced language learning theories such as: *Game-Enhanced Language Learning Benefits*, *Prensky's Computer Games for Learning Structure* and *Thorne, Black and Sykes Uses Rationale*, to recognize the elements of learning media within this game.

The type of this research is descriptive analysis research, which research is done by analyzing and describing the object of research supported by expert theories and various sources of literature or documents. Interpretation of the researcher was also used in the conclusion and assessment results as one of the research instrument. The research of this analysis has been done on Clash of Clans digital game as its object.

The research data was collected using several instruments such as observation and documentation. The data, which are in the form of eighty-one (81) pictures and ten (10) dialogue scripts, are analyzed and compared based on the theories above and its twenty five elements of learning media and digital games-enhanced language learning. From the research that has been done, it can be concluded that in the Clash of Clans game there are all elements of language learning media applied. This indicates that the Clash of Clans digital game can be used as a media enhanced language learning.

Keywords: *Computer Assisted Language Learning*, *Clash of Clans*, game, language learning, language learning media

ANALISIS ELEMEN-ELEMEN MEDIA PEMBELAJARAN BAHASA
PADA PERMAINAN *CLASH OF CLANS*

ABSTRAK

Oleh:
Muhammad Najmussaqib Diya Alhaq

Tujuan penelitian analisis ini adalah untuk mencari apakah elemen-elemen media pembelajaran bahasa dapat ditemukan dalam permainan digital *Clash of Clans* dan apakah permainan tersebut dapat dikategorikan sebagai media penunjang pembelajaran bahasa. Dalam penelitian analisis ini, penulis mengkaji berbagai cuplikan gambar, foto dan tangkapan layar yang mengabadikan fitur-fitur permainan dengan menerapkan beberapa teori elemen media pembelajaran dan permainan digital penunjang pembelajaran bahasa seperti: *Game-Enhanced Language Learning Benefits*, *Prensky's Computer Games for Learning Structure* dan *Thorne, Black and Sykes Uses Rationale*, untuk mengetahui elemen-elemen media pembelajaran yang terdapat didalam permainan ini.

Jenis penelitian ini adalah penelitian analisis deskriptif, yaitu penelitian yang dilakukan dengan cara menganalisis dan mendeskripsikan objek penelitian, didukung dengan teori-teori ahli dan berbagai sumber pustaka atau dokumen. Interpretasi dari peneliti pun turut digunakan dalam pengambilan kesimpulan dan hasil pengkajian sebagai salah satu instrumen penelitian. Penelitian analisis ini telah dilakukan terhadap permainan digital *Clash of Clans* sebagai objeknya.

Pengumpulan data penelitian dilakukan menggunakan beberapa instrumen seperti observasi dan dokumentasi. Data tersebut, yang terdiri dari delapan puluh satu (81) gambar dan sepuluh (10) dialog, dianalisis dan dibandingkan berdasarkan teori-teori diatas beserta ke-dua-puluh-lima elemen-elemen media pembelajaran dan permainan digital penunjang pembelajaran bahasa. Dari penelitian yang sudah dilakukan, dapat disimpulkan bahwa di dalam permainan *Clash of Clans* terdapat semua elemen-elemen media pembelajaran bahasa yang diterapkan. Hal ini menunjukkan bahwa permainan digital *Clash of Clans* dapat digunakan sebagai media penunjang pembelajaran bahasa.

Kata Kunci: *Computer Assisted Language Learning*, *Clash of Clans*, permainan, pembelajaran bahasa, media pembelajaran bahasa

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini seluruhnya merupakan karya orisinal kecuali di beberapa bagian yang merupakan kutipan dari sumber-sumber pada daftar pustaka.

Metro,   Desember 2017.

M. NAJMUSSAQIB D. A.
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MOTTO

كُتِبَ عَلَيْكُمُ ٱلْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ ۖ وَعَسَىٰٓ أَن تَكْرَهُوا۟ شَيْـًٔا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰٓ أَن تُحِبُّوا۟ شَيْـًٔا وَهُوَ شَرٌّ لَّكُمْ ۗ وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

"Kutiba 'alaykumu alqitaalu wahuwa kurhun lakum wa'asaa an takrahuu syay-an wahuwa khayrun lakum wa'asaa an tuhibbuu syay-an wahuwa syarrun lakum waallaahu ya'lamu wa-antum laa ta'lamuuna" (Q.S Al-Baqarah [2:216])

"Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not." (The Quran 2:216 (Surah al-Baqarah)

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"Ain't SLOTH that too cool and slow which become the
predators .. It is an Eagle, which proudly spreads its
wings and soars .."

            ~ Sir Lord Artaz Gang
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DEDICATION PAGE

This undergraduate thesis is dedicated for the members of As'ad family
And all the gamers around the world.

ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the Omni Potent and the Most Gracious. Praise onto Him, the Lord of these universes. By His will, this Undergraduate Thesis is accomplished. In this page, some gratitude will be acknowledged.

The deepest gratitude would be presented to the dean of the Tarbiyah dan Ilmu Keguruan Faculty, the Head of Tadris Bahasa Inggris Department and also my advisor, abi Ahmad Subhan Roza, M.Pd, which already spent his time and worth for guiding me through all the process withal his biggest patience, all the lecturers, staffs and the members of *civitas academica* IAIN Metro.

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It is realized that this Undergraduate Thesis is still far from perfect, therefore criticism and suggestions is demanded for further development in the future.

Metro,   December 2017.
The writer

M. NAJMUSSAQIB D. A.
NPM. 13107747

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GLOSSARY

aeon. Centuries; Period of time consists of thousands of years. p. 3.

amaranthine. Eternal; Long lasting. p. 3.

amelioration. Progress; Advance; Improvement. p. 4.

archer. An army job in the medieval age which commonly involved in using bow and arrow. p. 34.

avatar. Picture, figure or character manifested each person in virtual/digital/cyber world.

barbarian. Picture of northern European men in the medieval period. Often conceived as big muscular topless men which carrying a long sword as their weapon and unique warcry in combat. p. 34.

brew. Process of cooking liquid, elixir or spell by using cauldron.

cyber. Latest technology character. Usually paired with the digitalize/computerize devices and gadgets. p. 6.

dragon. Mythical creature which commonly described as humongous four legs animal with wings and fire breath. Believed as the elder of the reptiles and invincible. p. 34.

gameplay. The way of a game designed to play. p. 3.

genesis. Origin; Beginning. p. 3.

genre. Kind; Variety; Type. p. 4.

goblin. Creatures in European folklore which depicted as an ugly dwarflike person and much interested in gold or shiny thing.

lucid. Clear; Obvious; Vivid. p. 3.

microprocessor. A core of digital or computerize technology. It's commonly assumed as the 'brain' of the device, mostly in the form of a chip and micro-sized. p. 6.

multiplayer. A lot of player, more than one. p. 5.

norse. Norwegian culture. Related to the Scandinavian custom, inhabitants, and languages back in the medieval period.

offline. State when electronic devices or gadgets are not connected to the internet. p. 17.

online. Opposite *offline*. p. 5.

persona. Personal character presented to or perceived by the others. p. 22.

PlayStation. A huge game console franchises which developed by giant electrical technology company, Sony Japan. Well known by its abbreviation: PS. p. 17.

Valkyrie. Divine manifestations in Nordic belief which commonly described in a form of brave women carrying axe. p. 34.

vernacular. Common; Populist. p. 18.

virtual. Artificial; Digitalize feature which commonly elaborate visual senses. p. 5.

wizard. Person's job in a legend or fairytale which commonly involved in using witchcraft, spell and magical thing.

XBox. An American game console franchises which developed by one of the largest software company in the world, Microsoft. p. 17.

CHAPTER I

INTRODUCTION

A. Background of the Study

Since the world change its lean to the informational technology, the human age seems roll to a new kind of era; the Globalization. The wonder of it and people needs of a potent way for communication around the world let people to search kind of language that can do fulfill such criteria. From that point and now on, the urgency of common universal languages is highly increased across the continent. English is one of the major languages and well to be used as the global communicational standard among people of the world. Its concern as an international language reaches every modern aspect and field, from professional, personal, until cultural, even for the scientific activity.

Nowadays, the people needs of foreign language learning especially English as an international language tend to approach a new kind of form accordance to the demand of this Information Age. English as foreign language is not to be learned only through the formal education. It needs intensification outside the school. Both of the formal and non-formal education would support the learner to learn the language more. Moreover, the learner also need to practice the language constantly, try to apply the language in their life aspects so the English is not just become a science but also, as its sole purposes, communication device. In this perspective, Mark Peterson corresponded;

> "Learning a language like English or Spanish, or a social language like the language of physics or civics, is hard to do in the isolation of the four walls in a classroom. Furthermore, such isolation privileges those who have already had relevant experiences outside the classroom and have already thereby begun an authentic process of language development."[1]

By the time, the conventional way in learning English become so dull. The demand of the age itself, make the principle of those way become irrelevant and old-fashioned. People need a new kind of method, a tool so that they learn the language without any difficulties and time-wasting activities with high success-rate probabilities, since the age itself gives them new mindset: simplicity and efficiency.

Along with the latest age development, emerge a new approach that would comply with people needs for contemporary language learning media, that is Computer-Assisted Language Learning (CALL). The Research and practice aiming for CALL, which exceeds the conservatives and attains the innovative, is discovered in applications and practices that embrace technological possibilities for new things in teaching and learning.[2]

CALL emergence and its development as new learning media approach using computerized technology became prominent. About this, Ken Beatty also wrote in his book:

> "CALL is closely related to many other disciplines and the computer, as a tool to aid or study teaching and learning, is often subsumed within them. For example, CALL has become increasingly integrated into research and practice in the general skills of reading, writing, speaking and listening and more discrete fields, such as autonomy in learning."

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[1]Peterson, Mark, *Computer Games and Language Learning*, (New York: Palgrave Macmillan, 2012), p. xii.

[2]Beatty, Ken, *Teaching and Researching; Computer-Assisted Language Learning*, (London: Pearson Education Limited, 2010), p. 2.

The self-teaching characteristic, often called as 'Autonomous Learning' which is offered by the CALL, let learners have some chances to study in their own-self , independently, without any guidance from teacher(s). Also, most of the CALL's materials let an amaranthine re-attending for learners which can aid them to reviewing every part and re-practicing again and again.[3] This feature of CALL is the one which is considered suit with the aeon.

Since then, many CALL technologies are produced to be used as an aid tools upon its capabilities in teaching and learning. In the last four decades, the materials toward CALL have grew for just focusing in a simple textual gap-filling exercises and lucid programming task into an interactive multimedia based technology with a complex audio-visual video motion.[4]

In the same time with the genesis of the approach, the commencement and spread of new entertainment technology, the video games, intrigued language experts and researchers to observe more about it. They hypothesized that the components of video games could expedite learning if combined significantly.[5] The hypothesis would let the video games itself, which complied with the approach, becomes one of CALL technologies. This new language learning media has some quality points which append in the gameplay, make them not only enchanting but also a cogent tool for learning

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[3] *Ibid*, p. 11-12.
[4] *Loc. cit.*
[5] Peterson, Mark, *op. cit.*, p. 33.

especially for contemporary language learners.[6] Align with this argument,

Marc Prensky says that:

> "Today's student, represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age…What should we call these "new" students of today? Some refer to them as the N-[for Net]-gen or D-[for Digital]-gen. But the most useful designation I have found for them is *Digital Natives*. Our students today are all "native speaker" of the digital language of computers, video games and internet."[7]

These learners especially youngster nowadays, who have grown in the

century of Internet and an amelioration computerized technology, would learn

more effective when using new digital and communicational technologies.[8]

The commencement of video games also hoisted game-based language

learning method to a new standard. This method, which later becomes part of

CALL approach, focuses in the potentiality of digital games and simulations

that are estimable in language learning. They allow experiential and discovery

learning, transforming drill-based learning into context-based acquisition and

lower affective filters.[9]

In the last decades, some amounts of initiatives and the innovative use of

video game genres are seen, including the creative ways in using any other

games for language learning. Some observations show that there are some

classifications of game genres with different qualities regarding to the

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[6]*Ibid*, p. 35.

[7]Prensky, Marc, "Digital Natives, Digital Immigrants", *On the Horizon*, (NCB University Press), Vol. 9 No. 5 October 2001 doi: 10.1108/10748120110424816, p. 1.

[8]Peterson, Mark, *op. cit.*, p. 35.

[9]Thomas, Michael, Reinders, Hayo & Warschauer, Mark, *Contemporary Computer-Assisted Language Learning*, (London: Bloomsbury Publishing Plc, 2013), p. 183.

viability with the CALL. An extensive assortment of game variety and sub-variety has been proffered. Nevertheless, a concord has happened toward regularly admitted CALL game classification.[10] Peterson includes nine genres of games which could be involved in CALL: Text Manipulation, Text-Based Adventure, Simulation, First-Person Shooter, 3D Adventure, Sports, Rhythm, Multi-User Virtual Environments (MUVEs), and Massively Multiplayer Online Role-Playing Games (MMORPGs).[11] Whereas Thomas, Reinders & Warschauer divide the game into three major genres: Stand-Alone Video Games, Commercial Massive Multiplayer Role Playing-Games (MMORPGs) and 3D Collaborative Virtual Environments for the language learning.[12] Furthermore, they are also classifying the CALL games into two categories based on the purpose of the game been made: commercial off the shelf (COTS) and specifically designed educational language learning games and simulation. This classification would determine the further assortment of the CALL games concerning their sole function in language learning.

The augmentation of game-based language learning cannot be separated from the evolution of the most constructive genres of CALL game: Massively Multiplayer Online Role Playing Games (MMORPGs). It has dignified the game-based language learning into a new higher degree by expanding games from physical domain to the virtual framework.[13] The MMORPGs itself have become a primary convergence of the latest research on the uses of video

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[10] Peterson, Mark, *op. cit.*, p. 20.

[11] *Ibid*, p. 21-30.

[12] Thomas, Michael, Reinders, Hayo & Warschauer, Mark, *loc. cit.*

[13] *Loc.cit.*

games in CALL.[14] Some research relating to the MMORPGs as an effective CALL game genres have already conducted by some experts. Waters, for the example, has tested one of the most popular nowadays MMORPGs, *World of Warcraft*, to enhance student English communicational ability by implementing it in the distance-learning project which conjoin China-US graduate middle school EFL learners.[15] Rankin, Gold, and Gooch also conducted a project using *Ever Quest 2* game for vocabulary acquisition training session**.**[16] From various research Thorne, Black and Sykes also believe the MMORPGs provide some amount of advantages as the arena of language learning. Those experts divine the nature of social interaction in MMORPGs as the essential agent of learning.[17]

The latest intensification of the high-speed Internet connections, the enriched graphic cards, and impressive microprocessor have opened a new concept of MMORPG into an absorbing cyber environments which populated by millions of users concurrently. Those environments refer into the concept of massively multiplayer online games (MMOs). Some of these games are highly addictive, let the player to spend their time with friends in the cyber world than with people in the real world.[18] Steinkuehler also believed that:

"Such games are ripe for cultural/cognitive analysis of the social and material practices attending them: Given their increasing domination of

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[14]Peterson, Mark, *op. cit.*, p. 78.

[15]Thomas, Michael, Reinders, Hayo & Warschauer, Mark, *op. cit.*, p. 185.

[16]Peterson, Mark, *loc. cit.*

[17]*Ibid*, p. 56.

[18]Delwiche, Aaron, "Massively Multiplayer Online Games (MMOs) in the New Media Classroom", *Educational Technology & Society*, (San Antonio: Trinity University Department of Communication), Vol. 9 No. 3 2006, p. 160.

the entertainment industry, wide-spread and growing popularity with people of all age groups, ethnicities and economic classes, and purported addictive quality for those who plug in."

The video games entertainment beholds new concept: Online media provide a new chances for "anytime & anywhere" social interaction and communication. Knowing the form of learning in the natural occurrence framework and not only depends with the formal education is important.[19] These reasons ensure the experts of the latest days that multiplayer games have language-educational potentiality.[20]

Derived from those points, the video games especially the MMOs can be used as a language learning media especially English. Their 'Autonomous Learning' characteristic can support the learner to improve their English in easy and fun ways. However, people need to know which video game that appropriate. Can be seen from the side that the video game can be so addictive, the beginner learners would lost themselves and time only for playing the game without any 'learning' activities that expected in the first place.

The data would be collected from massively multiplayer online games (MMOGs) Clash of Clans developed and published by Supercell. The game was released for iOS platforms on August 2nd, 2012 and on Google Play for Android on October 7th, 2013. Clash of Clans was developed by the Supercell, a mobile game company which also released several games such as

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[19]Steinkuehler, Constance A., "Learning in Massively Multiplayer Online Games", Proceedings of the 6th International Conference on Learning Sciences, June 22th 2004, p. 521.

[20]Delwiche, Aaron, *loc. cit.*

Hay Day, Boom Beach, and the newest, Clash Royale. Clash of Clans became an App Store top 5 download in December 2012 until May 2013, and its success has been described as the emergence in multiplayer gaming on mobile devices. In 2013, Clash of Clans was the top 3 highest game in revenue generated on the App Store and the number one on the Google Play. In 2015, Clash of Clan was the most gaining app on both App Store and Google Play with an estimated income of 1.5 million dollars per day.[21]

Therefore this research is intended to analyze whether one of the most popular massively multiplayer online games (MMOGs) in the days: Clash of Clans are suit with the game-enhanced language learning criteria, comply with the CALL approach, especially the Digital Game-Mediated Language Learning Theory, so people can also know which kind of video game that has the exact elements that suit for language learning media.

B. Problem Formulation

This research is aspired to answer the following research questions:

1. Do language learning media elements exist in "Clash of Clans" game?

2. Can "Clash of Clans" be categorized as one of the language learning media?

C. Aims and Benefits of the Research

1. Aims of the Research

Based on the research question, the research aims:

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[21]Wikipedia, "Clash of Clan", in http://en.m.wikipedia.org/wiki/Clash_of_Clans, April 24th 2017.

a. To find out whether the existence of game-enhanced language learning element in massively multiplayer online games (MMOGs) Clash of Clans.

b. To find out massively multiplayer online games (MMOGs) Clash of Clans can be categorized as one of the game-enhanced language learning media.

2. Benefits of the Research

The benefits of the research mend to:

a. For the students:

1) As an information of the latest language learning media.

2) As an information what kind of games which can be used as tools for language learning.

b. For the parents:

1) As an information that game is not a bad thing instead can be tools for learning.

2) As an information that the technology utilization can be a new and fun way of learning.

c. For teacher:

As a contemporary effective media for language learning enhancement outside the class.

d. For other researcher:

As a contribution for other researchers to conduct further studies.

D. Significance of the Research

In this age, video game as entertainment technology seems commonly assumed as a distraction which obstructs people in learning and contradictive with the purpose of the education. The findings of this research, hopefully, can widen the gaze of people and purify the negative reputation of the video games. Instead, some video games can be used as an alternative solution of contemporary learning media which can help the learning activity according the CALL approach and digital game-mediated language learning theory. Ancillary, the research can be a resource for further study regarding the video games as well as technology assisted in language learning.

CHAPTER II

LITERATURE REVIEW

A. Review of Previous Study

The linguistic research regarding the similar subject has ever been conducted by Adris and Yamat from Universiti Kebangsaan Malaysia entitling "Massively Multiplayer Online Role-Playing Games (MMORPGs) as Virtual Grounds for Second Language Learning: Player's Perception". Their research is about the players' perception on the MMORPGs as virtual ground for the second/foreign language learning. The result of the research shows that Malaysian MMORPGs players give some positive perception towards the usefulness of MMORPG as an interactive environment for the L2 learning.[22]

Steinkuehler also has conducted a research entitling "Learning in Massively Multiplayer Online Games". His research is about the role of MMOGs as the virtual environments regarding some social elements and interactive activities with the community. The result of his research is the MMOGs can be advantageous if there are some instructions and specific method how the MMOGs can be played not only as an entertainment technology but also as a second language learning media.[23]

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[22]Nadia B. Adris & Hamidah Yamat, "Massively Multiplayer Online Role-Playing Games (MMORPG) as Virtual Grounds for Second Language Learning: Players Perception", Proceedings of the International Seminar on Language Teaching ISeLT, February 4-5th 2015, p. 13.

[23]Steinkuehler, Constance A., *op. cit.*, p. 527.

Delwiche, researcher from Trinity University, San Antonio, has carried out the study entitling "Massively Multiplayer Online Games (MMOs) in the New Media Classroom". His research is about the two MMO-based courses in the context of situated learning theory. The result of his research is that the learning can happen if the MMOGs become the centerpiece in a classroom situation. Hence, people would be better to use it as a support media since the traditional method still work just fine.[24]

Ranali from Iowa State University has conducted a research entitling "Learning English with *The Sims*: Exploiting Authentic Computer Simulation Games for L2 Learning". His classroom-based study is intended to show that the best seller game, *The Sims*™ can be used pedagogically beneficial for the ESL learner in the university-level as the supportive material designed to meet the criteria of the CALL task appropriateness. His study then shows that the commercial off-the-shelf (COTS) game can, with theoretical guidance, be adapted for use of ESL learner as the result.[25]

Rankin, Gold and Booch also have conducted a research entitling "3D Role-Playing Games as Language Learning Tools". They were researching a pilot study that exploiting the *Ever Quest 2* game as a pedagogical learning tool for ESL students. Their study shows the result that the *Ever Quest 2* game provides a rich environment that is good enough for developing ESL

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[24]Delwiche, Aaron, *op. cit.*, p. 169.

[25]Ranali, Jim, "Learning English with The Sims: Exploiting Authentic Computer Simulation Games for L2 Learning", *Computer Assisted Language Learning*, (Iowa City: English Department of Iowa State University), Vol. 21 No. 5 December 2008 p. 441 & 453.

students' vocabulary. It also has some potential in improving students' conversational skills as well.[26]

Peterson, one of the experts in the game and language study, also have conducted a research entitling "Digital Gaming and Second Language Development: Japanese Learners Interactions in a MMORPGs". The research describes the developments and key features of the game and explores claims that made regarding their use as environments for language learning. The conclusion of his research is the player that has an insufficient gaming experience and language proficiency skills would have some difficulties in managing the learning to use the game. With some practice and habituation, the learner would be handy in no time.[27]

A research conducted by Yudintseva also concerns about this subject entitling "Game-Enhanced Second Language Vocabulary Acquisition Strategies: A Systematic Review". She has synthesized some studies published before and formulated which video games strategies that give most benefits. The result of this study shows that in a general ways game-enhanced practices are helpful for second language, especially vocabulary mastery, enhancement.[28]

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[26]Rankin, Y., Gold, R. & Gooch, B., "3D Role-Playing Games as Language Learning Tools", *Eurographic 2006*, Vol. 25 No. 3 2006 p. 1 & 4.

[27]Peterson, M., "Digital Gaming and Second Language Development: Japanese Learners Interactions in a MMORPGs", *Digital Culture & Education*, Vol. 3 No. 1 April 2011 p. 56 & 69-70.

[28]Yudintseva, A., "Game-Enhanced Second Language Vocabulary Acquisition Strategies: A Systematic Review", *Open Journal of Social Sciences*, Vol. 3 October 2015 (http://dx.doi.org/10.4236/jss.2015.310015), p. 101-109.

Kongmee et.al, from Northumbria University, UK, has conducted a study about "Using Massively Multiplayer Online Role Playing Games (MMORPGs) to Support Second Language Learning: Action Research in the Real and Virtual World". They are investigating the use of commercial off-the-shelf (COTS) game to support second language teaching. The result of their study shows that MMORPGs give a safe, fun, informal but effective learning environment for enhancing language teaching.[29]

Based on eight researches, five researches are analyzing the MMORPGs toward second language learning enhancement. Three of them are using virtual world as the learning media. Also six of them are showing that the gaming environment could help second language learning, even two of them have some notes that there is needed some instructions and specific method to use the game as secondary learning environments.

This study would analyze the same genre of game which is involving the massively multiplayer online role-playing game. The differential is: the study is intended to analyze the very basic existence of second/foreign language learning media elements in a virtual game environment. By the reason, this study would be conducted with the object of the MMORPG focusing "the Digital Game Based Language Learning Elements in Massively Multiplayer Online (MMO) Game: Clash of Clans".

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[29]Kongmee, I., Strachan, R., Montgomery, C,. & Pickard, A., "Using Massively Multiplayer Online Role Playing Games (MMORPGs) to Support Second Language Learning: Action Research in the Real and Virtual World", Proceedings in the 2nd Annual IVERG Conference: Immersive Technologies for Learning: Virtual Implementation, Real Outcomes June 27-28th 2011, p. 1-12.

B. Review of the Related Theories

1. The Concept of Digital Games as Language Learning Media

   a. The Definition of Language Learning Media

   Understanding the definition of Language Learning Media means understanding each of the three words forming the phrase: "media" as the core, "learning" and "language" as the first and second modifiers respectively. The word "media" (singular form, "medium") are explained by *The Oxford Online Dictionary* as major mass communication, such as broadcasting, publishing, internet, and so on. Gerlach and Ely define "media" as any things in the form of person, material or event that creates conditions which enable learners to obtain knowledge, skills, and attitudes.[30] While Brown states "media" is tool or equipment in the form of physical things which is used by the teacher to facilitate the instruction.[31] In short, "media" are any devices to facilitate the teaching and learning process.

   The word "learning" is defined as some modifications of behavioral tendency by means of process of experiencing.[32] Bingham and Conner define "learning" as the alternative process of taking in information that changes our comprehension and builds one's behavior when embodied and combined with experiences. It's based

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[30]Gerlach, Vernon S., & Ely, Donald P., *Teaching and Media: Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 241.

[31]Brown, H. Douglas., *Language Assessment: Principle and Classroom Practices*, (San Francisco: Pearson Education, Inc., 2004), p. 2-3.

[32]Merriam-Webster, "Learning | Definition of Learning by Merriam-Webster", in https://www.merriam-webster.com/dictionary/learning, September 22th 2017.

on input, process, and reflection. It is what changes us.[33] While Knowles said that "learning" is the process of obtaining knowledge and expertise.[34]

Language is human ability to earn and utilize convolute systems of communication.[35] Henry Sweet defines language as expressions of some ideas which realized by means of speech-sounds and symbolized into words, the words are combined then into sentences. This process simulates evolution of ideas into thoughts.[36] Moreover, Bloch and Trager define language as "a system of arbitrary vocal symbols by means of which a social group cooperates".[37]

From the explanation above, it can be concluded that language learning media are devices or equipment which can be used to facilitate the language acquisition, especially second or foreign language, through some systematic process. The utilization of media in the teaching and learning of a second or foreign language is not in static, but always in dynamic and innovative from era to era. In the beginning, some conventional media have been proved as being suit enough to be brought into some specific second or foreign language

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[33]Bingham, Tony & Conner, Marcia, *The New Social Learning: A Guide to Transforming Organizations Through Social Media*, (California: Berrett-Koehler Publishers, Inc., 2010), p. 19.

