

## **CHAPTER I**

### **INTRODUCTION**

Allied to my life experience, this research is based on a story data involving an assignment or project of Digital Storytelling course. The project has been done by utilizing a life simulation game series named The Sims. Despite of using game, I can still finish my assignment handily. This chapter will detail some points start from background, formulation of the problem, operational definitions, Aim of the Research, and the uses of the research.

#### **A. Background**

Self-efficacy beliefs are one way that motivational researchers have conceptualized students' beliefs about their own capabilities to do school work (Linnenbrink & Pintrich, 2003). Students have self-efficacy to participate in every course they take in the classroom to overcome their learning problem. It becomes a major role to approach any tasks, achievements, and challenges. Darling-Hammond (2019) claimed that self-efficacy comes in school life as a help for students to have learning encouragement as it also affects students to predict their learning success through the way of thinking and behave. This belief is equally considered as self-efficacy. According to Muller (2018), discovering self-efficacy can develop students' learning strategies. Thus, students are expected to overcome their difficulties in accomplishing every assignment they have. Due to plentiful obstacles, students use to find a way to execute their failures. It will be the most effective manner of establishing a

firm sense of self-efficacy because failures come first and students face mastery experience (Bandura, 1994). As similar as my personal experience, there were various strategies I applied to accomplish my Digital Storytelling. I unconsciously discover my own self-efficacy while doing a certain assignment of Digital Storytelling course.

During Digital Storytelling course, I worked on my assignments with the intensity of practices. Hertz (2015) declared that self-efficacy enclose with exercises. The projects we accomplished in the course required us to use different applications in each as our digital story tools. I practically got use to operate several applications to have my Digital Storytelling projects done. With the help of self-efficacy, as it seemingly encouraged and motivated me during the semester, I felt myself gain a greater effect in creating broad ideas into a piece of work from this recent belief was built. Self-efficacy becomes an alternative elucidation in a sense to effectively tackle a variety of stressful situations (Luszczynska, et al., 2005). I personally do not deny that point at all, as if the barriers I carried in the past time dealing with the course projects solved in a short period of time. Moreover, my personality suits into this kind of treatment. I got my own style built upon a belief, and my lecturer liberated us to accomplish the task assigned. Precisely, my self-efficacy will be an impeccable solid match with liberation. One obvious way that I applied for my self-efficacy regarding my Digital Storytelling project was making a product using a game.

Using life simulation game series helps me accomplish the assignment handily, especially when I used the game. With the freedom given by the lecturer about the task, I utilized the chance to have my ability applied. I chose the game that I really love since I was young to exploit its visualization to be the set of my story scenes. It feels easy when you make a digital storytelling with the application that you master, especially when it is the game you like. On the other hand, the game has good graphic and it feels real when we play the game. Furthermore, using game as the tool to make a digital storytelling seems rare even to be the object of a research. Several people think that game is the way to kill the time, but for me it is really helpful to have the research submitted.

Along with this study, I want to show how game can help peers or other colleagues in academic field such as to help their assignment done. When a game helps me in academic field, it feels different and gains confidence at the same time. A new experience taught me how to be more confident, either gaining self-confidence or to have a self-efficacy. Also Yan Xu, et al. (2011) conducted a quantitative research of a new approach toward digital storytelling about an activity focused on writing self-efficacy in a virtual learning environment. The research has been explored in South Korea, involved two groups of participants for their experiment to examine the effects of writing for digital storytelling on writing self-efficacy and on flow in the virtual reality learning environment, it is also known as second life. The researchers organized

an activity for undergraduate students to create digital stories. The results is digital storytelling in a virtual learning environment is more effective than digital storytelling off-line. Besides, Alay and Safaria (2013) have investigate the effects of self-Efficacy on students' academic performance in Pakistani high school by solving mathematical problems. The research discussed how self-efficacy developed and the way it influences students' academic performance in addition to social interaction with peers. 15 students were involved in this study and their responses showed that students with high self-efficacy planned to study complex subjects in future. A cross-cultural study is strongly recommended in this issue that determines the students' future. As I expect from both previous studies, I want to research how I acquire self-efficacy from life simulation game series in making digital storytelling.

## **B. Formulation of the Problem**

This present study addresses a question about “How do I activate self-efficacy from Life Simulation Game Series in making digital storytelling?”

## **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this proposed study, I provide some definitions related to the study, as follows:

1. Self-efficacy : An individual's belief in his or her innate ability to achieve goals. Albert Bandura defines it as a personal

judgement of "how well one can execute courses of action required to deal with prospective situations".

2. Life Simulation Game Series (The Sims 4) : A series of life simulation video games that was developed by Maxis and The Sims Studio and published by Electronic Arts.

#### **D. Aim of the Research**

This study intends to know how I activate self-efficacy from Life Simulation Game Series in making Digital Storytelling.

#### **E. Uses of the Research**

##### **1. Theoretical Use**

Theoretically, this research develops theory of Savin-Baden & Niekerk (2007) that narrative inquiry is that stories are collected as a means of understanding experience as lived and told, through both research and literature.

##### **2. Practical Use**

I, the researcher, find out how the life simulation game series support the researcher in emerging self-efficacy by making digital story telling project.

### **3. Empirical Use**

This research will show that using life simulation game in making Digital Storytelling assignment can builds the self-efficacy.