CHAPTER ONE
INTRODUCTION

1.1. Background of the Study

Flores (2015) stated that acquiring second language (L2) is one of major competences for 21st century acquirers and as the 21st century moves forward, the field of second language acquisition has become more technology oriented. L2 refers to a second language or a language that is being studied, and acquiring L2 means procuring second language either for the sake of knowledge or for real life application. This research discusses about acquiring English as L2 due to its importance in today's communication and the availability of media that support L2 acquisition.

Acquiring English is initiated from its basic lesson which is called as Basic English. Basic English is defined in Ogden's book in 1930 entitled *"Basic English: A General Introduction with Rules and Grammar"* as simplified form of English proposed by C.K. Ogden and I.A. Richards intended as an international language containing a vocabulary of approximately 850 of the most common English words. Thus, it can be inferred that Basic English is a collection of the most commonly used words in English. *Ogden's Basic English,* containing the most essential 850 words of Simplified English (SE), serves as an introduction to English and a short list of grammatical rules designed as an auxiliary language. In essence, Basic English is a simplified subset of regular English.

Accessible and supporting technology in the process of acquisition in recent years urges English as Second Language (ESL) acquirers to master or at least be familiar with digital devices. Rudis and Postic (2017) stated that one of promising digital devices that has profound impact on language acquisition is through digital games, particularly in the area of vocabulary meaning and pronunciation. The acquisition in those 2 areas is aimed for the purpose of communication since those 2 aspects are the most influential factors to deliver ideas in communication.

In relation to the impact of digital games, some researches have noted that video and digital games are proven effective in an SLA setting (De Velde, 2012; Amoia et al., 2012; Ardhianto, 2017; Nuryasin, 2018). While the previous researches answer on *what* the impacts are and *whether or not* the games are effective, this research tries to answer a different question on *how* the process of the acquisition run from one step to another, whereas this type of question has not been answered in the previous researches. In addition, Rudis (2017) states video *games* provide a positive and motivating atmosphere, which is perfect for acquiring *a foreign language as the second language*. This is supported by Shepherd (2011) who finds games supporting SLA expose the player to an abundance of simple and comprehensible input of their L2 in an interesting, motivating, and low stress setting to allow the player to naturally acquire the language. Furthermore, Suziedelyte (2012) has shown in her study that the amount of time children spend in games does not only correlate with improving cognitive abilities such as broadening theoretical and practical knowledge, but also with behavior of the children in dealing with certain conditions.

Universitas Teknokrat Indonesia

This research was conducted in informal setting as a response to the phenomenon happens which several researchers found that traditional methods of second language acquisition in formal and non-formal education are often difficult. This happens due to the continuous use of *spoon feeding* in which acquirers are always dependent on their tutors in every study related matter so that creativity and strengths stay unexpressed. This had early been cited as the main reason second language acquirers give up their efforts because they feel oppressed in memorizing a massive number of words in the traditional methods of L2 acquisition (Wang & Kelly, 2013). Thereby, the traditional methods of SLA are believed unable to create an appropriate environment for L2 acquisition. In contrast, being able to communicate in English should be initiated in early ages due to its importance in the acquirers' education. Thus, this research was conducted to look at how children acquire L2 through playing games and how they express it as the results of acquisition.

1.2. Research Question

In accordance with the background of study, the researcher formulated a research question as follows:

- How is the process and level of children's L2 acquisition on Basic English word meaning and pronunciation through *Way Ahead* game?

1.3. Research Objective

The results of research question were aimed to be able to reach the following research objective:

- To explain the L2 acquisition process on Basic English word meaning and pronunciation through *Way Ahead* game.

1.4. Uses of the Study

This research was expected to be able to contribute several advantages as follows:

1.4.1. Theoretical Use

Theoretically, this research applied the theory of Second Language Acquisition from Ellis (1997) and Krashen (1982), Five Stages of Second Language Acquisition from Krashen and Terrell (1983) and The Input Hypothesis from Krashen (1982) and Gregg (1984). This study was expected to get the readers understand how useful games can be in assisting language acquisition process.

1.4.2. Practical Use

This research related to SLA in the Indonesian context was expected to be helpful for the sake of academic purposes, e.g. an appropriate previous study for further researches. Moreover for the acquirers, it can be a practical reference to their class assignment and it can provide acquisition phases that make them able to acquire inputs from their L2 in spite of their informal studying environments such as acquiring things from playing games. For the tutors and teachers, the theories and concepts can be applied to their teaching materials.

1.5. Scope of the Study

Firstly, due to the nature of the qualitative research, the researcher was only able to research on a small scale both in terms of acquirers and area. Secondly, there was only one game platform used in this research, which was, an offline PC game called *Way Ahead*. Next, this research only discussed the context of Indonesian children, thus this research did not result in any information related to other different game platforms used by adults in abroad context. Lastly, this research focused on the acquisition based on Ogden's Basic English word list in order to make acquirers able to express their second language as the basic users of English.