[34]Knowles, Malcolm S., Elwood F., Holton III & Swanson, Richard A., *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, (San Diego: Elsevier, Inc., 2005), p. 17.

[35]Wikipedia, "Language", in https://en.wikipedia.org/wiki/Language, September 22th 2017.

[36]Sweet, Henry, *A New English Grammar*, (Cambridge: Cambridge University Press, 2014), p. 6.

[37]Bloch, Bernard & Traner, George L., *Outline of Linguistic Analysis*, published by Linguistic Society of America (Baltimore: Waverly Press, 1942), p. 5

teaching and learning methodologies. These languages learning media of which in that era are commonly called as 'teaching aids' were the most popular teaching equipment of the time.

By teaching aids mean materials provided by a teacher to facilitate classroom instruction or to stimulate the interest of students.[38] In some ways, teaching aids assist the teachers to give a better understanding to the students for the concepts that they introduce during the lesson.[39] They are supposed to help the students improve their four primary skills of language (reading, writing, listening, and speaking). They can also strengthen any ideas, facts or skills that students have learnt already. Teaching aids give the students friendly and interactive atmosphere so that they can remove their anxiety, fear, boredom, or any lower affective filter feelings which may develop during the lesson.[40]

There are several types of language learning media available nowadays which Farhi divides into the following categories:[41] One of them is a visual aid that is an aid that uses the vision sense to operate in order to enhance every aspect of a speech. Visual aids are used to

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[38]Dictionary.com, "Teaching Aid", in http://www.dictionary.com/browse/teaching-aid, August 27th 2017.

[39]Classroom, "A definition of Teaching Aids", in http://classroom.synonym.com/definition-teaching-aids-6317487.html, August 27th 2017.

[40]Teaching aids in classrooms – both the traditional and the modern, in http:// http://www.indiastudychannel.com/resources/146408-Teaching-aids-in-classrooms-both-the-traditional-and-the-modern.aspx, August 28th 2017.

[41]Farhi, Yousra, *The Significance of Audio Visual Aids in Foreign Language Teaching: The Case of Second Year English Students at Mohamed Kheider University of Biskra*, Ms. Thesis of University of Biskra.

communicate the matter and ideas into the mind through the sight and emotions. There are several examples of visual aid: blackboard, charts, overhead projector, flash cards, etc. Another is an audio aid which includes every single aid involving the use of hearing. These aids are used to facilitate the course and make it interesting. They send ideas to the mind through the ears in the form of radio, tape recorder, gramophone, etc. Still another is audio-visual aid that is a kind of exercise or teaching-learning materials directed to two major human senses: hearing and sighting. These aids are not only focused on reading to convey meaning, but also to present information through some audio resources. The aids belong to this category are motion pictures.

The media can also be categorized into the materials being used to facilitate the teaching and learning process.[42] They are (static) pictures, recordings, motion pictures, television, real things, simulation and model, and program and digital/computer-assisted instruction.

Belonging to (static) pictures are some photographs of any objects or situations, which maybe larger or smaller than the objects or situations being represent.

Recordings are made on the form of magnetic tapes, discs, motion pictures, and some of them in soundtracks. Motion pictures are

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[42]Gerlach, Vernon S., & Ely, Donald P., *Teaching and Media: Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 297.

the media in the form of moving image, either in color or black and white product, made from a live action or graphic representation. Television contains all categories of Audio-Video (AV) electronic systems which commonly shown or broadcasted into television monitor.

Real things, simulation and model include people, events, situation, objects and imitation of real things. Imitation can be used as some substitutions for the real objects or events. Simulation is the copy of real situation being made to be the same as the real event and its process. Some media like recording, computers and motion pictures can also be defined as simulation as long as they can project the real things. Model is replication or some representations of things in reality. It is often come in the shape of miniature which has some specific scale, whether smaller or larger than the real one.

Program and Computer-Assisted Instruction is a set of information (verbal, audio, or visual) which are specifically made to get predetermined responses in the forms of programmed textbooks or instructional programs prepared for (digital) computers.

There are some criteria of language learning media. In general they (1) support and being consistent with the local pilot programs or curriculum outcomes, (2) being developed by competent authors, producers or developers and meet high quality standards in factual content and presentation, (3) being suit with the subject area and for

the range of age, emotional development, ability level, learning styles, and social development of the users (4) having aesthetic, literary and/or social value, having a physical format and appearance suitable for their intended use, and being one of a media presentation modes variety. For the digital form, there are some additional criteria, they are (5) having an interactive feature, (6) possibilities for feedback, (7) constructive engagement, and (8) possibilities for customizing content, environment, and pathways according to user needs.[43]

b. The Definition of Digital Games

There are no any consensuses about the definitive concept of the games, but the experts agree that games are a form of play that is goal-directed. Game, according to Peterson, is complex phenomenon or activity that can be understood in various ways. Prensky said that games are some various combinations between play and fun. Sutton-Smith saw the game is an activity to draw attention as the produced outcomes. Koster writes that games should become as puzzle. In brief games, borrowing the Dempsey statement, can be concluded as:

> "…A set of activity involving one or more players. It has a goals, constraints, payoffs and consequences. A game is rule-guided and artificial in some respects. Finally, a game involves some aspect of competition, even if the competition is one self."[44]

Digital games, also termed as computer games or video games, refer to games played on computers and portable gaming consoles,

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[43]Canada Department of Education, *Evaluation and Selection of Learning Resources: A Guide*, (Canada: Prince Edward Island, 2008), p. 5.

[44]Peterson, *op. cit.*, p. 16.

such as PlayStation®2 and Xbox (online or offline), multiplayer or single player.[45] They can be defined as any kinds of computer-based entertainment software, either textual or audio-visual based, using any electronic platform, consoles, or gadget and embodying one or multiple players in real or digital cyber mainframe.[46] According to Fabricatore the feature defined the attributing these games are their interactive nature, the players must always engage in some kind of opposition situation.[47]

c. The Classification of Digital Games

The experts classified digital games into some categories depending on what characteristics were given to them. Based on their made purposes, they divide the digital games into two major categories: purposed-learning and non-purposed learning games. Beatty uses the term "educational games" for the "game used for pedagogical purposes".[48] Chee used "serious games" term for this kind of game, that it "...games, [that] have an explicit and carefully thought-out educational purpose and are not intended to be played primarily for amusement".[49]

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[45]Chen, Danning, *Gamer Perception of Language Learning and L2 Interaction in MMORPGs*, (Ms. Thesis, 2015), p. 4.

[46]Peterson, Mark, *loc. cit*.

[47]*Ibid*, p. 17.

[48]Beatty, Ken, *op. cit.*, p. 60.

[49]Chee, Yam S., *Games-to-Teach, Games-to-Learn: Unlocking the Power of Digital Game-Based Learning Through Performances*, (Singapore: Springer Science+Business Media, 2016), p. 5.

Beatty also states that learning characteristic of educational-purposed games have an opposite teaching form (also known as "subversive teaching form"); learners don't notice whether the learning activity is taking place or, rather, do not share the same objectives as the teacher has. She argues that: "the best educational games are those which embed pedagogical objectives so that the learners' perceptions are of play, while the teachers' hidden objectives are still achieved".[50]

For the non-educational-purposed games, Reinders using the term 'vernacular' games, that is "commercially available popular games not designed purposefully for second language learning purposes"[51] or "stand alone" game in the Beatty's term.[52] Commonly, the experts used the term "commercial off-the-shelf (COTS) games" or "ready-made software that cannot be customized" games in Thomas, Reinders, and Warschauer's term.

About the "commercial off-the-shelf (COTS) games", Lai, Ni, and Zhao divide such a kind of games into three categories: stand-alone video games, 3D collaborative virtual environment, and commercial massively multi-player online role-playing games (MMORPGs). These genres of games are believed that they based on their pedagogical adaptation and the intended instructional purposes.

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[50]Beatty, Ken, *op. cit.*, p. 60-61.

[51]Reinders, Hayo, *Digital Games in Language Learning and Teaching*, (Hampshire: Palgrave Macmillan, 2012), p. 32.

[52]Beatty, Ken, *op. cit.*, p. 9.

They give an appropriate pedagogical support which is able to maximize learning in gaming environments.[53]

Peterson proposed a more specific categorization based on the basic genre of the game: (1) text manipulation, (2) text based adventure, (3) simulation, (4) first-person shooter (FPS), (5) 3D adventure, (6) multi-user virtual environments (MUVEs), (7) sports, (8) rhythm, and (9) massively multiplayer online role-playing games (MMORPGs).[54] There are still no consensus regarding the exact type of computer assisted language learning (CALL) game genre, but these genres are believed as a general type that commonly accepted in the CALL studies.[55] The followings are the explanation of them.

Text manipulation game is one of the modest digital game genres by which the play is only how to fill some gap in a sentence, word guessing or, the most common, answering some question from a passage. Using the game, it was believed that the learners were highly engaged in language learning. Although in some cases the output was not linguistically rich.

Text based adventure game is a game that gives more complexity in its play, commonly consisting of an on-screen virtual world which described in text. The players usually adopt some rules and regulations that have been given for their quest. Jones stated that

[53]Thomas, Michael, Reinders, Hayo & Warschauer, Mark, *loc. cit.*

[54]Peterson, Mark, *loc. cit.*

[55]*Ibid*, p. 20.

playing this game extort a great deal of target language output. He also speculated that the game have potential as resources of speaking practices for intermediate EFL learners if carefully integrated to a wider teaching-learning activity.

The simulation game commonly involves the role of specific job or situation that can be played by the players. The job would represent their specific environments and activities which require comprehensive information about their objectives or missions. Coleman observation shows that the game extorts a high degree of learner collaboration when the players actively assisted each other in drafting the objectives during the plays.

First-Person Shooter (FPS) indeed is a kind of simulation game with specific differences. The concept comes from the player positions which maintaining the first-person role character as their view angle. The FPS game is offering a real-virtual experience which allows the players to act and move like a real person. Mostly the FPS games take place on a fire weapon combat whether in a war field or hostile neighborhood as long as appertain in weapon combat. Stubbs claimed that this game at least is as effective as a conventional interface but offering a more entertaining one.

The 3D adventure is a kind of adventure video games with some high definition 3D graphics, avatars and audios. The players commonly take place as a main character of a story which needs to do

some specific quest to finish the game. Chen and Yang saw that the players of the game identified a number of advantages aspects of the design like challenging missions and an engaging story which let them want to continue playing. The majority of the players act indicated that playing the games help developing English skills such as listening, reading and vocabulary skills.

Multi-User Virtual Environments (MUVEs) is commonly designed as an environment for real-time interactions and provides both text and voice chat tools. The users commonly offered to make their own avatars that facilitate the role-play the in-game playing. According to Johnson that the role MUVEs role in language learning is significant enough in the sense that 78% of all the participants was claimed to had acquired functional target language after using the system for some hours.

The sports game is also one of the simulation games which focusing on a specific kind of sports. Most of the sports games are taken from popular sports in the world such like football, soccer, basketball, baseball, etc. deHann's research shows that the participants of the kind of game enjoyed playing the game. The participant also claimed that aside from their gaming skill improved, the listening and reading skill also improved.

Rhythm is a kind of game genres which gives players some audio-puzzled gameplay which requires some adaptive music skills.

Most of them are played by following some music or acoustic rhythm by tapping some button. The games are commonly divided into some level; higher the level the more complex puzzle and skill needed. deHaan, et.al reported that the participant of this game esteemed the vocabulary from the game, and the game provides some access to understandable target language input. They insisted that teachers have to select the right game because its complex nature can cause cognitive experience overload.

The Massively Multiplayer Online Role-Playing Games (MMORPGs) comes from the early computer-based multiplayer adventure games which known as Multi-Users Dungeons (MUDs). While The MUDs is providing as basic 2D virtual worlds based fantasy theme game, the MMORPGs commonly give an extended 3D virtual games environments. With the latest technology of internet, the player would adopt personal online characters, personas, or avatar which gives some unique designation to another player. The player can engage in some role-play and real-time interaction with other online players or non-player agents being provided by the game. Reinders and Wattana's research found that playing this game had positive effects in the amount of target language output produced by the participants. Besides some grammatical and lexical accuracy improvements, the majority of participant believed some beneficial aspects after playing the game such as improvement in

comprehension, exposure to new vocabularies, enjoyment and fluency in practices, while the minority with less amounts of target language skills would found this kind of game challenging.

2. Underlying Paradigm and Theories

   a. The Language Learning Media Paradigm

   Digital or computer-assisted language learning (CALL) is an approach in language teaching and learning that using the computer aid for presenting, reinforcing, and assessing the learned material.[56] The emergence of CALL occurred when people started to enable the things they wanted to do with language through technology, letting language activity to be social and observable.[57] The philosophy of the CALL is more likely focused on student-centered materials in the sense that letting the learners work on their own. Those materials may be significantly structured or unstructured, but they normally carry two main features: interactive and individualize learning. Solely, CALL is an aid for the teacher to facilitate the language learning. It can be used as an enhanced material for learning in the class or as a remedial device for the learners who need additional enforcement.[58]

   According to Beatty, there is a characteristic in CALL, called as 'autonomous learning', which manifests in different ways. CALL

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[56]Davies, Graham, "CALL (computer assisted language learning)" | LLAS Centre for Languages, Linguistics and Area Studies Guide to Good Practice in http://www.llas.ac.uk/resources/gpg/61, June 9th 2017.

[57]Thomas, Michael, Reinders, Hayo & Warschauer, Mark, *op. cit.*, p. 56.

[58]Wikipedia, "Computer-Assisted Language Learning", in http://en.m.wikipedia.org/wiki/Computer-assisted_language_learning, June 9th 2017.

gives the learners chances to direct and do their own learning.[59] CALL's materials may include those which are purposely-made for the language learning and those which are adapt-existing computer-based or digital material, video, and any others.[60] Furthermore, she divides CALL applications into eight kinds which feature the simulation as being good for endeavoring immersive environment which offer disclosure of the target language in various media.

The expansion of the internet use and technology also the appearances of low-cost electronic computing devices like tablet computers, powerful mobile communication, etc. has opened a new access to a new computerized technology. Along with the widespread of this development, a new concept of video games, one of which is the CALL's application with most significant growth, tends to change from a single player gameplay into network-based multiplayer games. It attracts experts to further research and to create a new dynamic form of social interaction. The development of the video games eventually is one of the CALL's major fields that attract most of the language learning media experts to study the CALL. They believe that video games technology can be a new model of contemporary language learning media.

Digital Game-based language learning (DGBLL) is a new area of language learning and acquisition which refers to integration of games

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[59]Beatty, Ken, *loc. cit*.
[60]*Ibid*, p. 8.

and game mechanics into language classroom; simply a combination of educational content and computer games. It is a kind of teaching approach by which learners discover the learning content through playing games.[61] The premise behind the digital game-based learning is that the possibility of combining the computer video games with wide variety of educational content, including language, gives as good or better results as through conventional or traditional learning methods in the process.[62] The experts of this field of study believe that the digital game elements have some benefits regarding the implementation of language learning; that computer games can support a powerful and effective form of learning.[63]

Dalgarno and Lee said that the digital game increase the needs for some collaborations which ask more encouragement for the development of collaborative social relationship and collaborative learning. The masking identity, persona, or avatar which provided by the digital game are believed to reduce the anxiety and to encourage getting more creative use of language. Through the overture of some number of the game genres, digital games are not only as 'learning tools' but also as 'critical latest arena for task-relevant communication and relationship framework'. Prensky said that in digital game-based learning, students would be able to actively make mistakes in a "risk-

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[61]Nadia B. Adris & Hamidah Yamat, *op. cit.*, p. 2.

[62]Chee, Yam S., *op. cit.*, p. 20.

[63]Peterson, Mark, *op. cit.*, p. 34.

free" setting and environments, so they can make experiment, train, explore, and practice all the language skills and learning content. The interaction between learners and the games would increase their "language skill and competence" including the structural and mechanical elements of language like the grammar, pronunciation and vocabulary.[64]

The developments of information technology lead language educators and applied linguists to design a kind of games which are specifically purposed for second or foreign language learning and pedagogy (usually called as L2LP). The result of their research and study composes the groundwork for a new field called 'game-mediated second/foreign language learning and pedagogy'.[65] The first thing that the experts do in this study is to give the exact taxonomy of the game-mediated L2LP framework. The latest taxonomy are based on the theories of Reinhardt and Sykes which divide the field into two subfield: 'game-enhanced' and 'game-based', and between learning and pedagogy. They use this 'dual-lens' result in 'four broad perspective' techniques so that the taxonomy can occupy the field much wider. In the research, the game-enhanced L2LP is using COTS/vernacular game as the media, while the game-based L2LP are using the specific learning purposed as the media. For every

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[64]Nadia B. Adris & Hamidah Yamat, *loc.cit.*

[65]Reinders, Hayo, *op. cit.*, p. 33.

perspective, the table 3 below gives an appropriate picture about the concept:[66]

Table 1: Guiding questions for game-mediated L2LP research and practice

Classifications	*L2 Learning Focus*	*L2 Pedagogy Focus*
Game-enhanced: Working with COTS/vernacular games	How does game-mediated L2 learning occur 'in the wild'?	How can COTS/vernacular games be pedagogically mediated for L2 learning and teaching?
Game-based: Working with educational and L2 learning purposed games (1.e., synthetic immersive environments)	How do specific game designs afford particular L2 learner behaviors?	How can game-based environments be designed to incorporate and/or complement L2 pedagogical uses?

Reinhardt and Sykes give further distinction. First, the research in *game-enhanced* L2 *learning* mostly focuses on the broad potential of digital games as learning environments, whether part of a formal L2 learning curriculum (inside the class) or not (outside the class). Second, research on *game-enhanced* L2 *pedagogy* focuses on pedagogical activities and the application of COTS/ vernacular game into a formal curricula and learning environments inside the classroom. Third, research on *game-based* L2 *learning* to investigate the patterns of the L2 learners act and behavior from specific controlled game design. The fourth and the last is *game-based* L2 *pedagogy*, focus of the study in the design of L2LP-purposed game or

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[66]*Loc. cit.*

'synthetic immersive environments' in the perspective of implementation and/or pedagogical design perspective.[67]

In the taxonomy of Reinhardt and Sykes, the game-enhanced research explores how COTS/vernacular game can spare the L2 learning and how that spares can be executed in formal educational system. The COTS/vernacular game can give educational advantages that the purposed-learning made game not possible to offer. As the vernacular game, learners can play and see them eventually in daily activities as it is practiced by the native and expert speakers. Because they are vernacular or common in nature, learners may see them as inauthentic language learning media instead, since of their natural qualities.[68] Moreover, the game-enhanced L2LP are divided into two distinctions: game-enhanced language pedagogy and game-enhanced language learning.

The Game Enhanced Language Pedagogy includes the mediated utilization of vernacular digital games in more formal language educational framework. Reinhardt and Zender believe that most of the students being acquainted with the vernacular game in the class as an enhanced language learning media would embrace and continued playing it with one another outside the class. Miller and Hegelheimer also stated that an implementation of controlled material found positive impact on language learning activities especially on the

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[67] *Ibid*, p. 34.
[68] *Ibid*, p. 35.

grammar or cultural subject. Some of the studies involving the simulation games as the game of choice, while other researches are involving the role of Role-Playing Game as the variable.[69]

Game Enhanced Language Learning is study which discovers the application of L2 acquisition and learning theories to digital game-mediated environments and to seeks and also shows how particular context, configurations, and digital game structures may happen in L2 learning. The research which done in this study is often concentrating on the general potentiality of the digital games as a learning environment, especially outside the formal curriculum. There are so many vernacular games that available to be played nowadays. Prensky says that the games nowadays can played in many consoles whether in computer, web-based, console, handled, mobile games, and etc. They can be in a various genre such like, action, role-play, adventure or simulation, also in the form of complex, casual, or mini in their genuine characteristic – complex games can be played intensely for months, casual games can be played eventually (on and off), and the mini can be finished just in hours. The player configuration also stays in the form whether solo or single player, multiplayer, and massively multiplayer.[70] Moreover, Reinders states that the Game-Enhanced Language Learning can exist commonly in multiplayer adventure/role-playing games, since the design of such games some

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[69]*Ibid*, p. 37-38.
[70]*Ibid*, p. 35.

interactions amongst the players also contain more language and narrative utilization than other game genres.[71] The points above already shows that there is indeed some learning activities that happening in playing the digital game, especially in specific social context feature and certain player configuration.

The Game-Based proposal refers to the games and game-inclusive synthetic immersive environments utilization which are purposely-made for language learning and pedagogy. The Game-Based research goal is to explain the evaluation and design of those purposely-made games and environments. The experts believe that the role of Game-Based research both is complementing each other. The research and studies regarding the Game-Based environments can be taken from some behaviors and design principles that happen in the vernacular (Game-Enhanced), while the research of Game-Enhanced can be used for developing the studies about learning and pedagogy from the Game-Based one for the example.[72]

Game-Based Learning Pedagogy research refers to some analysis of the pedagogical appliances of particular purposely-made language learning game, along with the pedagogical elements designed into a game analysis. This is observing of how an institutions constraint the matter, the instructional context, and ecological factors might impact in the language learning. Since there are so few amount of purposely-

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[71]*Ibid*, p. 36.
[72]*Ibid*, p. 39.

made language game available, the analysis of the appliances of the game is majorly unexplored.[73]

Game-Based language learning environments offer a flexible and customable targeted instruction which focus on the suitable content and language complexity. The research in this field is engaging on how purposely-made language learning game can help the students in learning outside the class and curriculum activity. Focusing on learning outcome, Sykes says that to achieve its optimal use, a careful curricular integration is needed. The role of multiple complex tasks also would increase the successive rate of learning opportunities.[74]

b. Language Learning Elements in Digital Games Theories

Since the study of digital games and play in language learning has grown for decades, the amount of writings in that area has been issued remarkably in many edited volumes and monographs. One of the striking proposals which commonly used as the basic framework is submitted by Reinhardt & Sykes dealing with digital games and language learning categorization. In effort to categorize the work, they have developed a framework for understanding language learning theories and practices regarding the digital games as game-enhanced along with game-based or game-informed.[75] These are Reinhardt and

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[73]*Ibid*, p. 43.

[74]*Ibid*, p. 42-43.

[75]Reinhardt, Jonathon & Sykes, Julie M., "Special Issue Commentary: Digital Game and Play Activity in L2 Teaching and Learning", *Language Learning and Technology*, (http://llt.msu.edu/issues/june2014/commentary), Vol. 18 No. 2 June 2014 ISSN: 1094-3501, p. 2.

Sykes' benefit elements from the use game-enhanced language learning based on various applied linguist's researches,[76] as indicated in the Table 2 below:

Table 2: Benefits element from the game-enhanced language learning use

Researcher(s)	Elements
Peterson	The benefits of authenticity and learning community
Thorne	Opportunity for intercultural learning
Thorne, Fischer & Lu	Access to diversity and complexity of written and spoken discourse
Piiranen-Marsh & Tainio; Zheng, Young, Wagner, & Brewer	Affordances for socio-cognitive processes of learning and language socialization
deHaan, Reed & Kuwada; Sundqvist & Sylvén	Mostly in the affordance of lexical learning

Another is Prensky's proposal by which regards the involvement of new technology in language learning and some digital games elements that are considered make them appropriate each other. He asserted that this new technology, especially the digital games have a number of qualities. Prensky identifies that those elements have some potentiality if combined in such way for learning facility. The structural elements of computer games involved in learning formulated by Prensky can be given in brief as can be seen in the Table 3,:[77]

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[76]*Ibid*, p. 3.

[77]Peterson, Mark, *op. cit.*, p. 35-36.

Table 3: Prensky's structural elements of computer games involved in learning

Element	Hypothesized role in learning
Rules	Provide limits and a framework that guides player behavior
Goals and objectives	Provide Motivation
Outcomes and Feedback	Elicit emotional investment
Conflict/Competition/ Challenge/Opposition	Support problem solving and stimulate interest and involvement
Interaction	Supports the information of game-based social groups
Representation or Story	Enhance engagement

Still another is what Thorne, Black and Sykes' purpose in respect to the involvement of MMORPG with the coherency with the CALL approach. They said that from the sociocultural Second Language Acquisition (SLA) perspective the MMORPG offer some benefits of some elements in language learning that can be seen in the Table 4 as the followings:[78]

Table 4: A rationale for the use of MMORPGs Thorne, Black and Sykes

Game feature(s)	Hypothesized benefit(s)	Theoretical justification
Challenging and engaging goal-directed TL interaction	Opportunities for target language (TL) use	Language socialization theory
	Participation in TL social interaction	
	Peer assistance and instruction	
Membership of in-game social groups	Membership of communities practice	Situated learning theory
	Learners gradually socialize into game TL norms	
	Establishment and maintenance of collaborative social relationship	

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[78]*Ibid*, p. 56-57.

3. The Concept of Clash of Clans (CoC)

    a. The Understanding of Clash of Clans (CoC)

    Clash of Clans is an MMOs game developed by Supercell, a game developer company from Helsinki Finland. Clash of Clans is their third game product and the second mobile-game product. The Clash of Clans concept is based on the Norse mythology and the fairytale fantasy world in which there are some characters like, barbarians, Valkyries, archers, wizards, dragons, goblins, and other mythical creatures. The player objective is to build a small village, in an open abandoned mythical clearing forest, from the smallest one, into a greater village with many buildings with various features. The player acts as the chief of the village to maintain every single thing to keep the development of the village still intact, such as training the armies, prioritizing the builder construction, gaining resources, designing the best defensive formation of the village, even attacking another village. [79]

    The village developments are counted by the 'leveling-measurement', of the armies, buildings and also the player's level. To build and upgrade the level, the player needs some specific resources to fulfill as the upgrade cost. The resources can be extracted from some building that the player's own in the village, or in the easiest way, looting the resources by attacking another village. In an attack,

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[79]Wikipedia, "Clash of Clan", in http://en.m.wikipedia.org/wiki/Clash_of_Clans, April 24th 2017.

the achievements of the attacker are counted by destroying percentages and would be represented by some number of stars in the end.

The core of the village is represented in one largest building called the Town Hall. In a modest way, the village developments are mostly seen in the level of the Town Hall. As the core of the village, the Town Hall has some quality point and prestige among the 'clasher' (the Clash of Clans players' designation). The Clasher is guided to protect the Town Hall no matter what the cost, since the Town Hall has some worthy point that also counted in the success rate of every attack.

In some stages, the clasher would be pushed (by the needs of village developments) to join in a group of clasher. The group is known as the 'Clan'. In some ways, a clan can give some benefits which every clasher need to gain more fun in playing the games. Also, some features in the clan can help the clasher to develop their village more easily. To be in a clan, a clasher can join in another clasher's clan or founding his/her own clan. Also, the clans have its own level to unlocking every feature that it offers. [80]

There are four different classes for the clasher in a clan. The lowest grade is the 'Member'. As a member, the clasher just get the basic feature that a clan offers such like asking some back up armies,

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[80] Clash of Clans | Clash Basics, in https://clashofclans.com/clash-basics, October 11th 2017.

gaining more loots (the resources), talk and chat with another clasher in the clan, etc. If such a clasher wants to have another access to the higher clan feature, he/she need to be promoted by higher class clasher in the clan and become the 'Elder'. As an elder, the clasher can also use more clan feature like inviting another clasher into the clan, kicking the member, etc. Also, in some ways, the elder class means some seniority and trustworthiness that already gained from the clan itself. Some elder then, who have some quality point in the clan, can be promoted into the higher class and become the 'Co-Leader'. The co-leader, as goes the name been, is helping the highest clasher class to maintain the clan. The co-leader can use every clan feature that appears in the clan except one feature, which is kicking the highest clasher class, the 'Leader'. Leader is the founder of a clan. He/she is the one who builds and keeps the clan from the lowest level into the higher one. He/she can use all features that the clan can offer like chatting with people in the clan, setting the rules, clan filter, requirement, and description; requesting and donating some armies; kicking and inviting any clasher from/into the clan; promoting and demoting the clashers in the clan; and also declaring a Clan War.

Clan War is the essence feature of the clan. By only joining in a clan, a clasher can round up in a Clan War. In a Clan War, people would be matched up with their opponents, arranged in the number that measured by the 'war-weight measurement' of their village,

which mean bigger the village would be higher the number. Each clan would be given some preparation moment, commonly in a day and when the Battle Day (the name for some period in Clan War where the clasher can 'clash' each other) is come, each clasher would attack the opponent villages. In a Clan War, every clasher just get two chances to attack any village that they want, usually higher the number would be tougher it also be, and so the opposite. In that ways, every clasher needs to plan their attack, strategies, their own village formation, etc. so they can help their clan to win the war. In a common ways, the war would be conducted with the co-leader or directly by the leader him/her shelf. [81]

b. The Characteristics of CoC

The Clash of Clans require a strategic minded, plan to develop, a passion to wait, and many other qualities so the clashers can escort their village to the highest level. The tapping gameplay along with the mobile console that Clash of Clans offers led people to an extraordinary way of play a game. The concept that bring people to feel different kind of gaming experience and sensation, make it so addictive and spent their time in hours, even in a day or months, just to see their village to reach the highest state. This points which make the Clash of Clans is appropriate as the object game of this study, as well as the biggest MMO mobile games in the world.

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[81]Clash of Clans Wiki | FANDOM powered by Wikia, in http://clashofclans.wikia.com/wiki/Clash_of_Clans_Wiki, October 11th 2017.

Its basic genre as the MMORPG, especially as Mobile MMO game, gives some quality for improving the language skills. Some features appearing in the Clash of Clan let the players experience a language learning proses without even noticing. The 'village chief' persona offered by the game let the players feel some responsibilities in maintaining theirs village and can be achieved only by apprehending the main objectives, ordinances, features, and advantages. Through the in-game-language, players can understand all of it and take their place. Some beneficial language skills can be obtained through the process. The 'Clan Chat' feature, for another example, can help the clashers to communicate each other. The gamey atmosphere which happens in the Clan Wall Chat would avoid the oppressed situation which gives any player an insecurity feeling regarding the English uses or grammatical errors. Clashers can freely express their minds, though, and feeling through the clan chat feature. This feature is believed to enhance the writing skills and grammatical use. Some items and obstacle in the game also are featured with name and description which would help the clasher more exposed with the target language. This thing is also believed to increase the exposure rate of new vocabularies to the player. Furthermore, the clasher can choose the in-use-language by changing the game option. The language option also determines which global region the Clasher takes place. It is worthwhile when the Clasher wants to blend in with

another Clasher around the globe by using the 'Global Chat' feature. In the basic, it has similar term with clan chat feature but encompass a wider range (not in-clan-chat only). This feature would support the player into multiple language acquisition.

This Clash of Clan striking characteristics which simultaneously combined with many contemporary language learning media feature inside it make the Clash of Clan be well used as game-enhanced language learning as well as another language learning media. It would give the players with attached experiences in playing some enjoyed gameplay along with 'unconscious' situation of language learning activities.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

This research would analyze the availability of Clash of Clans game as an enhanced language learning media. Considering this, the research would apply the qualitative method as the research type to analyze the existence of language learning media elements in Clash of Clans game.

According to Denzin and Lincoln state that qualitative research is one of researches type which involving an interpretive naturalistic approach for the subject matter. It means that the qualitative research needs to be done in its genuine settings without any artificial influences.[82] The researcher needs to interpret all the findings along with its description and elaboration regarding the research object.[83] In that case, in qualitative research, the role of researcher indeed considered as one of the data instruments.[84] Using this type, the research would analyze the language learning game in Clash of Clans game.

B. Data Sources

The data can be classified based on its source. There are two classifications of the data sources: primary and secondary.

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[82]Denzin, Norman K., & Lincoln, Yvonna S., *The Landscape of Qualitative Research: Theories and Issues*, (California: SAGE Publications, Inc., 1998), p. 3.

[83]Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: SAGE Publications, 2003), p. 182-183.

[84]Simon, Marilyn, "The Role of the Researcher", (2011), retrieved May, 21th, 2016.

1. Primary Data Sources

    Primary data sources are information which gathered directly from the people, situations, genuine environments and behaviors, etc. [85] The primary data sources of this research are in the form of various dialogue scripts, snippets and screenshots, which are gathered by the researcher himself by diving-in into the natural environments during the observation.

2. Secondary Data Sources

    Instead, secondary data sources are information which tend to be "secondhand" materials of some people, situations, genuine environments and behaviors which came or written by another person, people or institutions. [86] The secondary data sources of this research are taken shape as books/literatures, articles, journals, and websites which correlated with the research.

C. Data Collection

    In order to collect the data, this research would use some specific instruments which generally used in qualitative research. The instruments are:

1. Observation

    Observation is one of research instruments by which the researcher does some intense social interaction with the object in its latest

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[85]Creswell, John W., *op. cit.*, p. 190.
[86]*Loc. cit.*

environment and time-period which are low-profiled and systematically collected in the form of field notes.[87]

Some observation guidelines which are taken would help the researcher in drawing some patterns and characteristic that happened in the natural settings. Since the data would be gathered inside its platform to meet the natural settings, the researcher directly dive-in into the game and became the player. Then the researcher would observe all the parts in the game which maybe suit with as the language learning elements.

2. Documentation

Documentation is another type of research instruments which let the researchers to obtain some data in a retrievable form and keep it well ordered. The documentation involves the raw data which are collected in the observations or interviewers, records of the researcher about its decisions regarding the data resources, the documentation of some files in the term of working the hypothesis and analyzing it, analyzing the data, etc. The data can be in the form of computer images, photographs, virtual world settings and so on.[88]

The data which being collected from this research during the observation would be organized and analyzed by the researcher to find out the language learning elements which attached as the game feature. Then, those findings would be used in this research to determine whether the

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[87]Wilkinson, David, & Birmingham, Peter, *Using Research Instruments: A Guide for Researchers*, (New York: RoutledgeFalmer, 2003), p. 116.

[88]Ary, Donald, Jacobs, Lucy C., & Sorensen, Christine K., *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 442 & 503.

game is appropriate to become a language learning media suit with all the elements inside it.

D. Data Analysis

The data analysis techniques which are used in this research is the Interactive Model which proposed by Miles and Huberman. The researcher systematically carryout the steps during the data analysis process, which they are: data collection, reduction, display and drawing conclusion/verification. The data which already been collected would be analyzed by using this cycle:

Figure 1
Components of Data Analysis: Interactive Model
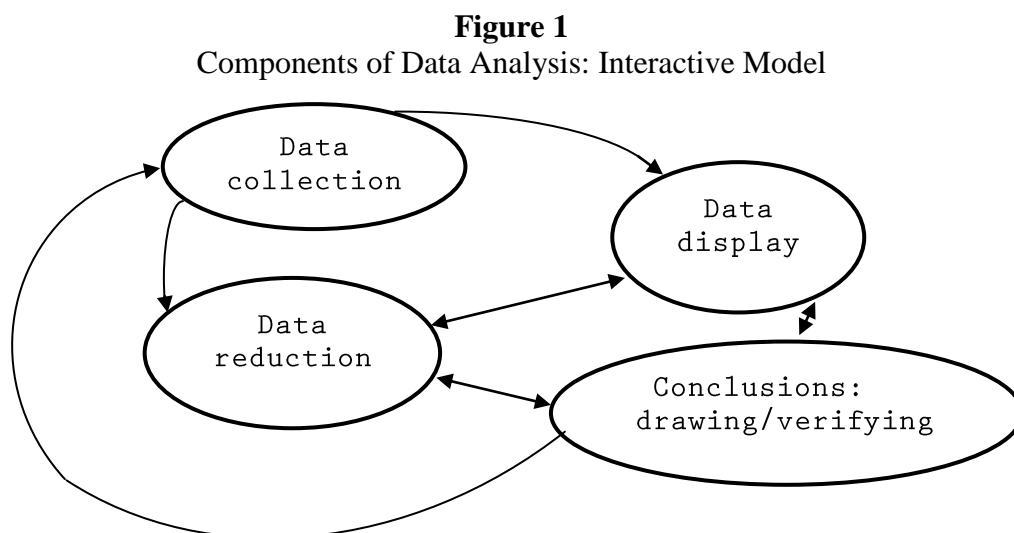
This model consists of four steps which are described with following prescription:

1. Data collection. The first steps include the data collection as the primary moves before analyzing the data.

2. Data reduction. During the process, some data would be choose comply with the specific needs and summarized.

3. Data display. The data then would be displayed in the form of graphics, figures or charts so can be seen and describe the entire process.

4. Data conclusion/verification. As the result, some conclusion and verifications would be drawn regarding the data reliability and authenticity.

E. Approach

The descriptive approach is the one which would be applied to this research. It is chosen because of its appropriateness with the purpose of this research in analyzing the language learning elements in the Clash of Clans game. A procedures with some steps are used for a descriptive approach, some of them are:

1. Determining research focus and research questions formulation. This research would concentrate in the data which are taken from the observation.

2. Determining data collection and description. The data descriptions would be attached directly after the data which are needed is completely collected.

3. Analyzing the data. From the description, the data would be analyzed by using several instruments.

4. Drawing conclusion and evaluating. Some evaluation and data conclusion would be drawn regarding its reliability and authenticity.

5. Writing some report. The writer would make a report to simplify the data, consists of data summary and its formality.

CHAPTER IV

RESULT OF THE RESEARCH

A. Language Learning Media Elements in Clash of Clans Game

This sub-chapter will answer the research question which is already formulated in the previous chapter. The purpose is to find out the language learning media elements along with the others game-enhanced language learning elements in Clash of Clans game. It consists of the explanation of some *screenshot* pictures and chat dialogue which are collected from the game during the observation to answer the research question: Do language learning media elements exist in Clash of Clans game?

The in-game embedded feature of the Clash of Clans game is believed to be able to support the foreign or second language acquisition and enhanced the language learning. [87] These features are analyzed throughout some theories and rationales: language learning media elements, game-enhanced language learning benefits elements, Prensky's computer games for learning structural elements, and Thorne, Black & Sykes' MMORPGs Uses Rationale. This sub-chapter will cover all the aspects in the following order.

1. Language Learning Media Elements

The main composure of this research is to find out that the Clash of Clans game can enhance the language learning as suitable media. To know about that, at first, some features in the game will be introduced. The researcher also will analyze the essential function of the features which act

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[87]Peterson, Mark, *op. cit.*, p. 56-57 & 60.

as the elements and lies within it. To support the beliefs, some shots and dialogue evidences which denote the feature are explained below:

a. Give suitable environment to answer learner multiple needs.

Learner need is state which combining the learners expectation about their learning result, with their current comprehension and knowledge. [88] Through the utilization of varied instruction strategies, all learners need can be fulfilled and also help them to meet and exceed the defined standards. [89] To meet all the learners need, the game also using the same principle. Figure 2 denotes the 'Unit Description' features which embedded either inside or outside the game.

There are three forms of unit description which can be found by the players to help them determine the unit. Picture 2a denotes the first unit description feature, which is the newest, namely: "New Units" feature. It is part of the "For You" tab. Picture 2b denotes the second feature namely: "Barracks Army Information". The picture 2c denotes the outside feature which acts as the supportive feature and can be accessed only through the exclude internet browser, namely: "Wikia.com". The name of the unit denoted in the picture 2a and 2b are marked with the yellow dashed box. In this section, the 'Wizard'

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[88]"3.2.6 Identifying Learner Needs", in http://www.pcrest3.com/fgb/efgb4/3/3_2_6.htm, December 9th 2017.

[89]Levy, M. H., "Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards", *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, Vol. 81 No. 4 2008, p. 161.

unit is taken as the example, and the description is denoted in the red dashed box. In the first place, players can find the unit description just by opening the "For You" tab (picture 2a) to look for a brief description for the unit.

Furthermore, the expanded description can be found throughout the second feature: "Barracks Army Information" (picture 2b). If the players need more detailed information, the last feature: "Wikia.com" (picture 2c) can be accessed outside the game by touching the link below the "For You" tab (picture 2a) description which is denoted in the blue dashed box. It can be seen from some pictures below:
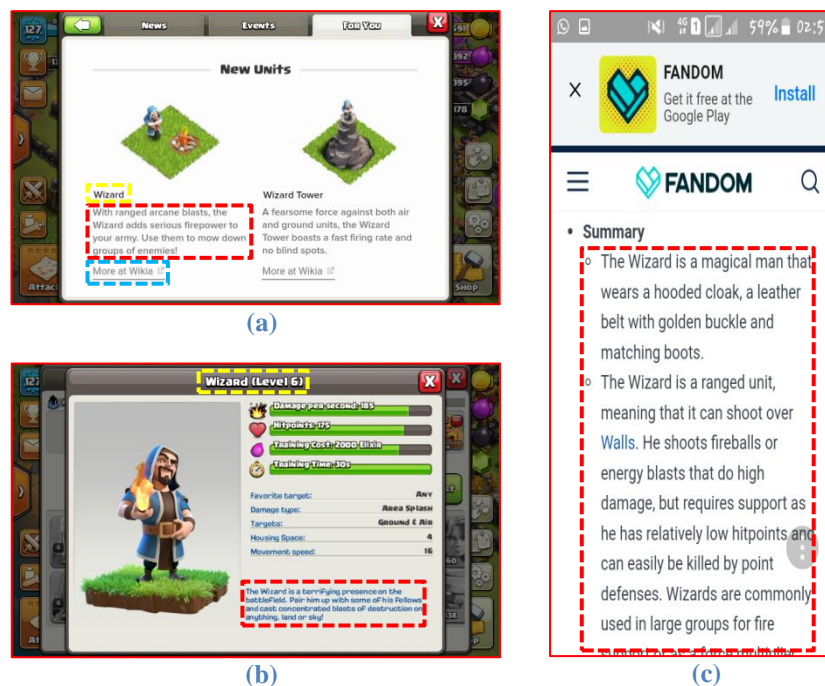

(a)

(b)

(c)

Figure 2: The 'Unit Description' in-game feature

Simpson and Ure said that, there are some points which shared by the learners associated with their needs, one of them is the cognition factors. They define it as the need to have some description or

explanation which understandable; to be clarified from misconceptions and misunderstanding; to have some supportive materials which enhanced the construction of specification or notional expansions; to have such structure viable as a concept-mapping, to succor the elaboration of comprehension. [90]

Suit with the Simpson and Ure study, those features which are shown by the picture give some options for the player to choose best cognition game toward the game and can be matched suit the player cognition need. The players can maintain the environment which is needed by themselves by choosing the in-game atmospheric feature or the exclude supportive one.

b. Providing the affective, cognitive and social need aspects of the learner.

The three domains are significant elements for language learning media. Some features in the game will afford the aspect of the domains:

1) Affective

First affective domain is an area concerned with learners feeling or emotions. [91] It also deals with the learner ability in giving some values, appreciations, enthusiasms, motivations and

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[90]Languages Without Limits, "DEVELOPING INCLUSIVE PRACTICE, MEETING LEARNERS' NEEDS", in http://www.languageswithoutlimits.co.uk/sharedneeds.html, December 4th 2017.

[91]The Second Principles, "Three Domains of Learning – Cognitive Affective, Psychomotor", in https://thesecondprinciple.com/instructional-design/threedomainsoflearning/, December 9th 2017.

attitudes. [92] Some features within the game can also enhance learner affective domain.

Figure 3 point out some features in the game which offers the affective domain for the player. Picture 3a point out one of the "For You" tab content which agitates player beliefs and the attitude of worth by informing them about new things that unlocked by the level. Picture 3b also point out another contents of the feature which notifies the player about their things that up ahead will be unlocked. Based on the observation, the function of this feature seems can help players organize and conceptualize every single resource and matter in the game. The players' sensitiveness can be sharped through enchanting layout and display let them explore more about the game and develop their village (picture 3c). Players are also asked to give some responses, to attract them to give some active stimuli (picture 3d).

Those four aspects will help the player to build their behavior and specific mind values considering the player in-game philosophy. The features will be displayed by the picture below:

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[92]"Bloom's Taxonomy: The Affective Domain", in https://http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html, December 9th 2017.
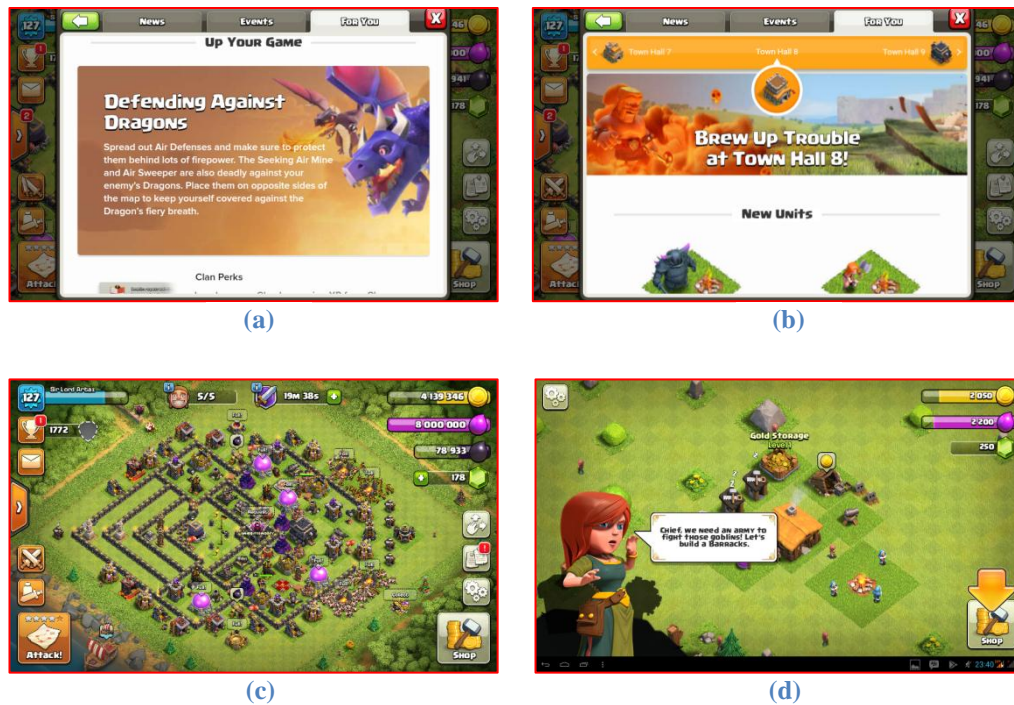
(a) (b)

(c) (d)

Figure 3: The affective feature in the game

The affective domain which is needed by the learner consists of aspects which comply with these features. According to Krathwohl, the affective domain aspects consist of: receiving, responding, valuing, organization and characterization. All of the aspects are found within the features in the picture. [93] Some enchanting content of the game let player to feel sense getting the experience. Moreover, they can also feel enjoy and satisfy during the play, give some value to it, creating and integrating the features and content within it and resolve to judge. In short, it can be used by the language learners to gain the second or foreign

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[93]The Second Principles, "Three Domains of Learning – Cognitive Affective, Psychomotor", in https://thesecondprinciple.com/instructional-design/threedomainsoflearning/, December 4th 2017.

language acquisition and to enhance the language learning activity by giving learners right affection and motivation.

2) Cognitive

Cognitive domain is mental activity in acquiring knowledge and comprehension thorough thought, experience and the senses. [94] It also deals with human ability to adjust to all reality aspect. [95] The cognition also embodies the process of getting knowledge, memories, reasons, evaluations, problem solves, decisions making and language productions. Figure 4 point out the feature of the cognitive domain which can be found in the game. There are some options which can be found in the game so that the players can choose the preferable settings on their own. Picture 4a refers to the "Settings" menu which can be accessed in the game. The setting also consists of the preferable language in use, pointed out by the yellow dashed box in the picture 4a. There are some languages which can be picked by the player, can be seen in the picture 4b, 4c and 4d. Overall, it consists 20 languages options such as: English, Français (French), Deutsch, Espanol (Spanish), Italiano, Nederlands, Norsk, Português, Türkçe, Pyccкий (Russian), some Mandarin, Japan Katakanas and Hiraganas, Koreans, Arabic, Farsi, Bahasa Indonesia, Melayu, Tiếng Việt (Vietnam), and Thai.

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[94]Wikipedia, "Cognition", in https://en.wikipedia.org/wiki/Cognition#cite_ref-1, December 9th 2017.

[95]Wikipedia, "Domain-general learning", in https://en.wikipedia.org/wiki/Domain-general_learning, December 9th 2017.

The player can pick one language which one to be used and changed it at their will. Such things can be found within some in-game features which will be displayed by these pictures:

(a)

(b)

(c)

(d)

Figure 4: The cognitive feature in the game

The players can compare a language one another to see the same meaning for specific word formation and sentences. According to Bloom's Taxonomy, there are six factors consist of the cognitive domain: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The feature can give all the manifestation of the aspect. Through the in-game language features players can retrieve the language materials, the language content within the game also let player to see and comprehend the language application in the form of sentences and paragraphs, some help in the chat features will help the to compose the

language and interact with some players in the same language and do some evaluation if there's some language mistakes happened. This will help the player to improve their language cognitive domain by exposing thorough artificial multiple language environment. The players can enhance their lexical knowledge by using the feature.

3) Social Needs

Social needs come from the ideas human beings are social beings. Human beings lean to universality which embodies in the traits and make human beings natural, historical and universal, social-universal and universal conscious entities. [96] By those ideas, learner also needs some aspect in their learning which provide those needs. The social needs can be seen from the figure 5. It point out the "Chat" features which are provided in the game to communicate each other between the players. The feature is divided into two functions: the first, picture 5a point out the "Global Chat" features (yellow dashed box) which can be accessed by every player to communicate with other players around the world. By accessing this function, the player can also choose which specific world region that they refer to. The second, picture 5b point out another function known as "Clan Chat" feature (inside the yellow dashed box). This function can only be

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[96]Wikipedia, "Need", in https://en.wikipedia.org/wiki/Need, December 9th 2017.

accessed specifically by the members of certain clan. Through this feature the members of the clan can do some short conversation of interaction regarding the clan activity, strategies, instruction, event, etc. Some pictures below will show the in-game features that support the social needs for the learners:

<div align="center">(a)   (b)</div>

Figure 5: The social needs feature in the game

By using this feature the social needs which are needed by the player can be fulfilled and also let the players practice their written language skills.

Based and the Graves' book, the social need or social context consists of three areas and the feature above can cover all the things. The first is sociolinguistic skill, it involves the attitude toward selecting and functioning the appropriate language and linguistic behavior. It also involves the using of appropriate

written or spoken phrase in certain condition. [97] The chat feature can help the player to practice the appropriate language content in use within player interaction each other. The second one, sociocultural skills consist of the way person in identify the values, norms and customs which prevail in a community. The chat feature also can help the player to practice this area. In later section's segments, this area will further explained within the chat feature. The last is sociopolitical skill consist of how one can critically take action in order to participate collaboratively within the community. The chat feature also supports the enhancement of this area, by providing place to do some interaction between players. This area also will be further described in later section's segments.

The social need of which one of three significant domains of the players can be implemented to the language learner and give them chance to directly applied the lesson. Through these features the three domains of the player can be extracted as elements which can enhance the language learning and also act as the supportive media.

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[97]Graves, Kathleen, *Designing Language Courses*, (Boston: Heinle, Cengage Learning, 2000), p. 51.

c. Offer learning structure which can be constructed by the learner.

Learning structure contains pragmatic skills and regularly practices which support effective learning. [98] Pragmatic skill, which are significant for people in expressing and delivering the contents of thoughts, ideas and feelings, is social language skills that people use in the daily interactions within the community. [99] Learners with proficient learning skill are influenced by their structural environments amongst them. By providing right learning structure, some points of learning skill can be enhanced.

From figure 6 points out that there are three different in-game features which can be seen from the pictures. Picture 6a represents the "For You" tab (yellow dashed box), which offers some excluded recommended video tutorial about certain level game (blue dashed box). By clicking the video link, players can access it outside the game by using separate internet browser. The recommended video is matched with player current level along with other video which can support the gameplay. The red dashed box, which contains the "Explore" button, will travel the players into the next page of this feature: "New Features" which is represented in the picture 6b.

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[98] Online Learning Consortium, "Effective Learning Structure", in http://olc.onlinelearningconsortium.org/effective_practices/effective-learning-structure, December 9th 2017.

[99] PORTAL MyHEALTH, "Pragmatic Skills", in http://www.myhealth.gov.my/en/pragmatic-skills/, December 15th 2017.

The feature in this picture contain some brief explanation about the new things which just unlocked by the players. The players also can get some detailed description by clicking the link (blue dashed box) to go to the outside feature: "Wikia.com" by using excluded internet browser which already explained in the figure 2. Players also can find out sufficient description of the unit or new things which already afforded in the game itself, represented in the picture 6c.

This picture represents one of the examples of in game features: "Barracks Army Information" which gives sufficient information and description about the unit (already mentioned in the figure 2). The yellow dashed box represents the name of the units, and the red dashed box represents the unit description.

Pictures below show some features within the game which comply with the learning structures:
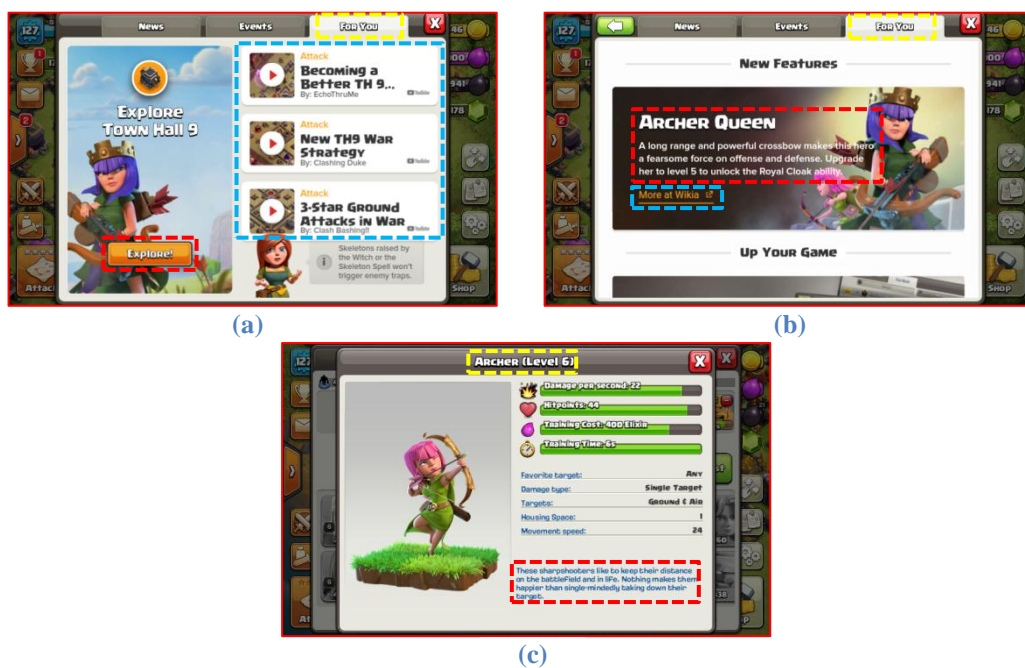

(a)   (b)

(c)

Figure 6: The various features for the game construction

This figure represents the included and excluded features of the game which let the player to construct their own learning structure throughout the game feature and items. According to Rebecca and Oxford, the significant aspect of language learning and teaching either for intuitive-random and sensing-sequential learners is to give variety and choice of structures. [100] This feature which can be seen within the pictures can be implemented as an element which can enhance the language learning activity so that the learners can have some freedom to construct their own learning structures with exact materials which can be picked by themselves, suit with their needs. They can choice which structure that they want to choose to help them practice their language ability and performances.

d. Giving the learners direction of the self-learning process.

To help the learners to direct the self-learning process, there are some limit and framework which need to be applied. Learning framework or commonly known as curriculum framework is a composed arrangement or set of guidelines or learning results that characterizes the substance to learn as far as clear, quantifiable principles of what the learners need to know and have the capacity to

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[100]Rebecca, L. & Oxford P., "Language Learning Styles and Strategies: An Overview", *Learning Styles & Strategies*, 2003, p. 5.

do. [101] The limits within it will give some portions for the learners in directing their self-learning process.

Some picture shots in figure 7 are dealing with another role of "For You" feature. The amount of information which is accessible by the players is limited suit with the player current level. Picture 7a tells the first appearance of the "For You" tab (yellow dashed box) which is give the exact same recommendation content with the player current level (the example taken is 'Town Hall' level 9). When the "Explore" button (red dashed box) is clicked, the next page will open, picture 7b, which tells the main overview of the things and unit of the player current level, "Town Hall 9" (yellow dashed box).

Similarly, when the "Town Hall 10" (red dashed box) is clicked, the next page containing the next town hall level will tell up, in this picture, the next town hall level is displayed (yellow dashed box) and within the icon of the town hall there is a picture of padlock (red dashed box). This image tells that all the contents in this page are still unlocked till the players have done the level upgrade. If we scroll the page, players can see the further description of limitation in the bottom of the page which is told in the picture 7d, inside the red dashed box.

The following pictures will manifest the presence of the features inside the game:

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[101]Wikipedia, "Curriculum framework", in https://en.wikipedia.org/wiki/Curriculum_framework#cite_ref-1, December 9th 2017.
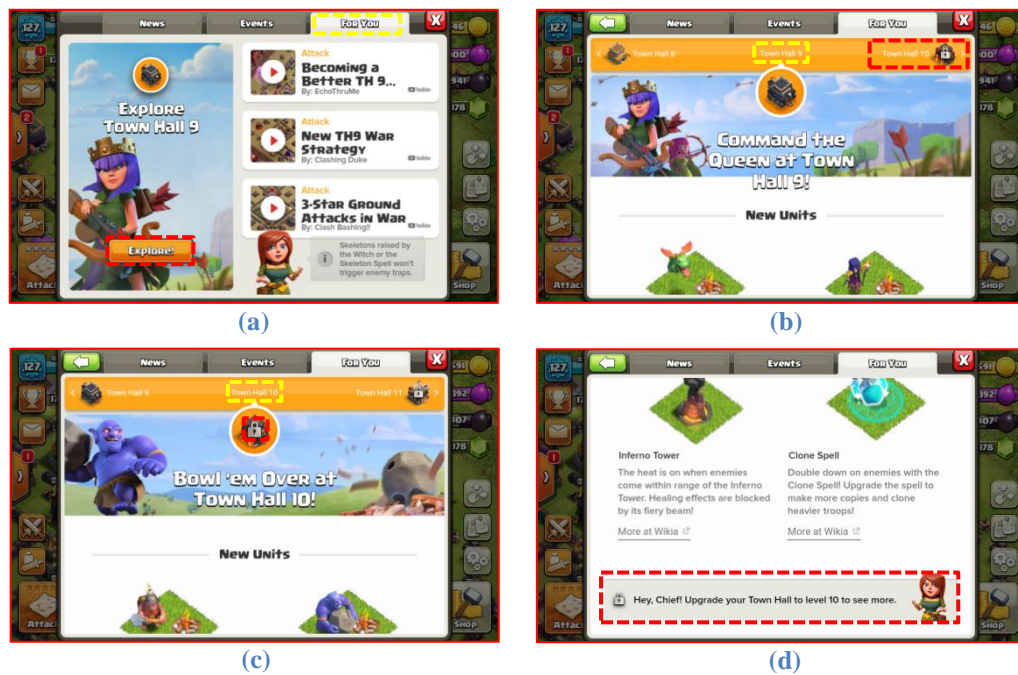
Figure 7: Some in-game limit and framework.

This feature act as the content limitation which is cannot be accessed yet by the player. Furthermore, it will be unlocked when the players already reach the level, which gives some framework for the player to develop their village.

Based on Massachusetts Foreign Languages Curriculum Framework, a framework can provide some guidance to design and integrate the study of languages and cultures. [102] Furthermore, Cambridge International Examinations also said that the framing of learning objectives, goals and purposes as a progressive *can-do* order should drive the use of learning-centered, activity-based approaches,

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[102]Massachusetts Department of Education, *Massachusetts Foreign Languages Curriculum Framework*, (Massachusetts: The Commonwealth of Massachusetts Department of Education, 1999), p. 3.

in the implementation of the frameworks. [103] This element can be used for the language learner so they can direct their learning process by themselves. The limitation inside the framework can let the players to comprehend and overcomes the materials concurrently without worrying the expanded things which come next.

e. Being an independent source of language learning content.

Learning content is a group of aspects which categorized within certain learning domain which anticipated to be learned and shape the fundamental of teaching and learning. [104] Learning content for a specific module or subject will be further produced and obtained only by the learner in an ideal circumstance. [105] In figure 8, there are some picture shots which refer to the specific featured description. Picture 8a signifies one of the game features and taken as the example: "Train Army" tab (yellow dashed box), which is the content of "Train and Brew" feature. In the tab, some army units are signified with their own icon complete with the detailed information button, which pointed by the small blue 'i' symbol in the above right corner of the icon (red dashed box). If the 'i' button is clicked, the detailed information page will be displayed along with the unit description.

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[103]Cambridge International Examinations, *Cambridge Primary: English as a Second Language Curriculum Framework (with codes)*, (Cambridge: University of Cambridge, 2013).

[104]International Bureau of Education, "Learning content", in http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/learning-content, December 9th 2017.

[105]Ros, M. Z. & Lizenberg, N., "Sequencing of contents and learning objects-part II", *RED: Revista de Educación a Distancia*, Vol. 14 No. 2 2006, p. 3.

Picture 8b signifies the page, in this case, the 'Barbarian' unit (yellow dashed box) and its unit description (red dashed box). Furthermore, it can be seen from pictures below:
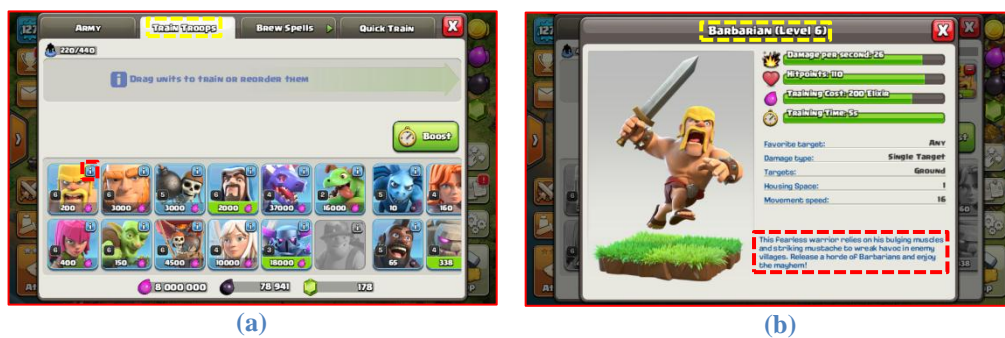

(a)　　　　　　　　　　　(b)

Figure 8: The in-game barracks army information feature.

This feature acts as an independent source of description which describes anything in the game.

Based on the methodological principles of the research on the language immersion study, learning from the content can provide effective opportunities for learners to use their new languages skills directly, rather than learn it first and use it later. It can be very successful in enhancing the languages learning and help learners especially children develop a positive behavior towards themselves as language learners. The feature can fulfill the language learning media elements which need an independent source of language learning content. [106]

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[106]Wikipedia, "Content and language integrated learning", in https://en.wikipedia.org/wiki/Content_and_language_integrated_learning, December 5th 2017.

f. Based on specific belief regarding the learners and their learning processes.

Graves states that belief is aspects which comes from specific things considering all factors which influencing the learning processes and activities. It consists of people experiences, educational background, working environment, people influence and individual professional assessment. [107] To become a proper language learning media, a game need to have a specific belief which embraced.

Some picture shots are displayed regarding a feature referred in the figure 9. Picture 9a, 9b, 9c and 9d display the same feature namely; "Tutorial Introduction" which will be encountered by the players in the very beginning of the game. This tutorial gives some instructions considering the thing that players need to do by their village. The woman picture acts as the assistant which commonly known as the "Villagers" will guide the player to do some introduction through the tutorial. Picture 9a refers to the villagers who guide players build some building. Picture 9b refers to the players being asked to modify the building position in the village layout. Picture 9c and 9d refers to some specific instruction with some button. The orangish arrows (yellow dashed box) in picture 9a, 9b and 9c direct the player to act as the instructions given. Some features within the game show the existence of belief, displayed in the pictures below:

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[107]Graves, Kathleen, *loc. cit.*

Figure 9: The 'Villagers' tutorial for embracing the autonomous learning.

This feature shows that the game has some specific belief regarding their player. This feature refers the elements of the language learning media which need to hold specific belief regarding their learner. Graves in her books mentions some beliefs as the educational aspects. One of them is beliefs about learning and learner. She said that the basic issue of this belief is the view of how people will learn and their roles which enable them to learn. Considering the roles of the learners themselves, learning may happen as individual efforts in which the learners work alone or in the form of group where learners learn with and from each other. [108]

The game let their player to learn all the things by them self and push them become self-sufficient by only using the materials provided

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[108] *Ibid*, p. 30.

in the game. The autonomous learning is encouraged within the game. The chat feature within the game which already explained before, also support the player by the group learning. The feature let player to practice directly within the community environment. The features allows player to feel both ways within this game, which can be applied in any language learning media.

g. Diminish anxiety by providing a safe learning environment.

To fulfill various learner needs a safe learning environment is necessary need. Safe learning environment is an educational enclosure which provides the learners with an unlimited chance to practice their knowledge, ability or skills without having some anxiety to do the things in a wrong way and get a negative reciprocal from the learning experiences. To provide a safe learning environment requires physical, emotional and intellectual security for the learners. [109]

The game also provides such kind of community environment within the clan atmosphere. There are some chat conversation which shown in some pictures in figure 10. The conversation takes place by using the "Clan Chat" in-game feature. The conversation is described below:

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[109]Study.com, "Creating a Safe Learning Environment", in https://study.com/academy/lesson/creating-a-safe-learning-environment.html, December 9th 2017.

Table 5: Figure 10 conversation chat description

| ID. Name	Statement
Sir Lord Artaz	"hello .."
Maximus	"I like it!"
Sir Lord Artaz	"i'm new here .."
Aquaman	"Hi"
Maximus	"If you like to war you'll enjoy it here"
Sir Lord Artaz	"Hi aquaman .."
Aquaman	"How's it going"
Sir Lord Artaz	"thanks maximus .." "thanks for inviting me aquaman .. ☺"
Aquaman	*thumbs up
Sir Lord Artaz	"**i <u>am</u> hope i can enjoy it here**"
Tuckstar	"You dont play much" "You just farm sir"
Aquaman	"Let's put a 10 sec timer on that^"
Sir Lord Artaz	"actually , it' is been a long time for me to not open my village"
Aquaman	"Yeah me too, I've off for a while"
Sir Lord Artaz	"**and <u>I hope</u> this clan can accept me with the condition**"

The table 5 shows the conversation which appears between some clan members in the "*swiggityswooty*" clan: *Maximus, Aquaman* and *Tuckstar*. Researcher directly dives into the natural environment as one of the player by using identification (ID) name: *Sir Lord Artaz* shown with the green letter.

Picture 10a shows when the researcher firstly joined the clan by doing some self-introduction (yellow dashed box). The introduction was responded by other clan mate, *Maximus* and *Aquaman*. Researcher intentionally tried to avoid the uses of appropriate lexical rules, such as punctuation and other structural written rules, to see the response of the environment regarding some mistakes.

Picture 10b shows the researcher started to blend in with the environment without confronting any difficulty considering the mistakes, by responding the clan mate responses (yellow dashed box).

In picture 10c researcher tried to make some further mistakes by uttering the wrong grammar rules in the response sentences (red dashed box) to measure any suitable responses. But researcher encountered no reaction which questioning the researcher mistakes through whole conversation even till researcher himself revised it (picture 10d, blue dashed box).

Some pictures below containing numbers of chats of conversation show the features.
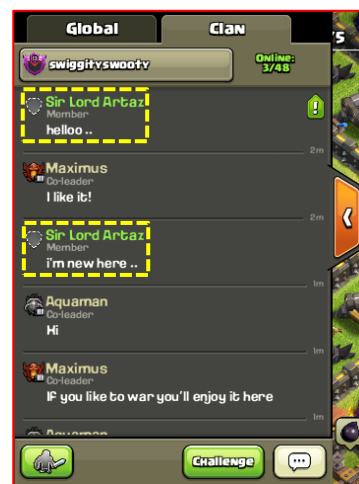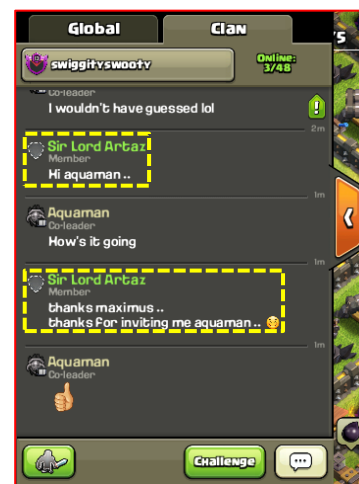
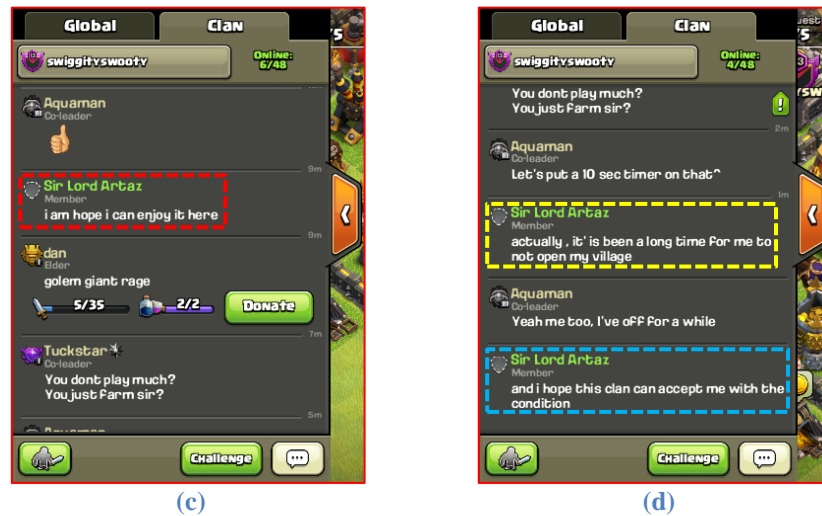(a)   (b)

Figure 10: The save learning environment.

This display shows that the social environments in the game give the players opportunities to discover and practice their written language ability without considering any mistakes intentionally or not. Safe environment produces substantial improvement in language learning and supports the learning process. It respects and acknowledges the learners as culturally responsive environment. [110]

The 'safe' environment which the game offered let the players diminish their anxiety level to do a direct conversation with other players. The existence of masking identity, by only displaying the ID name, can also encourage the players to explore their ability more with no worry in making some mistakes. This condition suits with the language learning media element which supports the learner by providing a safe learning environment.

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[110]National Staff Development Council, "The Leading Teacher", *Teachers Teaching Teachers*, (http://learningforward.org/publications/leading-teacher/leading-teacher-blog/the-leading-teacher/2010/03/01/teachers-teaching-teachers-march-2010-vol.-5-no.-6), Vol. 5 No. 6 March 2010, p. 6.

h. The existence of purposes as the manifestation of learning process.

The purpose in learning process serves as main mechanism of the new learning and its results in improved student comprehension of the process. When the learners know the purposes of the lesson, they will learn more and easy to comprehend. For that reason, the existence of purpose in a learning process is significant. [111]

Figure 11 consists of four picture shots. The picture indicates some features that also proof the existence of game purpose. The picture 11a indicates the end of the villager tutorials. Since then, the game will run with the players' will without any guidance anymore.

Picture 11b indicates the very first beginning of the game which still looks like a small village with couples building. Through time and process, the village will grow larger and larger till it arrives in its ultimate form.

The examples taken in the picture 11c indicates the town hall 9 with massive defense and amount of building. The grand purpose is to max out the village to its final form in the town hall level 11 (the latest highest town hall level) which need more effort and time (indicated by picture 11d).

Pictures below will show the existence of purpose within the in-game features.

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[111]ASDC.org, "Establishing Purpose for Yourself and Your Students", in http://www.ascd.org/publications/books/112007/chapters/Establishing-Purpose-for-Yourself-and-Your-Students.aspx, December 9th 2017.

(a)   (b)

(c)   (d)

Figure 11: The purpose of the game.

The existence of purpose helps the player to know its destination in the end and put some management for their learning. Managing the learning is important since involving self-direction and taking initiative. This element can be seen also in the language learning media aspect which can help learners to manifest their learning process. By using this, they have strategies for founding the challenges and achieve satisfaction from determining to meet the high expectations they set for themselves. [112]

2. Elements of Game-Enhanced Language Learning Benefits

As an enhanced language learning media, some platforms must be able to give some benefits in order to enhance the language learning

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[112]Heritage M., Jones B., Tobiason G. and Chang S., *Fundamentals of Learning*, (California: The Regents of the University of California, 2013), p. 6.

process. In the following section will display some elements of game-enhanced language learning benefits. It consists of some points and matters that expose the game features within. It also forms mostly in the shape of chats conversation that happens in the natural environment. The researcher happened to take some role in it without giving any control about what happened next. These points will be explained below:

a. The authenticity and learning community.

Heritage, et. al, said that the learning authenticity is instructional approach that enables learners to investigate, talk about, and definitively build ideas and connections in settings that include true issues and activities that are important. [113] Then learning community is group of people who share normal academic objectives and states of mind, who meet semi-consistently to team up on classwork. Such group have turned into the layout for an associate based, interdisciplinary way to deal with advanced education. [114] The authenticity the game itself also can afford the learner engagement and coherence of experience. [115]

In figure 12 there are some picture shots containing a conversation between two players. This conversation is happened in the clan chat wall of the "*UN: Elite*" clan. The first chatter is player with ID name

[113]Donovan, M. S., Bransford, J. D., and Pellegrino, J. W., "How People Learn: Bridging Research and Practice", *Retrieved* March, 8, 2006.

[114]Wikipedia, "Learning community", in https://en.wikipedia.org/wiki/Learning_community#cite_ref-goodyear_1-0, December 9th 2017.

[115]Reinhardt, Jonathon & Sykes, Julie M., *op. cit.*, p. 4.

Ares as the leader of the clan and the researcher with the similar ID name with the segment above (see section 1 segment g). The conversation will be organized below:

Table 6: Figure 12 conversation chat description

ID. Name	Statement
Ares	"Hi"
Sir Lord Artaz	"hi .."
Ares	"Welcome *thumbs up" "Where ya from)"
Sir Lord Artaz	"i'm from indonesia .."
Ares	"**Ah ok, I'm UK**"
Sir Lord Artaz	"hello everybody .." "ok ares .."

Through table 6 it can be seen that the conversation clearly occurs between the two players as it exemplifies in the figure 12. The conversation takes place in the picture 12a being started after the researcher join with the clan (yellow dashed box). The clan leader, *Ares*, directly greets the researcher and asks for some introduction (red dashed box). The researcher started answering the question and introducing himself (blue dashed box). In picture 12b, it is *Ares* turning to introducing himself. He said that he is a native English who lives in UK (yellow dashed box). The researcher responds him with some greetings (red dashed box). The authenticity and community learning which provided within the game will be displayed in pictures below:

Figure 12: The authenticity of learning community.

This conversation exemplifies that the environment existing in the game has the authenticity as the learning community. Many researchers recognized that such vernacular game have educational potential and can also be exploited as pedagogical resources. Steinkuehler along with Thorne, Black & Sykes believe that playing games is an authentic socio-literacy practice. [116] This game also let people around the world meet in the same gaming environment which let them to explore the target language suitable with the needs of the players. The chance to meet a native language also can be increased by using the in-game feature. This element is needed by language learner. It can enhance their language learning process by meeting the native of the target language.

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[116]*Loc. cit.*

b. Opportunity for intercultural learning.

Thorne states that cultural learning is a process of acquiring knowledge which constructed within social spaces that augment the size and number of object-features environment by making new kind digital conversation spaces. [117] Through some features, there is opportunity for the players to get intercultural learning within the game.

Figure 13 registers the further conversation between the researcher and a player *Ares*. The details of the conversation are below:

Table 7: Figure 13 conversation chat description

ID. Name	Statement
Sir Lord Artaz	"hmm , okay .." "which part of uk do you live at , lead ? London maybe ?"
Ares	"Near oxford"
Sir Lord Artaz	"wow .. did you go to there ?"
Ares	"**No, no clever enough X'D**"
Sir Lord Artaz	"wow .. even for the native it still a difficult one .. :o"
Ares	"For sure"
Sir Lord Artaz	"**in ma place , the people who went there would appear in in the history book .. X'D**"
Ares	"Haha, have to have a lot of money"

Then, in picture 13a it can be seen that the researcher started to ask the background of *Ares* (yellow dashed box). *Ares* replied by answering the question. He said that he lives near Oxford (red dashed box). Researcher then tried to ask his background and experiences

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[117]Thorne, Steven L., "Transcultural Communication in Open Internet Environments and Massively Multiplayer Online Games", *Mediating Discourse Online*, 2008, p. 322.

study (blue yellow box). *Ares* replied by answering that he is not

clever enough (green dashed box). In picture 13b researcher showed

his reaction about *Ares* last statement (yellow dashed box). *Ares* then

confirmed researcher's reaction (red dashed box).

Researcher then further implied about the condition compared

with his place (blue dashed box). The feature will be displayed below:

(a)   (b)

Figure 13: The intercultural learning takes place.

Such a conversation shows that some intercultural learning may

occur in this gaming environment. Experts like Gee believe that such a

digital gaming environment provides the opportunity in linguistic,

cultural and task based-setting. Thorne also said that in some ways,

MMOGs (massively multiplayer online games) let gamers negotiate in

complex scenarios and be socialized within culturally specific

discursive formations. [118] Since the players can meet with some

natives in the game, a cross cultural understanding commonly occurs.

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[118]Thorne, Steven L., *op. cit.*, p. 323.

This element is significant with the needs of language learner. It can greatly enhance the language learning by applying the language ability directly in a safe environment and with native language.

c. Access to diversity and complexity of written and spoken discourse.

Reinhardt, et. al, said that The diversity and complexity of written and spoken discourse can be represented within the game to signify the important points of further discoveries in game-enhanced language learning. [119] Since that, some features within the game are relevant to contain the function, not only for that issue but also to enhance learning process.

Figure 14 shows an element which is displayed in two pictures. It is composed by some chat which still happened in "*UN: Elite*" clan. The picture shots in this figure manifest the complexity of written and spoken discourse in clan chat wall. Picture 14a manifests the complexity of spoken discourse used in written language. The statement is uttered by clan member with ID name: *smithy* (yellow dashed box) when he gave some unit donation to other clan mate. He says that: "*no probs soz* didnt *c* that message *u cud* of *prob* got a higher dragon". Such a kind of statement can be found in the spoken discourse in daily native activities. The meaning of the statement is: "No problem. Sorry, didn't see that message. You could probably get a higher level dragon".

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[119]Reinhardt, Jonathon & Sykes, Julie M., *op. cit.*, p. 5.

Researcher also tries to do the same complexity which commonly happened in spoken and written discourse. In picture 14b researcher uses the abbreviation of "*btw*" for "*by the way*" (yellow dashed box). The researcher utterance is responded nicely with other clan mate that gives suitable response context (red dashed box) without facing any semantics trouble. In picture 14c it can be seen the overview of "For You" tab which marked by the yellow dashed box. If the link is clicked, players can watch some video tutorial and playing tips in separate platform. Those features will be manifested in the pictures below:

(a)   (b)

(c)

Figure 14: The exposed written and spoken discourse in-game features.

This figure manifests the natural environment which offers the complexity of written and spoken discourse. Reinhardt believes that commercial and vernacular games are access to a diversity of digital expands to new population which may impact socialization, collaboration and language use both written and spoken. Some designed game-based applications illustrate many complex relationships amongst latest writing improvement, interpretation of engagement, challenge, boredom and they signify a strong connection between enjoyment of game-based learning and second/foreign learner engagement as tools for second/foreign skills development. [120]

Within the chat feature players can be exposed by some such written lexical complexity, which can be found by the player in almost every clan. Through the video, players can watch the video and learn the spoken cultural diversity. This kind of elements is needed by the language learners so that they can practice their language ability in the real natural environment.

d. Affordances for socio-cognitive processes of learning and language socialization.

Stern said that society or social context encompasses three issues in language teaching; sociolinguistic, sociocultural and sociopolitical.[121] Reinhardt believed that digital games as product of culture is an authentic cultural text. Language socialization is an idea

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[120]*Ibid*, p. 4 & 6.

[121]Graves, Kathleen, *op. cit.*, p. 29.

which covers both of socialization through language and socialization to use language. [122] For this aspect, the game itself also contains some features which support those concepts.

Figure 15 stands for another element of the language learning media. In this case some conversation is taken place in another chat wall of "*Binarysun*". This conversation occured between researcher and a clan mate with ID name: *Crimson*. This one will be summarized and clearly described here

Table 8: Figure 15 conversation chat description

ID. Name	Statement
Crimson	"Lol lord where are you from"
Sir Lord Artaz	"i'm indonesian .. how bout you crim ?"
Crimson	"Nice" "***Semoga betah***" "Im from lebanon" "You probably never heard of it"
Sir Lord Artaz	"wow , you know *bahasa* ? ^0^"
Crimson	"Hahah no just this sentence lol"
Sir Lord Artaz	"that's an honor for us indonesian , to know *bahasa* .. thanks crim .."
Crimson	"☺ *flex haha youre welcome" "You should at least return the favor and learn lebanese"
Sir Lord Artaz	"i know lebanon .. some place in middle east" "***some word in Arabic***" "is that right crims ? i wanna say nice to meet ya , in arabic .. X'D"
Crimson	"Hahaha yes lord" "Thats it" "X'D *right"

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[122]"Defining 'Language Socialization'", in http://www.unm.edu/~devalenz/handouts/langsoc.html, December 9th 2017.

From the table, it can be seen the chronology of the conversation between them. In the picture 15a the player *Crimson* asked about some information from the researcher (yellow dashed box). Researcher then answered the question by saying his nationality (red dashed box). *Crimson* responded the researcher answer by producing a sentence in researcher native language as a greeting (blue dashed box).

In the picture 15b Researcher then showed his amazement by asking crimson about his ability in that language (yellow dashed box). *Crimson* then said that he just knew a little about the word (red dashed box). Researcher responded by appreciating his act with so grateful (blue dashed box).

In picture 15c *Crimson* further responded the researcher credit (yellow dashed box) and said that researcher also needed to do same thing to return the favor (red dashed box). Researcher then said he know a little about *Crimson*'s nation (blue dashed box).

At last, in picture 15d researcher returned the favor by trying to use *Crimson* native language, in this case Arabic, and asked about the appropriateness (yellow dashed box). Then *Crimson* confirmed it was a proper one and gave some credit for what researcher have done (red dashed box). It can be seen within the pictures below.
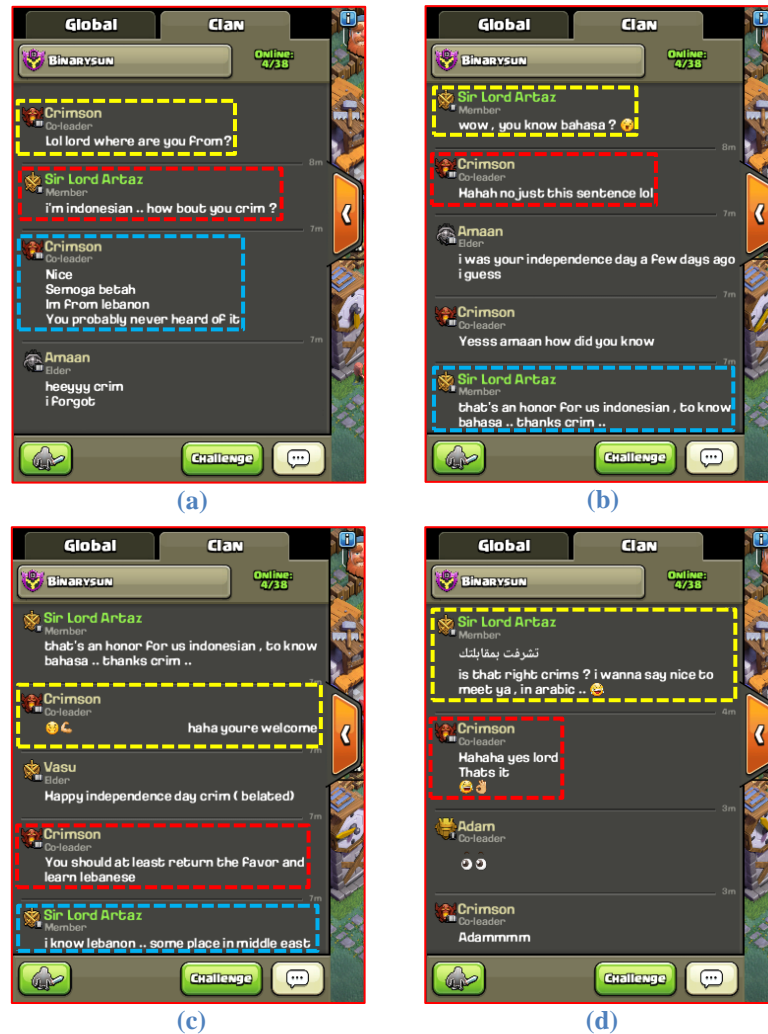
Figure 15: Socio-cognitive processes of learning and language socialization.

There are elements which are also important in language learning. Reinhardt insisted in his paper that some researchers have recognized the potentiality of educational factors of vernacular games, one of them is an authentic socio-literacy practice. [123] Players in this game have some opportunities to learn each other language directly from the natives. The language appropriateness also can be confirmed in a friendly environment as it was supported by previous feature which

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[123]Reinhardt, Jonathon & Sykes, Julie M., *loc. cit*.

had already explained above. With the feature the language learning process can be enhanced and let the learners learn the target language easier.

e. Mostly in the affordance of lexical learning.

Lexical learning or lexical approach which basically rests in a thought which is a significant part of learning language consists of producing and comprehending the lexical phrases. [124] Through lexical elements, the grammatical development, especially in the children stage, can be driven and incremented. [125]

Figure 16 adduces some picture shots containing elements of language learning. The shot shows some chats in two different clans: "*Binarysun*" and "*UN: Elite*".

Picture 16a shows when researcher uttered some statements about asking some supports for learning the target language, in this case English, inside the "*Binarysun*" clan (yellow dashed box). Some clan members, in this case with ID name *Amaan* as the clan's co-leader was permitting the request (red dashed box) and *phoinex* was mend to help the researcher (blue dashed box).

In picture 16b the conversation took place inside the "*UN: Elite*" clan, when the researcher asking for question of some in-game term (yellow dashed box). Then a clan mate with ID name *Deimos* helped

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[124]Wikipedia, "Cognition", in https://en.wikipedia.org/wiki/Cognition#cite_ref-1, December 9th 2017.

[125]Eisenbeiss, S., "The Lexical Learning Hypothesis", 2007.

the researcher by answering the question (red dashed box). The features are shown within the pictures below:

Figure 16: The affordances of lexical learning.

From this case, it can be seen that some in-clan activities can help players to learn some more languages. In this aspect, Cheung and Harrison insisted that playing the game let learners improve their knowledge of program specific lexical items. [126] With the help of clan mates which mostly natives in the target language, players can learn the target language in the simplest way. This element will help the language learners if it is applied in language learning media. This feature can also help the game to enhance the learning process.

3. Elements of Prensky's Computer Games for Learning Structure

This section is mainly focusing on some structural learning elements which belong to Prensky's theories. These elements will be displayed in

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[126]Peterson, Mark, *op. cit.*, p. 68.

the form of further explanation of some features function which can be found inside the game and will be described below:

a. The viability of rules that guide the player behavior.

Piaget categorized games into three types: (1) the games which entangle physical practice, (2) the symbolic games which involve the players' imagination to play, and (3) the games being manifested by the operation of rules. He further asserted that certain form of play which happens in the strict rules of games is associated with the socialization which enhances human learning. [127] By the points, the existence of rules within the games is significant to regulate players' behavior.

Some pictures below shows the existence of the rules in the form of notification which applied in the game. Those notifications provide some limits and a framework that guide the players' behavior when they are playing the game. The notifications are separated into three stages determined by its availability in some circumstances.

Picture 17a shows the very first kind for the rules, the function of pop-up notification symbolizing things that cannot be accomplished by the player in the stage. Yet, those notifications will show up in the form of sentences with red font color to notify the player about things which cannot be processed yet.

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[127]Peterson, Mark, *loc. cit.*

Picture 17b shows the kind of notifications which can be seen and unlocked only when the players arrive in some stages. The notifications are symbolized by some sentences with blue font-color and appear in some places to be unlocked by fulfilling the requirement.

Picture 17c contains the last kind of notifications which are more detailed and have longed phase, symbolized by some sentences, with various font-color. The notifications are symbolized in a form of detailed paragraphs, talk about detailed information that the player can or might do. The features can be seen within pictures below:
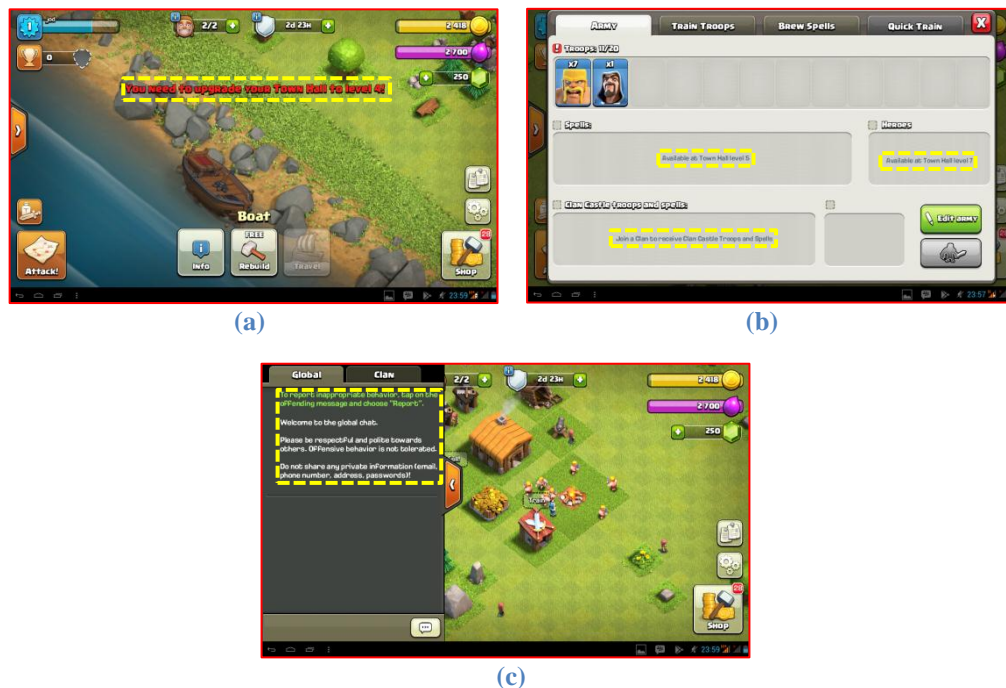

(a)   (b)

(c)

Figure 17: In-game limits and frameworks.

The role of those notifications on this game will help the player in comprehending the rules in this game. Prensky said that the rules differentiate games form any other types of unstructured play as they

gives limitations and provide a framework which specifies players behavior. Within the context of digital/computer gaming, the existences of rules are significant for the game and need all players to follow some certain paths. [128] Also, unnoticeably, they can increase the exposure rate of the player's various sentence forms.

By applying it in the game, with unconsciously, the player will be accustomed with the utilization of specific form of sentences match with its specific conditions. The font-colors also help the players to differentiate and get well-memorized each function of the sentence forms.

b. Some goals and objectives to provide motivation.

The goal and the objective are important aspects of games since digital or computer games are "action-and-goal directed preliminaries for and simulations of, manifested experience". They let the digital games be put into the dialogue, experience, images and actions intercourse. The goal also proved withal some research that responsible for a high degree of motivation induced. [129]

Figure 18 depicts the appearance of some in-game goals and objectives take part as side mission and supported resources for the players. The game is provided by some challenges and side missions to be fulfilled by the players to gain some premium resources and prestige amongst them. The goals and objectives are manifested in the

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[128]*Ibid*, p. 35.
[129]*Ibid*, p. 44 & 48.

form of feature which is known as "Home Village and Builder Base Achievements". Those features are part of the "My Profile" as being seen in the picture 18a. Taken in a closer look in the picture 18b, some numbers of achievements can be seen.
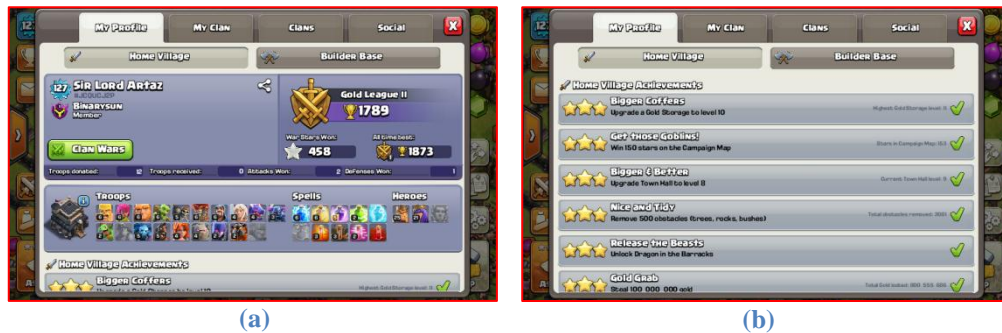

(a)   (b)

Figure 18: In-game goals and objectives.

This feature will provide players with some motivations. It can help the players to avoid the weary feeling toward the game. Prensky said that goals are integral parts of games and he proposed embodiments of goals within the games liable for the high degree of motivation that is frequently shows by gamers. [130] By some challenges also, it can take role as some achievements for the players who take the challenges away. This feature also can be applied to the language learning media as one of the elements to help language learners in their learning. It is synchronized by the learners which need some goals and objective as the challenges to enhance their affective domain and motivation.

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[130] *Ibid*, p. 35

c. Outcomes and feedbacks as elicit emotional investments.

Outcomes as one of the elements which influence the game function will provide a measure of progress. Its appearance has some deep connections with the game's goals in establishing the proceeds of playing result either win or lose. Many researches and studies considering the games outcomes claim that digital games facilitate learning. Based on the Prensky, feedback can manifest in the shape of many forms such as scores, graphics, or audio effects. [131]

Figure below testifies the one of the features in the game. In picture 19a it can be seen the embodiment of outcomes within the game. The red dashed box marker in the right upper corner of the picture shows the column of the "Find a Match" feature within the game (will be later discussed in segment below) which shows the winning or losing condition of the players.

Inside picture 19b, the existence of feedback of the game also can be seen. Some reward and appreciation are given to the players when they got a successful attack or winning. The feature can be seen by
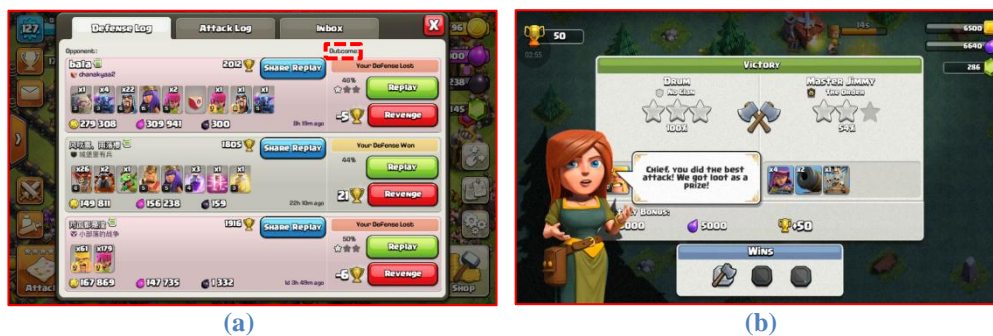

(a)   (b)

Figure 19: Outcomes and feedbacks features.

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[131] *Ibid*, p. 36 & 48.

Through this feature, player can understand more about the concept of the games itself. Prensky said that outcomes and feedback as forth essential elements of games that provide learning. Outcomes also influence the players' emotions associated with the game and can enhanced its appeal. Feedback produces allow some mechanism by which players learn about the game. It is closely related to learning in digital/computer games. [132]

Thus, the existence of these features can motivate learner to take more time in playing the games and further experience in learning the languages.

d. The existence of some conflicts, competitions, challenges or oppositions to support problem solving and stimulate interest and involvement.

Conflicts, competitions, challenges or oppositions within the game indeed are supplement elements of game structure which agitate and keep the games' encounter. [133] It is mostly one of the main attractions of a game and the prior features which keep the players to play.

One of the Prensky's computer games for learning and structural elements is the existence of, at least, one of conflict, competition, challenge or opposition as shown in figure 20. Picture 20a shows the first feature which manifest the conflicts occur in the game. This game is not only emphasizing the village development only, but also village

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[132]*Ibid*, p. 36 & 48.
[133]*Loc. cit.*

rivalry, which is manifested in the feature called "Find a Match" (red dashed box). With some cost of resources, players can search for other players of villages then take some advantages by raiding them. Furthermore, some "offline" villages are also offered by the game in the form of 'Goblin' village puzzle map challenge with some resources as the reward (red dashed box).

The representation of competition elements can be seen in the picture 20b. The game which are characterized as the online game, also supported with the closed competition between all the players around the world. The competition can be seen in the level of players (yellow dashed box) and clan (red dashed box). The competition level are measured by the amount of players or clan in the "Find a Match" feature or known as beating other player village. In the end of each season, a player will get premium resources as the reward and displayed as top league players around the world.

The next picture of 20c shows the challenge elements of the game. The game is providing the "Friendly Challenge" feature which can be accessed by clicking the "Challenge" button below the clan chat wall (yellow dashed box). This feature allows players to challenge other clan mate in raiding their village in friendly challenge condition. Last picture in the figure shows the opposition elements of the game.

As can be seen in the picture 20d the feature is one of the aces features of the game. Introduced as the "Clan War" feature, each clan

can 'clash' each other in order to gain some credits and prestige amongst the game environment. When the clan declared, two clans will take some opposition activities and raid each other of the clan member villages. These pictures will show the existence of the elements within the game:
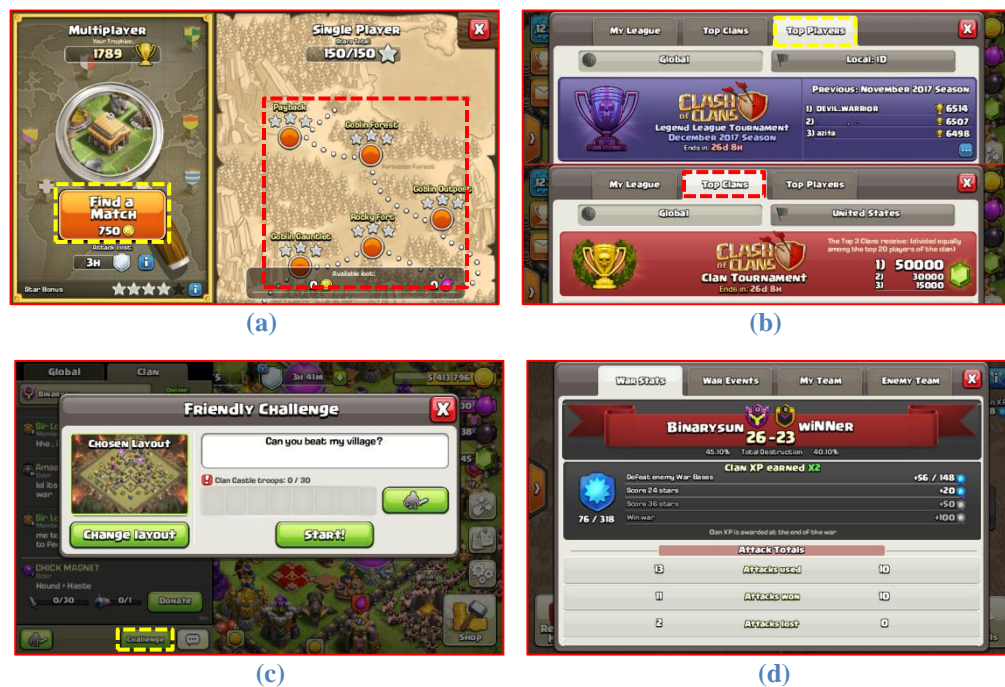

Figure 20: The conflict, competition, challenge, and opposition as the game attraction.

These feature is not only attracts the players interest as well encourage them for problem solving and stimulate their interest also involvements. Prensky said that, all of the elements these factors are fundamental, involved problem solving and as a significant role in keeping players interest and excitement during the gameplay. [134] The elements are needed by the language learner so they can learn in easy and fun ways and not get bored easily.

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[134] *Loc. cit.*

e. Allowing player-to-player interactions to supports the information of game-based social groups.

The interaction amongst the players both in and out-of-game let players gain some knowledge and learning skills. Steinkuehler believed that this thing comes since for their frequent interactions including out-of-head complex challenges withal problem solving. [135]

Some pictures represent the features displayed in figure 21. The allowance of player-to-player interaction can be seen in the function of chat feature which already explained in segment above (see segment 1 section b). The chat feature consists of two functions "Global" and "Clan". Picture 21a represents the "Global" chat (yellow dashed box) which can unite players around the world in one chat forum. Then picture 21b shows the second function as the "Clan" chat (yellow dashed box). This feature can be the gathering place for the clan member in socializing with other clan mates. The elements features can be seen in these pictures:
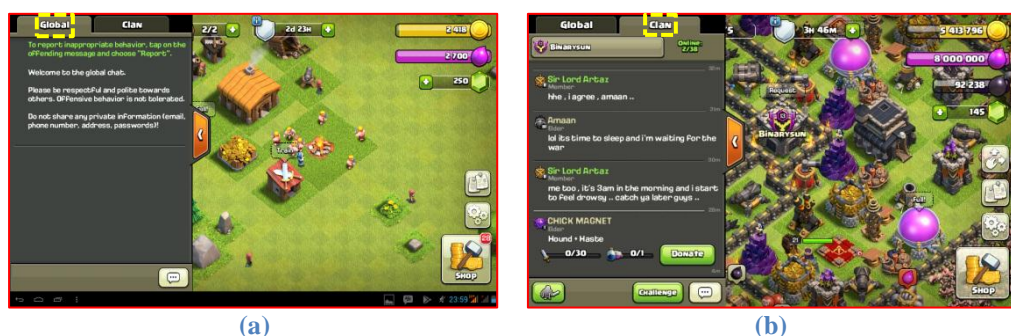

(a)   (b)

Figure 21: Chat feature allows player-to-player interaction.

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[135]*Ibid*, p. 49.

This feature not only can support the social need domain of the player mentioned in above segment, but also be a media to relate player with the other player. Prensky insisted that the interaction amongst the multiplayer games shows that many games encourage the creation of social groups which allows the members with chance for learning. [136] This element also shows that a game is a game which supports the information of game-based social groups. This element also needed for games which have purpose to enhance language learning process.

f. The needs of representation or story to enhance engagement.

Crawford argued that there are four key qualities which embrace the digital or computer games: representations (the existence of story which explained the subjectivity and role within an enclosed enclosure), interaction, conflict and safety. It is believed that all these elements will increase the engaging frequency and player motivation in digital or computer gaming participation for learning. [137]

The last figure in this section contains some pictures which tell the existence of a story inside the game. In this game, the player represents as a chief of a village which control everything happened in the village. Later in the game, a village will be unlocked by adding the number of villages being developed. The first village is commonly called as the 'Day Village' and the other known as the 'Night

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[136]*Ibid*, p. 36.
[137]*Loc. cit.*

Village'. Some characters and personas in the game are created to amplify the presence of that representation.

These can be seen in the picture 22a and 22b in which the "Villagers" (see section 1 segment f) are giving some tips and tutorial which happen in the very beginning in the game. She used the term 'chief' in referring the player. Later in the game when player already arrive in certain level, the 'Night Village' will be unlocked and some extras story will be experienced by the player. Seen in picture 22c when villagers stated about the supremacy of the player in using troops as the chief of the 'Day Village'.

Some extra character also introduced in the 'Night Village' which known as the 'Master Builder'. Picture 22d shows the personage of the 'Master Builder' and his massive role in the game. These pictures will manifest the elements within the game:

(a)

(b)

(c)

(d)

Figure 22: The representation of the in-game story.

The existences of the story in this game not only make the game more enchanting but also clarify the presence of the player toward the game. Prensky described the final elements of the games as a representation. This element is essentials which are all the games need narrative and fantasy elements in a digital or computer games. According to Steinkuehler, MMORPGs which blend the elements of fantasy in their story with realism and strong narrative element are significant social phenomenon. [138] It can enhance the engagement and the absorption degree of the game itself. With this element, learners using the game to enhance their language learning experience will enjoy the process and increase the engagement.

4. Thorne, Black and Sykes' MMORPGs Uses Rationale

In this section, some points of Massively Multiplayer Online Role Playing Games (MMORPGs) uses rationale will be elaborated. The elements will be presented in the form of chat conversation and researcher personal experiences also interpretation. The chat conversation displayed here is based on the researcher observation in "*Binarysun*" clan. A preferred target language takes the English as the example. The elements are manifested below:

a. Opportunities for target language (TL) use.

There are sufficient chances for TL use within a context that is authentic and purposeful which exist in some educational settings.

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[138]*Ibid*, p. 36 & 42.

Peterson believed that goal-directed and authentic games context obtained collaboration implicating TL use, serving resources for emergent abrupt selfhood information, interpreting, socialization and second language acquisition. [139]

This figure displays the chat conversation between researcher and two clan mates with ID name *Amaan* and *Lion Hearted*. The points of the conversation will be described in table 9 below:

Table 9: Figure 23 conversation chat description

ID. Name	Statement
Sir Lord Artaz	"**do this clan speak in all English ?**"
Lion Hearted	"ya"
Amaan	"yeah" "**you know any other language?**"
Sir Lord Artaz	"good .. i like that .. :D"
Amaan	*smiling *piece
Sir Lord Artaz	"**hehe , i just know English to communicate ..**"

In picture 23a, it is started by the researcher question about the common language in use within the clan environment (yellow dashed box). Researcher tended to find the clan which using the preferred target language. Some clan mates were responding by confirming the researcher question (red dashed box). One of the clan mates, *Amaan*, also asked about any other language which wanted to be used by the researcher.

In picture 23b, researcher tried to appreciate the environment by showing his graceful (yellow dashed box). It is responded nicely by

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[139]*Ibid*, p. 58 & 84.

Amaan with some emoticons (red dashed box). The conversation ended by researcher statement which preferred English (as the TL) for the communication language. The elements can be seen within these pictures:

(a) (b)

Figure 23: The opportunities for target language (TL) use.

The opportunities for target language use can be found inside the game. Peterson said that the complex, competitive and engaging genuine of the interaction in this genre of digital/computer games can stimulate TL use. [140] Most of the social environments, which can be found inside the clan, embrace the use of some language system. Most of them are using the English that commonly known universally, but any other language as social language system can possibly exist. This element can support the learners to dive in personally in specific TL use environment. This can help the learners to enhance the language learning activity and increase the successful rate probability.

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[140]*Ibid*, p. 56.

b. Participation in TL social interaction.

García and Carbonell identify ideas from cognitive second language acquisition containing the exposure to comprehensible of the input and TL interaction as biggest advantage within the digital or computer games. Legenhausen and Wolff also claimed that the absence of purposeful TL interaction and only lean on linguistic knowledge learning may not necessarily enhance the competencies. [141]

Conversation in figure 24 manifests an element of the rationale. The conversation took place between the researcher and clan mates *Amaann* and *THE DEAD MAN*. The conversation will be further described within table 10:

Table 10: Figure 24 conversation chat description

ID. Name	Statement
Amaan	"i hate visitors"
Sir Lord Artaz	"**yeah , me too ..**" "**they made the clan wall chat dirty for that 'red sentences' ..**"
THE DEAD MAN	"lol"
Amaan	"**yeah lol**" "**btw which strategies do you use to attack in war?**"
Sir Lord Artaz	"**hmm , I rather choose the *lavaloon* with *bowlers* for the *cc* .. :D**" "how 'bout you guys ?"

In picture 24a the conversation took turn when some of the inmates were leaving the clan without any reason (yellow dashed box). The one of the clan mates, *Amaan*, responded to the condition

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[141]*Ibid*, p. 59 & 64.

by expressing his mind (red dashed box). The researcher then confirmed the same idea with the *Amaan*'s (blue dashed box). In picture 24b another clan mate, *THE DEAD MAN*, responded by uttering an expression (yellow dashed box). The topic is closed and changed by the *Amaan* by asking the researcher about some in-game term (red dashed box). The conversation closed by the researcher answer toward the *Amaan*'s question (blue dashed box). It can be seen within these pictures:

Figure 24: The participation of TL social interaction within the chat feature.

From this figure it can be seen an element of the rationale which is participation in TL social interaction. Withal active participation in the online in-game groups, leaners will develop the expertise and ultimately achieve legitimate peripheral participation. [142] The friendly atmosphere within the clan, which is also supported by some features, let players participate directly in TL interaction. Moreover, like

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[142] *Ibid*, p. 57.

already mentioned in previous section, players also can interact directly with the native language (see section 2 segment b) within a safe enclosure (see section 1 segment g).

c. Peer assistance and instruction.

The fellowship of in-game social communities or organizations like clan which offers a significant role for the game progression is believed as facilitating acceptance into communities of practice known by the advice of peer assistance and instruction. Within some games which supported by the internet connection for playing and allows real-time interactions such like this game, some researchers indicate that the chances for goal-directed and authentic communications with natives language and peers offers a numbers of benefits. [143]

Through the figure a long conversation took place. The conversation happened between the researcher and the clan mates with ID name: *Crimson* and *Amaan*. The conversation will be summarized below.

Table 11: Figure 25 conversation chat description

ID. Name	Statement
Crimson	"Lord?" "Can you war?"
Amaan	"okay X'D" "he told me he would"
Sir Lord Artaz	"yes i could .. i'll try for the best .."
Crimson	"***Opt*** **in if you** *wana* **war**" "**And make sure to use attacks well**"

[143]*Ibid*, p. 59 & 129.

Sir Lord Artaz	"done"
	"okay , but sorry if maybe then i messed up .. i hope I can earn from the masters here .."
Crimson	"We dont take risks in war"
	"***Lear* in raids and challenges, you need to have common sense of attacking and knowledge as a th9**"
Amaan	"**we will guide you bit**"
Sir Lord Artaz	"i'll attack , for sure , i'll try *ma* best .."
Crimson	"**And a good strategy**"
	"**As long as you do your best and we can help you**"
Sir Lord Artaz	"okay , seems good enough for me .."
Crimson	*started Clan War search

In this chat, some point can be taken. The conversation took place in picture 25a when *Crimson* asked researcher to join Clan War (yellow dashed box). *Amaan* then said that researcher would join in (red dashed box).

In picture 25b researcher confirmed his participation in the Clan War (yellow dashed box).

In picture 25c it can be seen that *Crimson* gave some instructions regarding the War (yellow dashed box). Then researcher affirmed the instruction and uttered an apology for later inconvenience and asked for some assistance (red dashed box). Then *Crimson* gave some specific advices and tips for it (blues dashed box).

In picture 25d *Amaan* also offered some help for the researcher (yellow dashed box). With all of those supports, researcher ensured and uttered to give his best (red yellow box). *Crimson* then once again give some last assurance to the researcher (blue dashed box). The

conversation ended with researcher's prominences and the Clan War started by *Crimson* (green dashed box). These things can be seen in the pictures below:
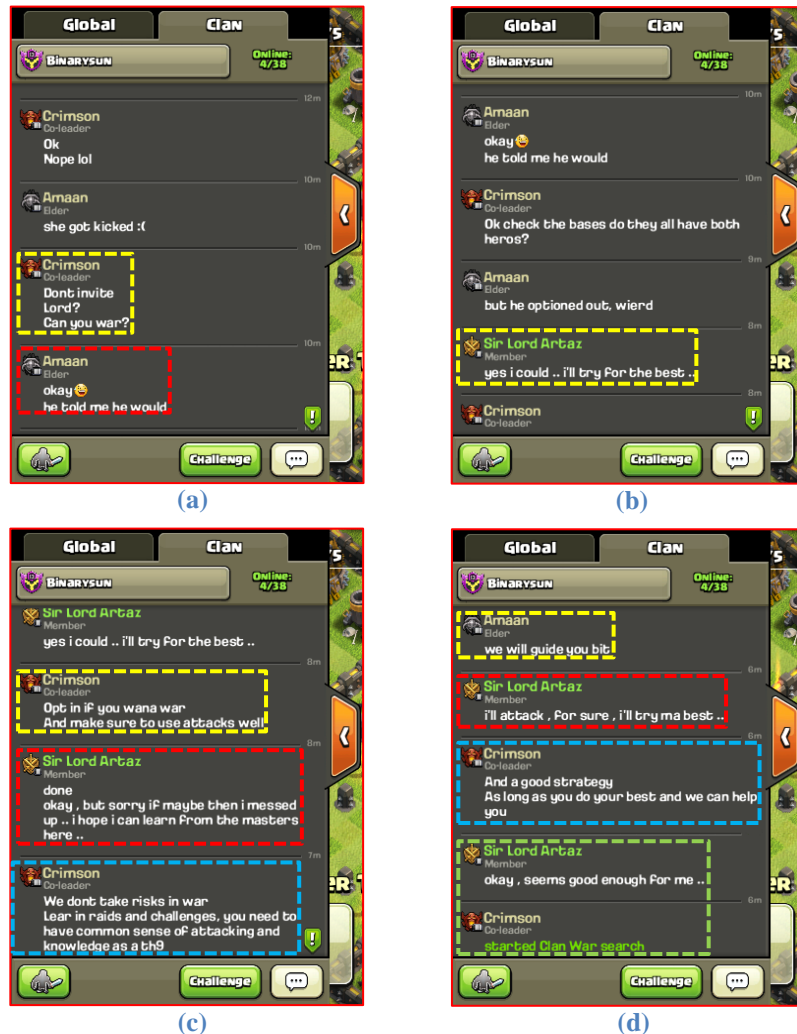

Figure 25: Peer assistances and instructions.

From this figure it can be seen that some peer assistance and instructions might happen within the game enclosure. Lantolf believed that in explanations of second/foreign language acquisition revealed by sociocultural theory, the assistance supplied by more capable peers during the interaction is noticed as playing a central role in learning.

[144] Through the chat feature, the lower level players can ask some support, tips and advices to the higher one. Higher level players also can lend some help within the clan activity. By this feature players would have some constructive interaction each other to do some evaluation and self-correction. This rationale element can support the learners in their learning process by providing a peer council media. It could diminish their anxiety level in the learning process.

d. Membership of communities practice.

In order to enhance the progress of the in-game learning, players also need to understand the particular discourse of the game community. The membership of certain community will allow the player to easily gain these prominences. [145]

In the figure 26 it can be examined the conversation which occurred between researcher and the clan mates *Amaan* and *THE DEAD MAN*. The conversation description will be presented in the table below:

Table 12: Figure 26 conversation chat description

ID. Name	Statement
Sir Lord Artaz	"are all people here americans ?"
Amaan	"no not all of *em*" "I'm from Pakistan"
Sir Lord Artaz	"*owhh* .. wow .. how you could end here amaan ?"
Amaan	"i came here to grow" "i was with level 16 heroes when I arrived here"

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[144] *Ibid*, p. 110.

[145] *Ibid*, p. 106.

Sir Lord Artaz	"wow , that's cool .. *thumbs up"
	"you already here for a while"
THE DEAD MAN	"i was a new th 8 *gloomy *flat face"
	"when i came here"
Sir Lord Artaz	"**a lot of loyal member here .. :D**"
	"**wish i can be like that too .. :D**"
Amaan	"**haha yeah**"

Through the table some point can be seen. The conversation started in picture 26a when the researcher asked about the community background of the clan (yellow dashed box). Then *Amaan* responded the researcher question by answering it (red dashed box). Researcher then gave further question about personal background to *Amaan* (blue dashed box). It can be seen in the green dashed box marker *Amaan* told his experiences in the clan.

In picture 26b researcher appreciated *Amman*'s story (yellow dashed box). Next, some clan mates responded to researcher statement by uttering their experiences also (red dashed box). The pin point comes in the blue dashed box marker when researcher uttered his expectation for the same experiences. The conversation closed when *Amman* assured researcher about the expectation might be happened. It can be seen in these pictures below:

Figure 26: Membership of communities practice.

To this point it can be seen that some membership in a certain safe clan enclosure might happen in the game. Peterson believed that membership is necessary for successfully second/foreign language acquisition process which provide members with opportunities for learning. [146] The clan which commonly offered some friendly atmosphere and constructive condition will let people become the community and get some membership. Furthermore, trusted member can get some prestige and member class promotion into the higher one like elder and co-leader. This element can help the player to feel safe when roaming the in-game environment. This thing can also support the learners withal give some membership status and 'part-of-herd' feeling. This's the one which give the safety feeling the learners.

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[146]*Ibid*, p. 29.

e. Learners gradually socialize into game TL norms.

The specific communication norms which applied within the in-game community will also affect the learning progress. In this case, the learners as players need to adapt themselves with the unique game-specific register which commonly used with the experienced high-level players. To understand and familiarize these kinds of communications, it will help the learners and players to enhance their learning process. [147]

Some conversation happen based on figure 27. The conversation took place between researcher and clan mates *Amaan* and *phoinex*. The details of the conversation will be summarized within table 13 below:

Table 13: Figure 27 conversation chat description

ID. Name	Statement
Sir Lord Artaz	"Ok.." **"hello guys , i'm new here .. i'm an Indonesian .. hope can cooperate with all *f'you* .."**
Amaan	"-_-" **"NO CUSSING ALLOWED HERE"**
Sir Lord Artaz	"it is not 'f*ckin' man .. *shocked"
Amaan	"then?"
Sir Lord Artaz	"i mean , all of you .."
Amaan	"ohh, okay then"
Sir Lord Artaz	**"sorry , i'm not a native .. hope i can learn the english well here also .."**
phoinex	**"Sir lord you will watch your language"**
Amaan	**"you'll probably do"**
Sir Lord Artaz	**"sorry leader , but i'm not using the**

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[147] *Ibid*, p. 106.

	'f-word' ..."
	"thanks amaan .. :D"

There are many things to see in the following figure. In picture 27a it can be seen that the researcher tried to introduce himself to the clan community (yellow dashed box). Then one of the clan mate *Amaan*, astonished by researcher's word selection and scolded about the language norms in the community (red dashed box).

In picture 27b researcher gave some clarification and it was happened a few misunderstanding (yellow dashed box). *Amaan* then asked about the researcher real means (red dashed box). In blue dashed box marker, the researcher told the real meaning of his word before.

In picture 27c *Amaan* then excused researcher (yellow dashed box). In the red dashed box marker, the researcher then did apologize to the community about the mistake and asked about some assistance in learning the target language. Some clan mates then were confirming the researcher request (blue dashed box).

The conversation ended which marked with green dashed box, referred to the researcher which gave some credits to the community. These pictures will show the existence of the features within the game:
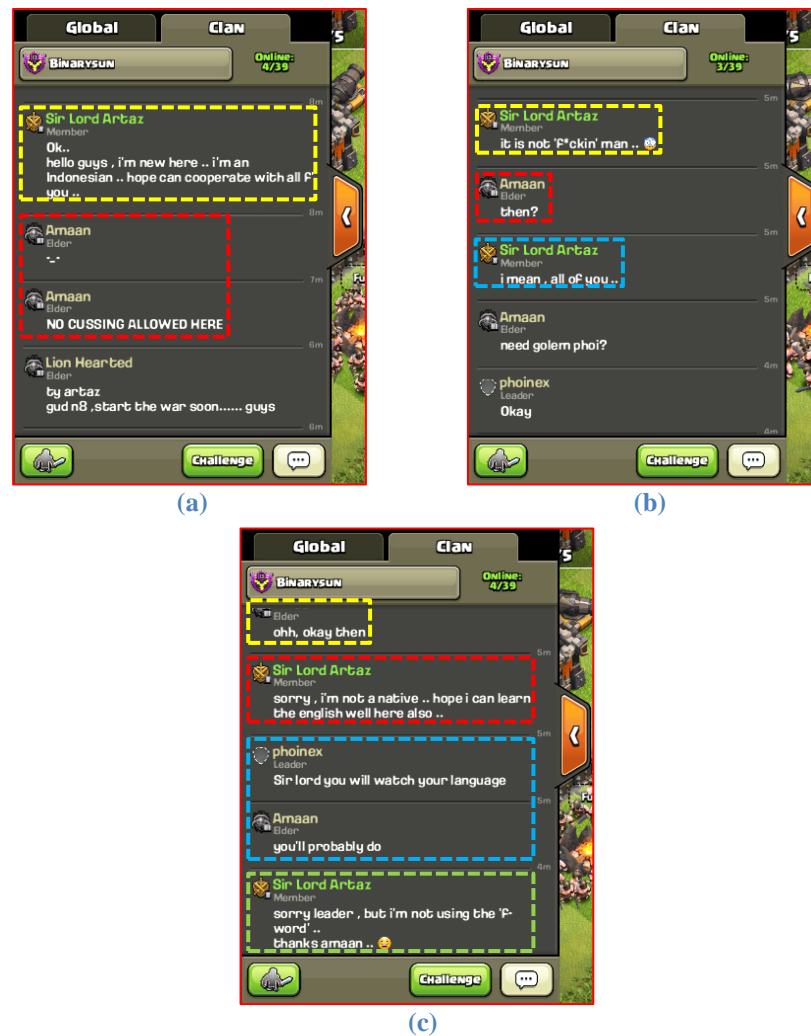
Figure 27: Learners can socialize with the TL norms.

Through the conversation, it can be concluded that some TL norms socialization can happen within the game. Through some participation in the online communities, learners will take some direct participation and socialized into the game community TL norms. [148] The residence of the community might tell the things which do not comply with the TL community norms and some inconvenience. The players are guided by the fellow clan mates and get some support in

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[148] *Ibid*, p. 57.

accustoming it. This element also help learner learn some social norm which commonly attached in the real life TL norm. The in-game safe environment roles as the manifestation of real life TL norm and learners can practice it before applying it in the real social environment.

f. Establishment and maintenance of collaborative social relationship.

Steinkuehler believed that collaborative activity amongst the players within the in-game community including social interaction is the distinction feature of certain type of game which is essential for players' success. They will learn how to obverse the games' hierarchy by mastering some certain skills by keeping supported interaction with peers. This also bolsters the role of feedbacks and outcomes. [149]

This figure contains some shots which represent the conversation between the researcher and the clan mates *Amaan* and *Crimson*. The conversation will be explained below:

Table 14: Figure 28 conversation chat description

ID. Name	Statement
Sir Lord Artaz	"btw , how about the attack rules here ?"
Crimson	"Attack the base you are 100% sure you can 3 star" "You scout and decide" "The army on a base you are sure you can 3 star"
Sir Lord Artaz	"so i can choose the lower number ?"
Crimson	"No" "Not so low" "You are 4 in war so your targets will

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[149]*Ibid*, p. 44.

	usually be somewhere between 5 6 7"
Sir Lord Artaz	"okay , got it .. ;)"
Crimson	"Never attack higher unless the bottom is all cleared"
Sir Lord Artaz	"f'course .. X'D i'm afraid i cannot get 3 stars if go to high .."
Amaan	"and make sure you don't make crim mad X'D X'D X'D *burnt" "her anger is savage X'D *burnt"
Crimson	"Hahah amaan"
Sir Lord Artaz	"wow .. how i can make him mad ? *shocked"
Amaan	"*her"
Crimson	"Im only get angry to recklessness" "I" "Makes me mad" "Lol"

By the table and figure it can be rounded up into some compulsion. In picture 28a it can be seen the conversation started by the researcher's question about some in-clan rule and term (yellow dashed box). Then *Crimson* as the clan mate and co-leader gave some information for answering the researcher's question, it is marked by the red dashed box. In blue dashed box marker, researcher gave some further question about the *Crimson* statement.

In picture 28b *Crimson* looks to give response toward researcher last questions (yellow dashed box). Then researcher, within the red dashed box marker, showed the pleasant expression about *Crimson*'s response. Crimson still gave further advices for the term, shows by the blue dashed box marker.

In picture 28c researcher showed his agreement toward *Crimson* advices (yellow dashed box). See that one would came, *Amaan* then

made some jokes about *Crimson*, marked within red dashed box. In the blur dashed box marker, it can be seen that *Crimson* took the jokes nicely.

In the last picture of 28d researcher tend to astonished by *Amaan*'s jokes, marked with yellow dashed box. The conversation was close by the *Amaan* correction about researcher mistake which referring *Crimson* as male and *Crimson*'s clarification about the *Amaan*'s jokes (red dashed box). It can be seen within pictures below:
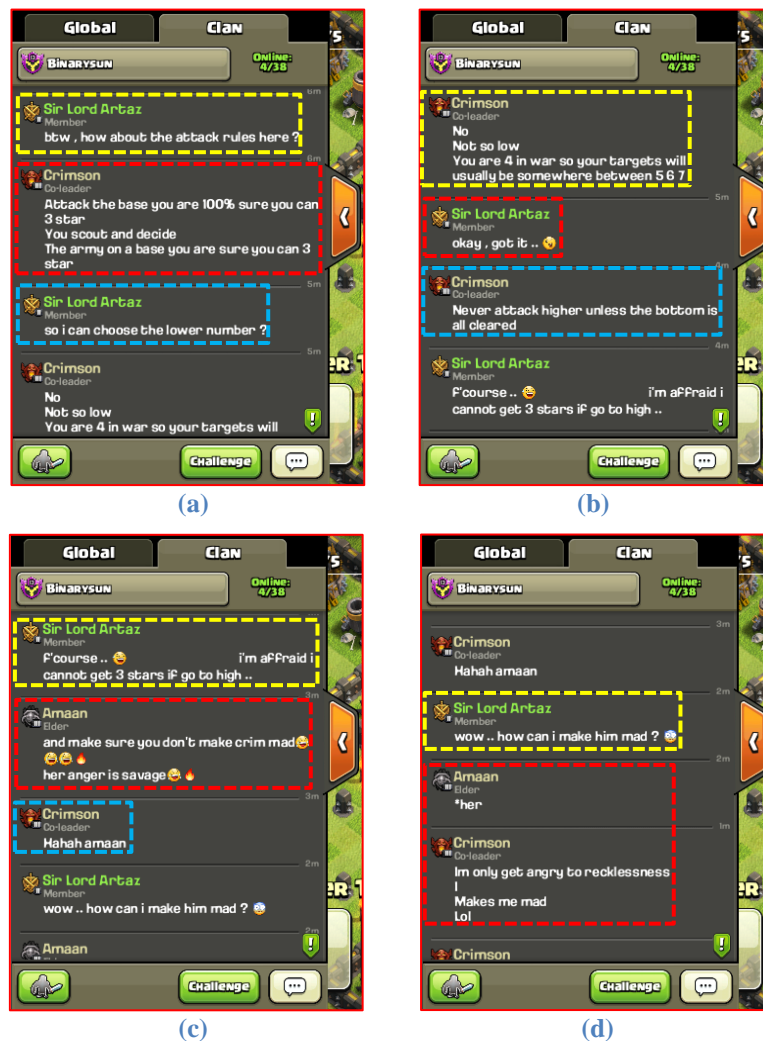

Figure 28: Establishment and maintenance of collaborative social relationship.

This conversation manifested in the figure 28 shows that the last element of the MMORPGs rationales exists in the game. Peterson said that the collaborative social relationship established by the gamers reflects the supportive nature of the players' interaction who applied politeness and humor or jokes in order to keep the affiliate bond which was developed along their gameplay. [150] Through some experience and introduction within the clan community and process, the researcher finally can normally socialize with the members of the clan. Some jokes and laugh can be seen during conversation while the researcher was taking part in the community nicely.

The friendly atmospheres are easily found out in most of the clan community. This helps the researcher, and also other players, to socialize without facing any difficulty. This element helps the learners in their learning process too. Within a safe environment which are easy to bear in, the learners will be avoided by any obstacle which commonly found in the beginning of real dive in learning process.

B. The Elements Based Viability Categorization

This sub-chapter mends to answer the research question which is already formulated in the previous chapter: whether Clash of Clans can be categorized as one of the language learning media?

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[150] *Ibid*, p. 79.

Before researcher answers the questions, it is important to examine the elements of the language learning in the Clash of Clans, as shown in the following tables:

Table 15: Language Learning Media Elements

Num.	Aspect	Availability		Description
		Yes	**No**	
1.	Give suitable environment to answer learner multiple needs.	√		With various features and equipped with multiple platforms which offered within and without the game, it can answer learner multiple needs.
2.	Provide the affective, cognitive and social need aspects of the learner.	√		The three domain of learner can be fulfilled thorough in-game features which already supported by the game.
3.	Offer learning structure which can be constructed by the learner.	√		By using some media like websites, videos and some game innate features, game learning structures can be constructed preferably.
4.	Give the learners direction of the self-learning process	√		The existence of limits and framework are manifested in the game in some goals and purpose
5.	Be an independent source of language learning content.	√		Some language content in the form of content description are available within the game
6.	Based on specific belief regarding the learners and their learning processes.	√		The autonomous learning is held by the game as their belief toward the players.
7.	Diminish anxiety feeling by providing a safe learning environment.	√		Some friendly environment which less strict in the matter of lexical rules let player can explore and practice some language ability without feel anxious.
8.	The existence of purposes as the manifestation of learning process.	√		The grand goal and purpose in the game help the player to manifest the gaming activity.

Table 16: Elements of Game-Enhanced Language Learning Benefits

Num.	Aspect	Availability Yes	Availability No	Description
	Elements of Game-Enhanced Language Learning Benefits			
1.	The authenticity and learning community.	√		The authenticity of learning environment which exist in the game let player can dive in the natural environment directly.
2.	Opportunity for intercultural learning.	√		The 'Global and Clan' chat feature which can unite players across the world let happen some intercultural learning.
3.	Access to diversity and complexity of written and spoken discourse.	√		The diversity and complexity of written and spoken discourse can be found through chat and video link features within and without the game.
4.	Affordances for socio-cognitive processes of learning and language socialization.	√		Within the chat feature some socio-cognitive process of language learning socialization might occur.
5.	Mostly in the affordance of lexical learning.	√		Since the player interaction within the game is in the form of written product, some lexical learning may be afforded by the players.

Table 17: Elements of Prensky's Computer Games for Learning Structure

Num.	Aspect	Availability Yes	Availability No	Description
	Elements of Prensky's Computer Games for Learning Structure			
1.	The viability of rules that guide the player behavior.	√		Some rules and framework are relevant within the game to keep the playing activity.
2.	Some goals and objectives to provide motivation.	√		With the achievement feature, the game set some goals and objective to keep player still motivated.
3.	Outcomes and feedbacks as elicit emotional investments.	√		The 'Contact Us' feature of the game let player to give some outcomes and feedback from the playing activities.
4.	The existence of some	√		The main attraction of the

	conflicts, competitions, challenges or oppositions to support problem solving and stimulate interest and involvement.			game includes all the points in this element.
5.	Allowing player-to-player interactions to supports the information of game-based social groups.	√		By using the chat feature, player can interact with other player around the world.
6.	The needs of representation or story to enhance engagement.	√		The game story which treat player as a chief of a village can enhance the player engagement and motivations.

Table 18: Thorne, Black and Sykes' MMORPGs Uses Rationale

Thorne, Black and Sykes' MMORPGs Uses Rationale			
Num.	**Aspect**	**Availability**	**Description**
		Yes	**No**	
1.	Opportunities for target language (TL) use.	√		By finding suitable clan, preferred game language and chat feature, players can have opportunities to communicate in TL.
2.	Participation in TL social interaction.	√		Within the TL enclosure clan, players can join in TL social interaction.
3.	Peer assistance and instruction.	√		Some peer assistance and instruction can be asked from the clan mates
4.	Membership of communities practice.	√		The clan community offers some membership and joined party for the players.
5.	Learners gradually socialize into game TL norms.	√		Within the clan community players can learn the norms which inducted by the clan as TL community.
6.	Establishment and maintenance of collaborative social relationship.	√		By some socialization and adaptation, players can establish also maintain social collaborative and relationship by other clan mates.

Peterson and Prensky believe that in well-designed digital/computer games all the elements above are combined properly to produce the intense engagement and pleasure of language learning game-enhanced media. [151] By this table it can be seen all of the aspect based on the data evidence documentation from the observation and analyzed using researcher interpretation, the Clash of Clan game can be categorized as a language learning media and enhanced the language learning.

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[151]*Ibid*, p. 36.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research in the previous chapter, there are some points which is taken as the conclusion of the research regarding language learning media elements in Clash of Clans game, as follows:

1. The Clash of Clans game contains all elements which are needed by a game to be categorized as language learning media. Since all the elements exist, it also can be categorized as a game that enhances the language learning activity and can be used as a language learning media.

2. There is happening a shifting paradigm which emerges through the ages since the development of computerized and electrical technologies and the commencement of high-tech teaching. The latest informational technology itself which is adapting the efficiency of personal user, lend a new kind of model for the language learning aid. One of the most branding concepts is molding a new paradigm to the aid regarding the supportive capacity of the educational aid itself. It comes since the appearance of the technology which is offering genuine feature: to assist human independently. A facile operation way with purposely-made single personal user let everyone to easily utilize this latest technology without any helps from other people. That concept incites the self-taught characteristic (autonomous learning), rewriting the old concept of how the aid useful for people – change the trend of conventional education into the modern one, from the aid use for

teaching to learning. In the first place the aid mend to help teacher's roles in the classroom, then it is changed into a tool or media that help the learners maintain their own learning goals. This change also brings a new trend for the nowadays learning approaches, which is transform the old teacher centered one become the latest student centered.

B. Suggestions

Some suggestions will be embedded considering the research and conclusion of the research. The suggestions will be signified, as follows:

1. For the Gaming Community

The member of gaming community can keep playing the game since this research is proving that some games won't obstruct learning process, instead, enhanced it.

2. For the Teacher

The teacher needs to use some latest technologies so that it can improve the effectiveness of teaching and learning activity either within the class or not.

3. For the Public

All the people who believe in a myth that game can obstruct the learning activity and contradictive with educational purposes need to read this scientific undergraduate thesis report so the myth can be busted and the mindset will be clarified.

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APPENDICES

APPENDIX 1

OBSERVATION GUIDELINES

Guidance of Language Learning Media Elements

Language Learning Media Elements				
Num.	**Aspect**	**Availability**		**Description**
		Yes	**No**	
1.	Give suitable environment to answer learner multiple needs.			
2.	Providing the affective, cognitive and social need aspects of the learners.			
3.	Offer learning structure which can be constructed by the learner.			
4.	Giving the learners direction of the self-learning process.			
5.	Being an independent source of language learning content.			
6.	Based on specific belief regarding the learners and their learning processes.			
7.	Diminish anxiety by providing a safe learning environment.			
8.	The existence of purposes as the manifestation of learning process.			

Guidance of Game-Enhanced Language Learning Benefits Elements

Game-Enhanced Language Learning Benefits Elements				
Num.	**Aspect**	**Availability**		**Description**
		Yes	**No**	
1.	The authenticity and learning community.			
2.	Opportunity for intercultural learning.			
3.	Access to diversity and complexity of written and spoken discourse.			
4.	Affordances for socio-cognitive processes of learning and language socialization.			
5.	Mostly in the affordance of lexical learning.			

Guidance of Prensky's Computer Games for Learning Structural Elements

Num.	Aspect	Availability		Description
		Yes	No	
1.	The viability of rules that guide the player behavior.			
2.	Some goals and objectives to provide motivation.			
3.	Outcomes and feedbacks as elicit emotional investments.			
4.	The existence of some conflicts, competitions, challenges or oppositions to support problem solving and stimulate interest and involvement.			
5.	Allowing player-to-player interactions to supports the information of game-based social groups.			
6.	The needs of representation or story to enhance engagement.			

Table header: **Prensky's Computer Games for Learning Structural Elements**

Guidance of Thorne, Black and Sykes' MMORPGs Uses Rationale

Num.	Aspect	Availability		Description
		Yes	No	
1.	Opportunities for target language (TL) use.			
2.	Participation in TL social interaction.			
3.	Peer assistance and instruction.			
4.	Membership of communities practice.			
5.	Learners gradually socialize into game TL norms.			
6.	Establishment and maintenance of collaborative social relationship.			

Table header: **Thorne, Black and Sykes' MMORPGs Uses Rationale**

APPENDIX 2

DOCUMENTATION GUIDELINES

Table of Data Presentation
(Elements)
(Aspects)
(Picture)
Notes
(Explanation)

APPENDIX 3

MARKER ANNOTATION

Marker	Annotation
	Yellow Dashed Box
	Red Dashed Box
	Blue Dashed Box
	Green Dashed Box

APPENDIX 4

OBSERVATION RESULTS

1. Language Learning Media Elements

Num.	Aspect	Availability Yes	No	Description
1.	Give suitable environment to answer learner multiple needs.	√		With various features and equipped with multiple platforms which offered within and without the game, it can answer learner multiple needs.
2.	Provide the affective, cognitive and social need aspects of the learner.	√		The three domain of learner can be fulfilled thorough in-game features which already supported by the game.
3.	Offer learning structure which can be constructed by the learner.	√		By using some media like websites, videos and some game innate features, game learning structures can be constructed preferably.
4.	Give the learners direction of the self-learning process	√		The existence of limits and framework are manifested in the game in some goals and purpose
5.	Be an independent source of language learning content.	√		Some language content in the form of content description are available within the game
6.	Based on specific belief regarding the learners and their learning processes.	√		The autonomous learning is held by the game as their belief toward the players.
7.	Diminish anxiety feeling by providing a safe learning environment.	√		Some friendly environment which less strict in the matter of lexical rules let player can explore and practice some language ability without feel anxious.
8.	The existence of purposes as the manifestation of learning process.	√		The grand goal and purpose in the game help the player to manifest the gaming activity.

2. Elements of Game-Enhanced Language Learning Benefits

Elements of Game-Enhanced Language Learning Benefits

Num.	Aspect	Availability		Description
		Yes	No	
1.	The authenticity and learning community.	√		The authenticity of learning environment which exist in the game let player can dive in the natural environment directly.
2.	Opportunity for intercultural learning.	√		The 'Global and Clan' chat feature which can unite players across the world let happen some intercultural learning.
3.	Access to diversity and complexity of written and spoken discourse.	√		The diversity and complexity of written and spoken discourse can be found through chat and video link features within and without the game.
4.	Affordances for socio-cognitive processes of learning and language socialization.	√		Within the chat feature some socio-cognitive process of language learning socialization might occur.
5.	Mostly in the affordance of lexical learning.	√		Since the player interaction within the game is in the form of written product, some lexical learning may be afforded by the players.

3. Elements of Prensky's Computer Games for Learning Structure

Elements of Prensky's Computer Games for Learning Structure

Num.	Aspect	Availability		Description
		Yes	No	
1.	The viability of rules to provide limits and a framework that guides player behavior.	√		Some rules and framework are relevant within the game to keep the playing activity.
2.	Some goals and objectives to provide motivation.	√		With the achievement feature, the game set some goals and objective to keep player still motivated.
3.	Outcomes and feedbacks as elicit	√		The 'Contact Us' feature of the game let player to give

	emotional investments.	√		some outcomes and feedback from the playing activities.
4.	The existence of some conflicts, competitions, challenges or oppositions to support problem solving and stimulate interest and involvement.	√		The main attraction of the game includes all the points in this element.
5.	Allowing player-to-player interactions to supports the information of game-based social groups.	√		By using the chat feature, player can interact with other player around the world.
6.	The needs of representation or story to enhance engagement.	√		The game story which treat player as a chief of a village can enhance the player engagement and motivations.

4. **Thorne, Black and Sykes' MMORPGs Uses Rationale**

Thorne, Black and Sykes' MMORPGs Uses Rationale				
Num.	**Aspect**	**Availability**		**Description**
		Yes	**No**	
1.	Opportunities for target language (TL) use.	√		By finding suitable clan, preferred game language and chat feature, players can have opportunities to communicate in TL.
2.	Participation in TL social interaction.	√		Within the TL enclosure clan, players can join in TL social interaction.
3.	Peer assistance and instruction.	√		Some peer assistance and instruction can be asked from the clan mates
4.	Membership of communities practice.	√		The clan community offers some membership and joined party for the players.
5.	Learners gradually socialize into game TL norms.	√		Within the clan community players can learn the norms which inducted by the clan as TL community.
6.	Establishment and maintenance of collaborative social	√		By some socialization and adaptation, players can establish also maintain social

	relationship.			collaborative and relationship by other clan mates.

DOCUMENTATION RESULTS

Table of Language Learning Media Elements
Give suitable environment to answer learner multiple needs.
Figure 2:
 (a)   (b)   (c)
Notes
Picture 2a denotes the first unit description feature, which is the newest, namely: "New Units" feature. It is part of the "For You" tab. Picture 2b denotes the second feature namely: "Barracks Army Information". The picture 2c denotes the outside feature which acts as the supportive feature and can be accessed only through the exclude internet browser, namely: "Wikia.com". The name of the unit denoted in the picture 2a and 2b is marked with the yellow dashed box. In this section, the 'Wizard' unit is taken as the example, and the description is denoted in the red dashed box. In the first place, players can find the unit description just by opening the "For You" tab (picture 2a) to look for a

brief description for the unit.

Furthermore, the expanded description can be found throughout the second feature: "Barracks Army Information" (picture 2b). If the players need more detailed information, the last feature: "Wikia.com" (picture 2c) can be accessed outside the game by touching the link below the "For You" tab (picture 2a) description which is denoted in the blue dashed box.

| Table of Language Learning Media Elements |
|---|
| Providing the affective, cognitive and social need aspects of the learner. |
| Figure 3: |

(a)

(b)

(c)

(d)

Notes
Picture 3a point out one of the "For You" tab content which agitates player beliefs and the attitude of worth by informing them about new things that unlocked by the level. Picture 3b also point out another contents of the feature

which notifies the player about their things that up ahead will be unlocked. Based on the observation, the function of this feature seems can help players organize and conceptualize every single resource and matter in the game. The players' sensitiveness can be sharped through enchanting layout and display let them explore more about the game and develop their village (picture 3c). Players are also asked to give some responses, to attract them to give some active stimuli (picture 3d).

Table of Language Learning Media Elements
Providing the affective, cognitive and social need aspects of the learner.
Figure 4:
Notes

Picture 4a refers to the "Settings" menu which can be accessed in the game. The setting also consists of the preferable language in use, pointed out by the yellow dashed box in the picture 4a. There are some languages which can be picked by the player, can be seen in the picture 4b, 4c and 4d. Overall, it consists 20 languages options such as: English, Français (French), Deutsch, Espanol (Spanish), Italiano, Nederlands, Norsk, Português, Türkçe, Pyyский (Russian), some Mandarin, Japan Katakanas and Hiraganas, Koreans, Arabic, Farsi, Bahasa Indonesia, Melayu, Tiệng Viết (Vietnam), and Thai.

Table of Language Learning Media Elements
Providing the affective, cognitive and social need aspects of the learner.
Figure 5:

(a)　　　　　　　　(b)

Notes

Picture 5a point out the "Global Chat" features (yellow dashed box) which can be accessed by every player to communicate with other players around the world. By accessing this function, the player can also choose which specific world region that they refer to. The second, picture 5b point out another function

known as "Clan Chat" feature (inside the yellow dashed box). This function can only be accessed specifically by the members of certain clan. Through this feature the members of the clan can do some short conversation of interaction regarding the clan activity, strategies, instruction, event, etc.

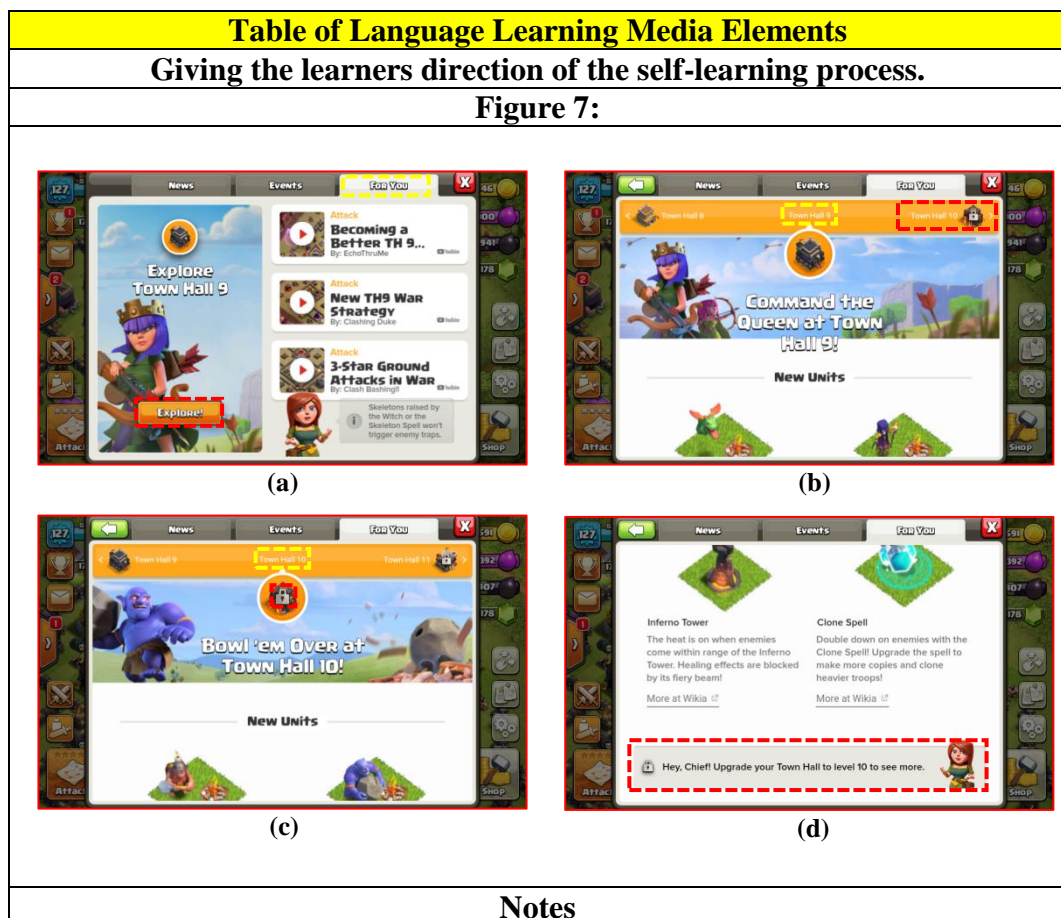| Table of Language Learning Media Elements |
|---|
| **Offer learning structure which can be constructed by the learner.** |
| **Figure 6:** |
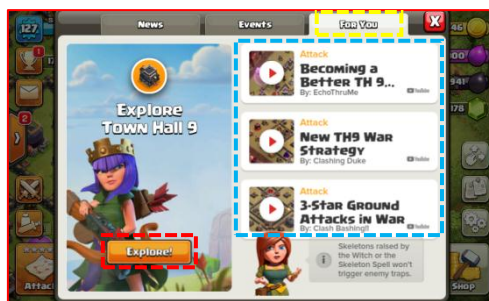
(a)
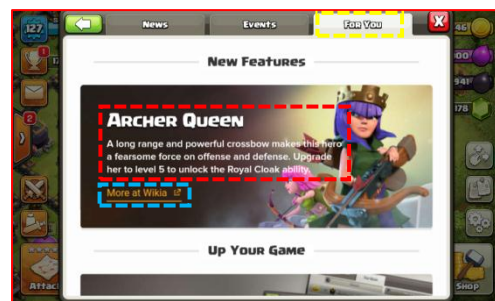
(b)
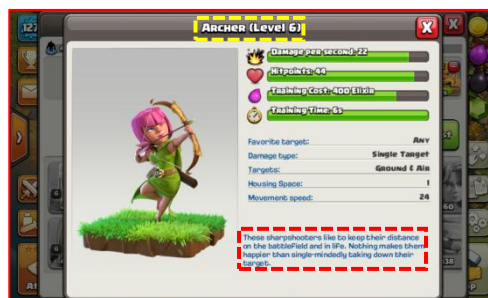
(c)

Notes

Picture 6a represents the "For You" tab (yellow dashed box), which offers some excluded recommended video tutorial about certain level game (blue dashed box). By clicking the video link, players can access it outside the game by using separate internet browser. The recommended video is matched with player current level along with other video which can support the gameplay. The

red dashed box, which contains the "Explore" button, will travel the players into the next page of this feature: "New Features" which is represented in the picture 6b.

The feature in this picture contain some brief explanation about the new things which just unlocked by the players. The players also can get some detailed description by clicking the link (blue dashed box) to go to the outside feature: "Wikia.com" by using excluded internet browser which already explained in the figure 2. Players also can find out sufficient description of the unit or new things which already afforded in the game itself, represented in the picture 6c.

Table of Language Learning Media Elements
Giving the learners direction of the self-learning process.
Figure 7:
Notes

Picture 7a tells the first appearance of the "For You" tab (yellow dashed box) which is give the exact same recommendation content with the player current level (the example taken is 'Town Hall' level 9). When the "Explore" button (red dashed box) is clicked, the next page will open, picture 7b, which tells the main overview of the things and unit of the player current level, "Town Hall 9" (yellow dashed box).

Similarly, when the "Town Hall 10" (red dashed box) is clicked, the next page containing the next town hall level will tell up, in this picture, the next town hall level is displayed (yellow dashed box) and within the icon of the town hall there is a picture of padlock (red dashed box). This image tells that all the contents in this page are still unlocked till the players have done the level upgrade. If we scroll the page, players can see the further description of limitation in the bottom of the page which is told in the picture 7d, inside the red dashed box.

Table of Language Learning Media Elements
Being an independent source of language learning content.
Figure 8:
(a)   (b)
Notes
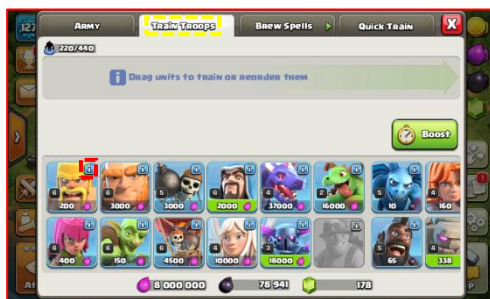
Picture 8a signifies one of the game features and taken as the example: "Train Army" tab (yellow dashed box), which is the content of "Train and Brew" feature. In the tab, some army units are signified with their own icon complete with the detailed information button, which pointed by the small blue 'i' symbol in the above right corner of the icon (red dashed box). If the 'i' button is clicked, the detailed information page will be displayed along with the unit description.

Picture 8b signifies the page, in this case, the 'Barbarian' unit (yellow dashed box) and its unit description (red dashed box).

Table of Language Learning Media Elements
Based on specific belief regarding the learners and their learning processes.
Figure 9:
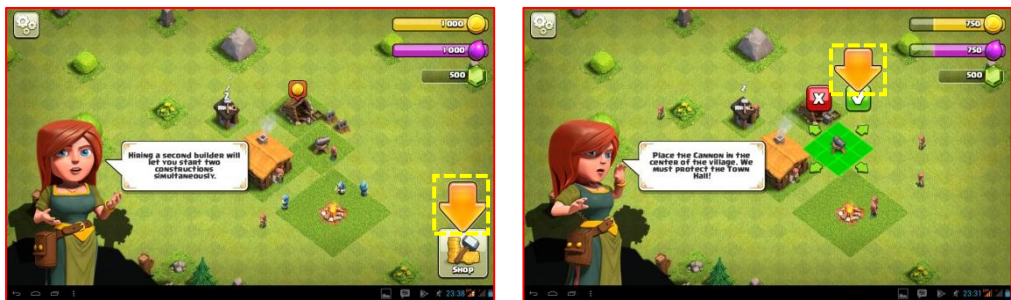
(a)   (b)
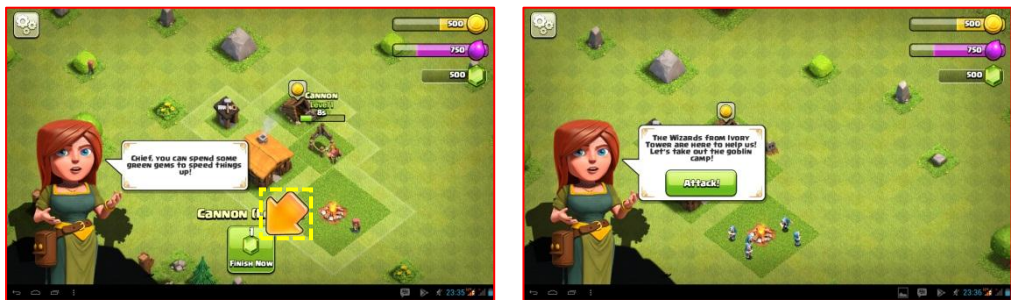
(c)   (d)

Notes

Picture 9a, 9b, 9c and 9d display the same feature namely; "Tutorial Introduction" which will be encountered by the players in the very beginning of the game. This tutorial gives some instructions considering the thing that players need to do by their village. The woman picture acts as the assistant which commonly known as the "Villagers" will guide the player to do some introduction through the tutorial. Picture 9a refers to the villagers who guide players build some building. Picture 9b refers to the players being asked to modify the building position in the village layout. Picture 9c and 9d refers to some specific instruction with some button. The orangish arrows (yellow dashed box) in picture 9a, 9b and 9c direct the player to act as the instructions given.

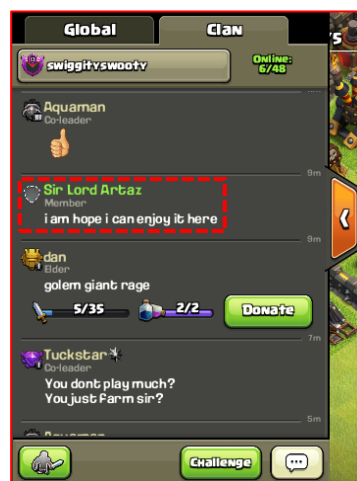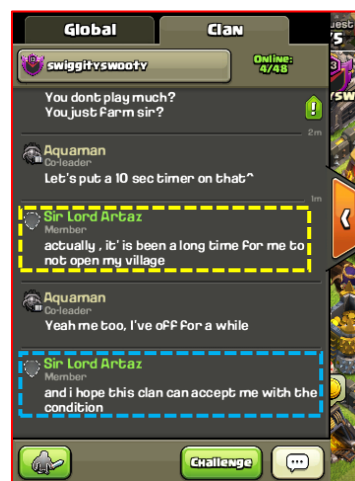| Table of Language Learning Media Elements |
|---|
| **Diminish anxiety by providing a safe learning environment.** |
| **Figure 10:** |
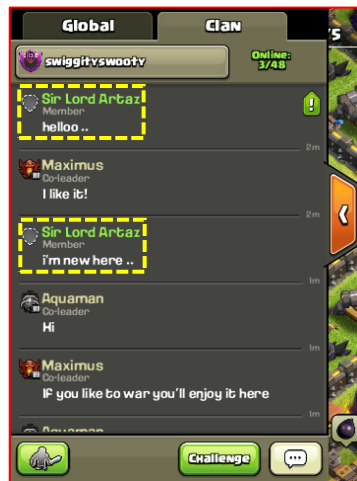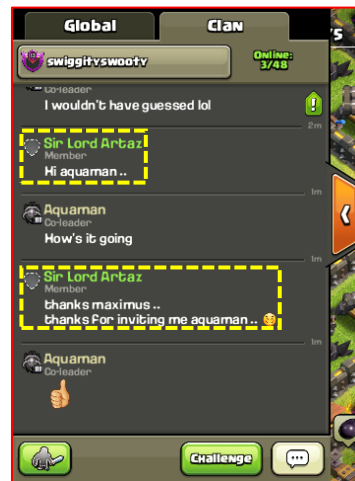
(a)　　　　　　　　(b)

(c)　　　　　　　　(d)

Notes
Picture 10a shows when the researcher firstly joined the clan by doing some self-introduction (yellow dashed box). The introduction was responded by other clan mate, *Maximus* and *Aquaman*. Researcher intentionally tried to avoid the uses of appropriate lexical rules, such as punctuation and other structural written rules, to see the response of the environment regarding some mistakes.

Picture 10b shows the researcher started to blend in with the environment without confronting any difficulty considering the mistakes, by responding the clan mate responses (yellow dashed box).

In picture 10c researcher tried to make some further mistakes by uttering the wrong grammar rules in the response sentences (red dashed box) to measure any suitable responses. But researcher encountered no reaction which questioning the researcher mistakes through whole conversation even till researcher himself revised it (picture 10d, blue dashed box).

Table of Language Learning Media Elements
The existence of purposes as the manifestation of learning process.
Figure 11:
Notes

The picture 11a indicates the end of the villager tutorials. Since then, the game will run with the players' will without any guidance anymore.

Picture 11b indicates the very first beginning of the game which still looks like a small village with couples building. Through time and process, the village will grow larger and larger till it arrives in its ultimate form.

The examples taken in the picture 11c indicates the town hall 9 with massive defense and amount of building. The grand purpose is to max out the village to its final form in the town hall level 11 (the latest highest town hall level) which need more effort and time (indicated by picture 11d).

Table of Elements of Game-Enhanced Language Learning Benefits
The authenticity and learning community.
Figure 12:
 (a)   **(b)**
Notes

The conversation takes place in the picture 12a being started after the researcher join with the clan (yellow dashed box). The clan leader, *Ares*, directly greets the researcher and asks for some introduction (red dashed box). The researcher started answering the question and introducing himself (blue dashed box). In picture 12b, it is *Ares* turning to introducing himself. He said that he is a native English who lives in UK (yellow dashed box). The researcher responds him with some greetings (red dashed box).

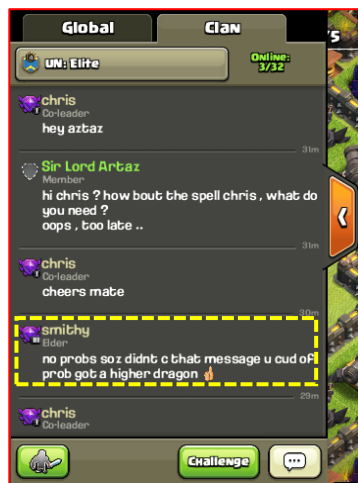| Table of Elements of Game-Enhanced Language Learning Benefits |
| :---: |
| **Opportunity for intercultural learning.** |
| **Figure 13:** |

(a)　　　　　　　　(b)

Notes
In picture 13a it can be seen that the researcher started to ask the background of *Ares* (yellow dashed box). *Ares* replied by answering the question. He said that he lives near Oxford (red dashed box). Researcher then tried to ask his background and experiences study (blue yellow box). *Ares* replied by answering that he is not clever enough (green dashed box). In picture 13b researcher

showed his reaction about *Ares* last statement (yellow dashed box). *Ares* then

confirmed researcher's reaction (red dashed box).

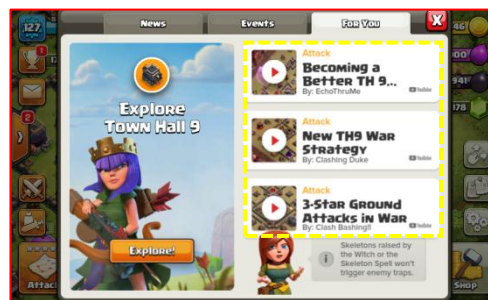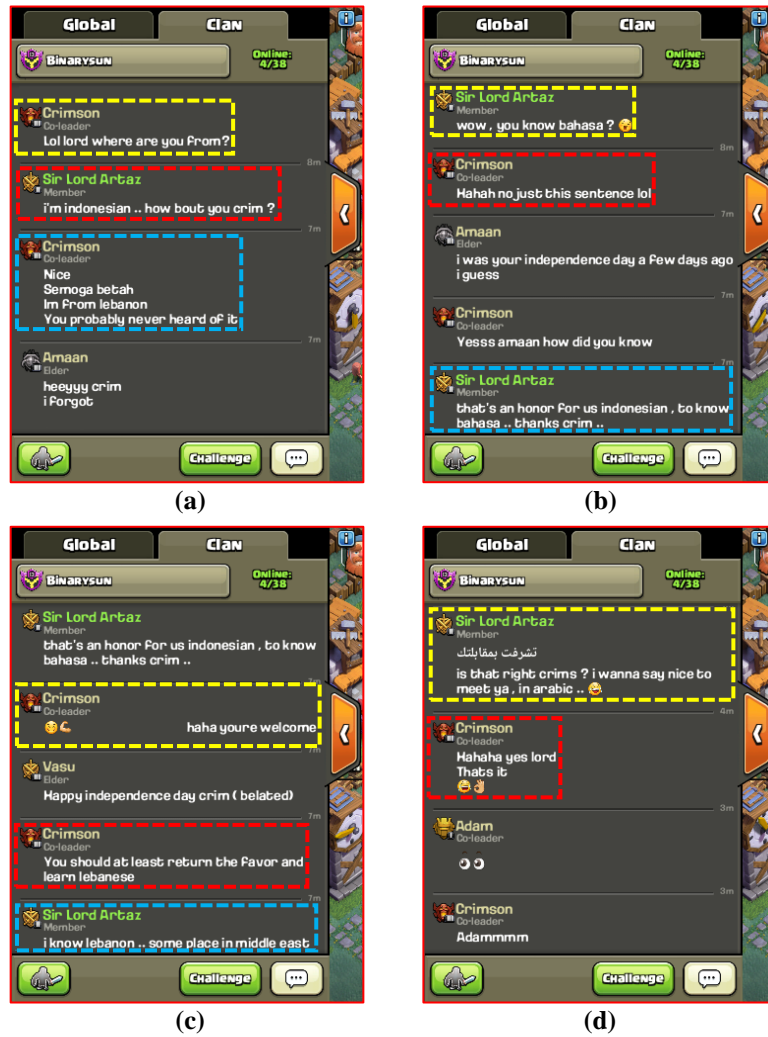| Table of Elements of Game-Enhanced Language Learning Benefits |
| :---: |
| **Access to diversity and complexity of written and spoken discourse.** |
| **Figure 14:** |
|
(a)   **(b)**

(c) |
| **Notes** |
| Picture 14a manifests the complexity of spoken discourse used in written language. The statement is uttered by clan member with ID name: *smithy* (yellow dashed box) when he gave some unit donation to other clan mate. He says that: |

"no *probs soz didnt c* that message *u cud* of *prob* got a higher dragon". Such a kind of statement can be found in the spoken discourse in daily native activities. The meaning of the statement is: "No problem. Sorry, didn't see that message. You could probably get a higher level dragon".

Researcher also tries to do the same complexity which commonly happened in spoken and written discourse. In picture 14b researcher uses the abbreviation of "*btw*" for "*by the way*" (yellow dashed box). The researcher utterance is responded nicely with other clan mate that gives suitable response context (red dashed box) without facing any semantics trouble. In picture 14c it can be seen the overview of "For You" tab which marked by the yellow dashed box. If the link is clicked, players can watch some video tutorial and playing tips in separate platform.

Table of Elements of Game-Enhanced Language Learning Benefits
Affordances for socio-cognitive processes of learning and language socialization.
Figure 15:
 (a)   (b) (c)   (d)
Notes
In the picture 15a the player *Crimson* asked about some information from the researcher (yellow dashed box). Researcher then answered the question by saying his nationality (red dashed box). *Crimson* responded the researcher answer by producing a sentence in researcher native language as a greeting (blue dashed box).

In the picture 15b Researcher then showed his amazement by asking crimson about his ability in that language (yellow dashed box). *Crimson* then said that he just knew a little about the word (red dashed box). Researcher responded by appreciating his act with so grateful (blue dashed box).

In picture 15c *Crimson* further responded the researcher credit (yellow dashed box) and said that researcher also needed to do same thing to return the favor (red dashed box). Researcher then said he know a little about *Crimson*'s nation (blue dashed box).

At last, in picture 15d researcher returned the favor by trying to use *Crimson* native language, in this case Arabic, and asked about the appropriateness (yellow dashed box). Then *Crimson* confirmed it was a proper one and gave some credit for what researcher have done (red dashed box).

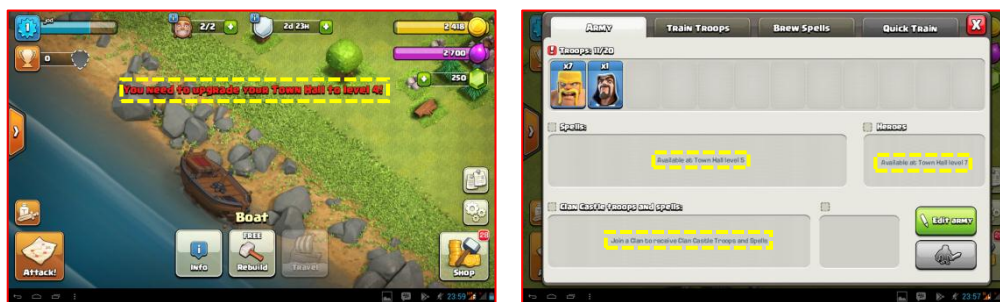| Table of Elements of Game-Enhanced Language Learning Benefits |
| :---: |
| **Mostly in the affordance of lexical learning.** |
| **Figure 16:** |
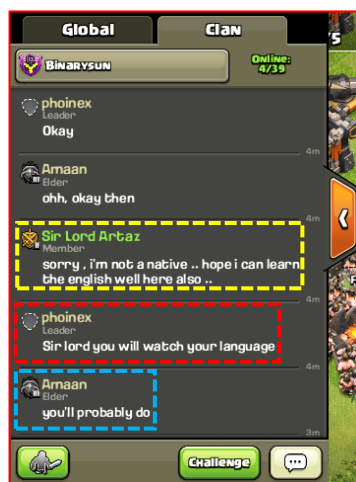
(a)	(b)

Notes

Picture 16a shows when researcher uttered some statements about asking some supports for learning the target language, in this case English, inside the "*Binarysun*" clan (yellow dashed box). Some clan members, in this case with ID name *Amaan* as the clan's co-leader was permitting the request (red dashed box) and *phoinex* was mend to help the researcher (blue dashed box).

In picture 16b the conversation took place inside the "*UN: Elite*" clan, when the researcher asking for question of some in-game term (yellow dashed box). Then a clan mate with ID name *Deimos* helped the researcher by answering the question (red dashed box).
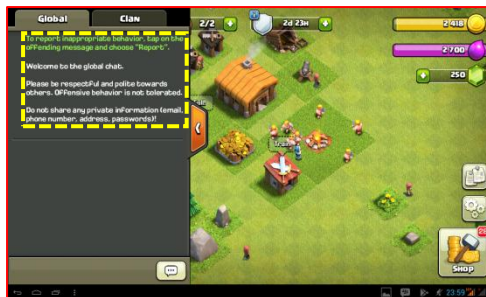
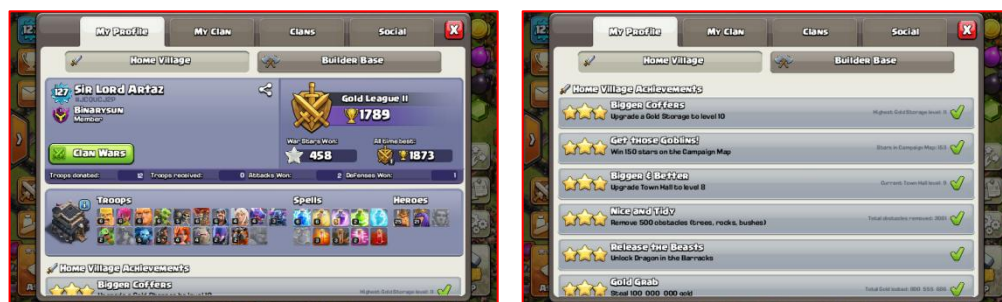| Table of Elements of Prensky's Computer Games for Learning Structure |
| :---: |
| **The viability of rules that guide the player behavior.** |
| **Figure 17:** |
|
(a)   **(b)**

(c) |
| **Notes** |

Picture 17a shows the very first kind for the rules, the function of pop-up notification symbolizing things that cannot be accomplished by the player in the stage. Yet, those notifications will show up in the form of sentences with red font color to notify the player about things which cannot be processed yet.

Picture 17b shows the kind of notifications which can be seen and unlocked only when the players arrive in some stages. The notifications are symbolized by some sentences with blue font-color and appear in some places to be unlocked by fulfilling the requirement.

Picture 17c contains the last kind of notifications which are more detailed and have longed phase, symbolized by some sentences, with various font-color. The notifications are symbolized in a form of detailed paragraphs, talk about detailed information that the player can or might do.

| Table of Elements of Prensky's Computer Games for Learning Structure |
|---|
| Some goals and objectives to provide motivation. |
| Figure 18: |
| |
| (a) (b) |
| Notes |

The game is provided by some challenges and side missions to be fulfilled by the players to gain some premium resources and prestige amongst them. The goals and objectives are manifested in the form of feature which is known as "Home Village and Builder Base Achievements". Those features are part of the "My Profile" as being seen in the picture 18a. Taken in a closer look in the picture 18b, some numbers of achievements can be seen.

Table of Elements of Prensky's Computer Games for Learning Structure
Outcomes and feedbacks as elicit emotional investments.
Figure 19:

(a)	(b)
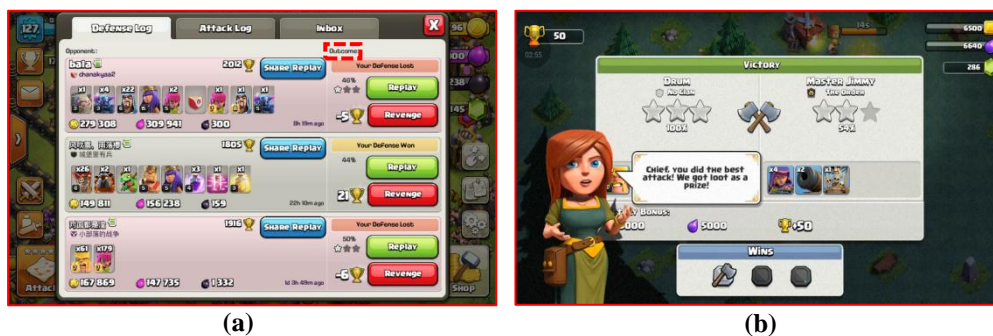
Notes

In picture 19a it can be seen the embodiment of outcomes within the game. The red dashed box marker in the right upper corner of the picture shows the column of the "Find a Match" feature within the game (will be later discussed in segment below) which shows the winning or losing condition of the players.

Inside picture 19b, the existence of feedback of the game also can be seen. Some reward and appreciation are given to the players when they got a successful attack or winning.

Table of Elements of Prensky's Computer Games for Learning Structure
The existence of some conflicts, competitions, challenges or oppositions to support problem solving and stimulate interest and involvement.
Figure 20:

(a) (b)
(c) (d)

Notes

Picture 20a shows the first feature which manifest the conflicts occur in the game. This game is not only emphasizing the village development only, but also village rivalry, which is manifested in the feature called "Find a Match" (red dashed box). With some cost of resources, players can search for other players of villages then take some advantages by raiding them. Furthermore, some "offline" villages are also offered by the game in the form of 'Goblin' village puzzle map challenge with some resources as the reward (red dashed box).

The representation of competition elements can be seen in the picture 20b. The game which are characterized as the online game, also supported with the closed competition between all the players around the world. The competition

can be seen in the level of players (yellow dashed box) and clan (red dashed box). The competition level are measured by the amount of players or clan in the "Find a Match" feature or known as beating other player village. In the end of each season, a player will get premium resources as the reward and displayed as top league players around the world.

The next picture of 20c shows the challenge elements of the game. The game is providing the "Friendly Challenge" feature which can be accessed by clicking the "Challenge" button below the clan chat wall (yellow dashed box). This feature allows players to challenge other clan mate in raiding their village in friendly challenge condition. Last picture in the figure shows the opposition elements of the game.

As can be seen in the picture 20d the feature is one of the aces features of the game. Introduced as the "Clan War" feature, each clan can 'clash' each other in order to gain some credits and prestige amongst the game environment. When the clan declared, two clans will take some opposition activities and raid each other of the clan member villages.

| Table of Elements of Prensky's Computer Games for Learning Structure |
| :---: |
| **Allowing player-to-player interactions to supports the information of game-based social groups.** |
| **Figure 21:** |
| |
| (a) (b) |
| **Notes** |
| Picture 21a represents the "Global" chat (yellow dashed box) which can unite players around the world in one chat forum. Then picture 21b shows the second function as the "Clan" chat (yellow dashed box). This feature can be the gathering place for the clan member in socializing with other clan mates. |

Table of Elements of Prensky's Computer Games for Learning Structure
The needs of representation or story to enhance engagement.
Figure 22:
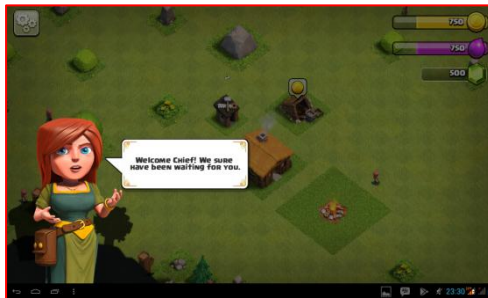
(a)	(b)
(c)	(d)

Notes

These can be seen in the picture 22a and 22b in which the "Villagers" (see section 1 segment f) are giving some tips and tutorial which happen in the very beginning in the game. She used the term 'chief' in referring the player. Later in the game when player already arrive in certain level, the 'Night Village' will be unlocked and some extras story will be experienced by the player. Seen in picture 22c when villagers stated about the supremacy of the player in using troops as the chief of the 'Day Village'.

Some extra character also introduced in the 'Night Village' which known as the 'Master Builder'. Picture 22d shows the personage of the 'Master Builder' and his massive role in the game.

Table of Thorne, Black and Sykes' MMORPGs Uses Rationale
Opportunities for target language (TL) use.
Figure 23:

(a)   (b)

Notes

In picture 23a, it is started by the researcher question about the common language in use within the clan environment (yellow dashed box). Researcher tended to find the clan which using the preferred target language. Some clan mates were responding by confirming the researcher question (red dashed box). One of the clan mates, *Amaan*, also asked about any other language which wanted to be used by the researcher.

In picture 23b, researcher tried to appreciate the environment by showing his graceful (yellow dashed box). It is responded nicely by *Amaan* with some emoticons (red dashed box). The conversation ended by researcher statement which preferred English (as the TL) for the communication language.

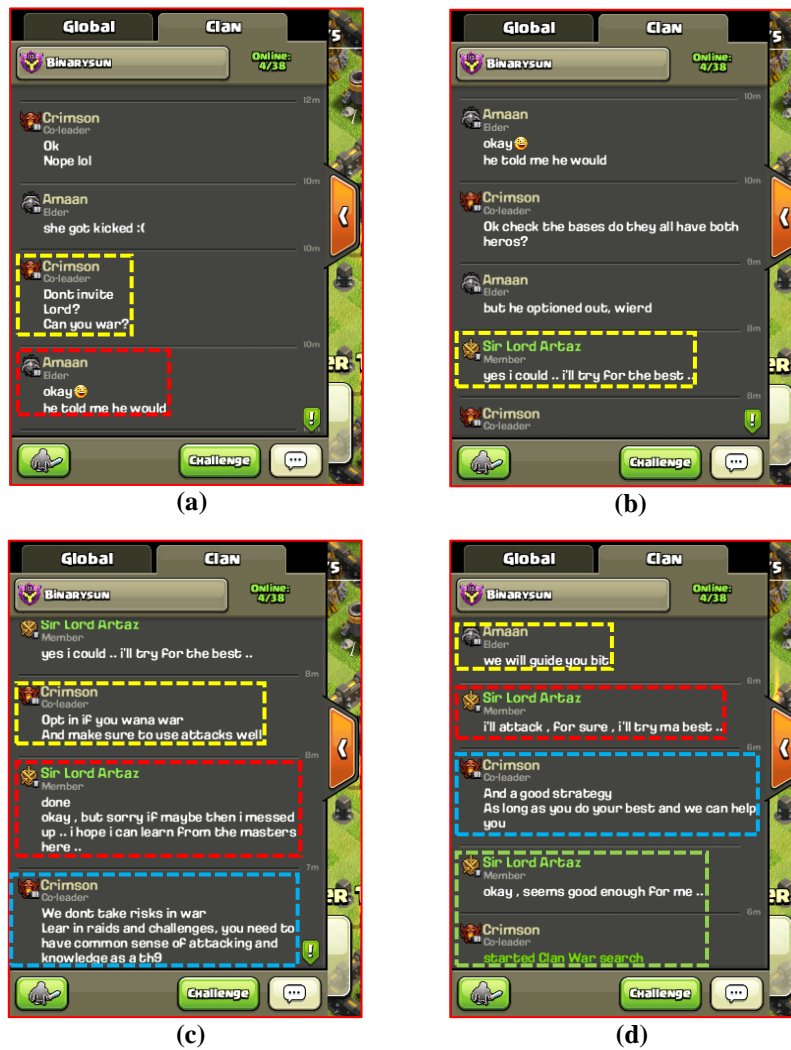| Table of Thorne, Black and Sykes' MMORPGs Uses Rationale |
|:---:|
| **Participation in TL social interaction.** |
| **Figure 24:** |

(a)　　　　　　　　　　(b)

Notes

In picture 24a the conversation took turn when some of the inmates were leaving the clan without any reason (yellow dashed box). The one of the clan mates, *Amaan*, responded to the condition by expressing his mind (red dashed box). The researcher then confirmed the same idea with the *Amaan*'s (blue dashed box). In picture 24b another clan mate, *THE DEAD MAN*, responded by uttering an expression (yellow dashed box). The topic is closed and changed by the *Amaan* by asking the researcher about some in-game term (red dashed box). The conversation closed by the researcher answer toward the *Amaan*'s question (blue dashed box).

Table of Thorne, Black and Sykes' MMORPGs Uses Rationale
Peer assistance and instruction.
Figure 25:

(a)　　　　　(b)

(c)　　　　　(d)

Notes

The conversation took place in picture 25a when *Crimson* asked researcher to join Clan War (yellow dashed box). *Amaan* then said that researcher would join in (red dashed box).

In picture 25b researcher confirmed his participation in the Clan War (yellow dashed box).

In picture 25c it can be seen that *Crimson* gave some instructions regarding the War (yellow dashed box). Then researcher affirmed the instruction and uttered an apology for later inconvenience and asked for some assistance (red dashed box). Then *Crimson* gave some specific advices and tips for it (blues dashed box).

In picture 25d *Amaan* also offered some help for the researcher (yellow dashed box). With all of those supports, researcher ensured and uttered to give his best (red yellow box). *Crimson* then once again give some last assurance to the researcher (blue dashed box). The conversation ended with researcher's prominences and the Clan War started by *Crimson* (green dashed box).

Table of Thorne, Black and Sykes' MMORPGs Uses Rationale
Membership of communities practice.
Figure 26:

(a)   (b)

Notes

The conversation started in picture 26a when the researcher asked about the community background of the clan (yellow dashed box). Then *Amaan* responded the researcher question by answering it (red dashed box). Researcher then gave further question about personal background to *Amaan* (blue dashed box). It can be seen in the green dashed box marker *Amaan* told his experiences in the clan.

In picture 26b researcher appreciated *Amman*'s story (yellow dashed box). Next, some clan mates responded to researcher statement by uttering their experiences also (red dashed box). The pin point comes in the blue dashed box marker when researcher uttered his expectation for the same experiences. The conversation closed when *Amman* assured researcher about the expectation might be happened.

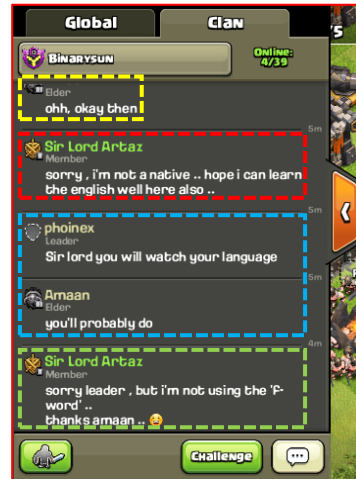| Table of Thorne, Black and Sykes' MMORPGs Uses Rationale |
|---|
| Learners gradually socialize into game TL norms. |
| **Figure 27:** |

(a)   (b)

(c)

Notes

In picture 27a it can be seen that the researcher tried to introduce himself to the clan community (yellow dashed box). Then one of the clan mate *Amaan*, astonished by researcher's word selection and scolded about the language norms in the community (red dashed box).
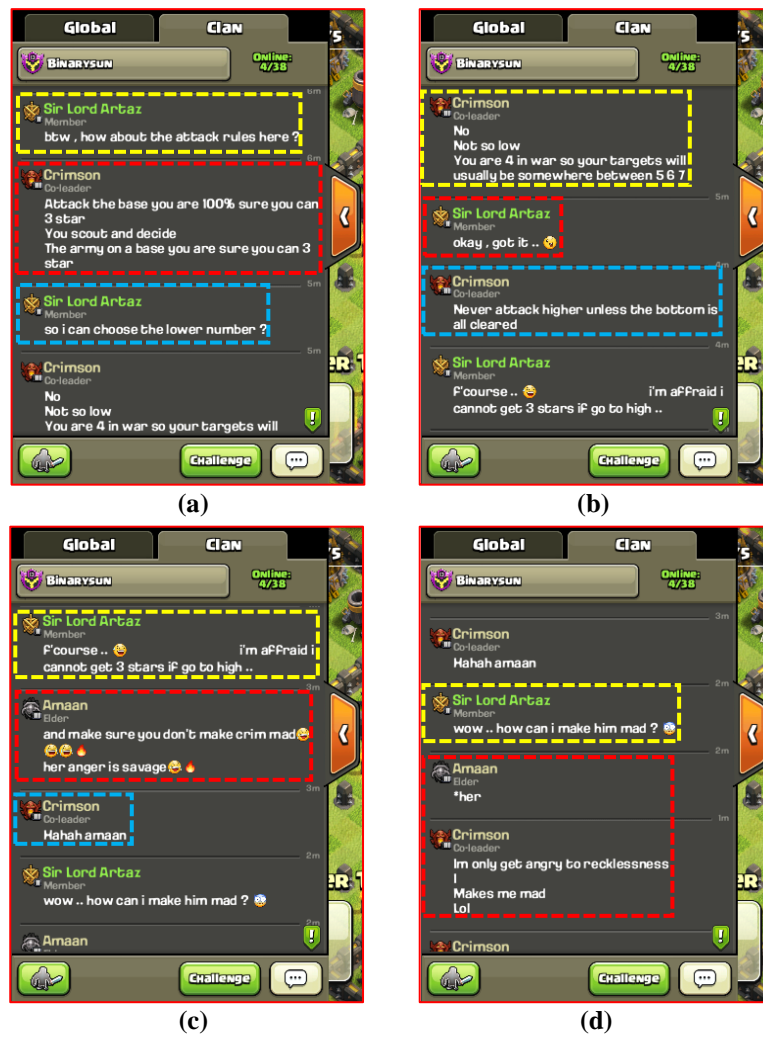
In picture 27b researcher gave some clarification and it was happened a few misunderstanding (yellow dashed box). *Amaan* then asked about the researcher real means (red dashed box). In blue dashed box marker, the researcher told the real meaning of his word before.

In picture 27c *Amaan* then excused researcher (yellow dashed box). In the red dashed box marker, the researcher then did apologize to the community about the mistake and asked about some assistance in learning the target language. Some clan mates then were confirming the researcher request (blue dashed box).

The conversation ended which marked with green dashed box, referred to the researcher which gave some credits to the community.

Table of Thorne, Black and Sykes' MMORPGs Uses Rationale
Establishment and maintenance of collaborative social relationship.
Figure 28:

(a)   (b)

(c)   (d)

Notes

In picture 28a it can be seen the conversation started by the researcher's question about some in-clan rule and term (yellow dashed box). Then *Crimson* as the clan mate and co-leader gave some information for answering the researcher's question, it is marked by the red dashed box. In blue dashed box marker, researcher gave some further question about the *Crimson* statement.

In picture 28b *Crimson* looks to give response toward researcher last questions (yellow dashed box). Then researcher, within the red dashed box marker, showed the pleasant expression about *Crimson*'s response. Crimson still gave further advices for the term, shows by the blue dashed box marker.

In picture 28c researcher showed his agreement toward *Crimson* advices (yellow dashed box). See that one would came, *Amaan* then made some jokes about *Crimson*, marked within red dashed box. In the blur dashed box marker, it can be seen that *Crimson* took the jokes nicely.

In the last picture of 28d researcher tend to astonished by *Amaan*'s jokes, marked with yellow dashed box. The conversation was close by the *Amaan* correction about researcher mistake which referring *Crimson* as male and *Crimson*'s clarification about the *Amaan*'s jokes (red dashed box).

CURRICULUM VITAE

The researcher's name is Muhammad Najmussaqib Diya Alhaq. He was born in Jakarta on May 29th, 1995. He is the first son Mr. Mahrus As'ad and Mrs. Yeti Rahmayati. He graduated from State Elementary School (Sekolah Dasar Negeri) Rawasari 03 Pagi and finished on 2007.

And then he continued his study in State Junior High School (Sekolah Menengah Pertama Negeri) 1 Jakarta and transferred in 2008 to State Junior High School 1 Metro and finished on 2010. After graduated from Junior High School, he continued to State Islamic Senior High School (Madrasah Aliyah Negeri) 1 Metro (Ex. MAN 2 Metro) and finished on 2013. On 2013 he continued his study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).