

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

In order to investigate the aspects of "Love and Deepspace" that might help in English language learning, this study used a qualitative research design and using content analysis as the main technique. Through the perspective of language acquisition theories, qualitative content analysis allows the researcher to methodically assess the meaning of numerous aspects, including interactive audio features, in-game texts, and dialogues.

This study concentrates on finding patterns, themes, and particular aspects of the game that support the growth of English language proficiency rather than quantifying data or depending on numerical results. Content analysis was selected as the primary research technique because the researcher has in-depth understanding of the game, gained not only through analysis but also through extensive gameplay, which enabled the researcher to identify various features with significant potential as learning media. This method works well for investigating narrative-driven video games, because player interest and possible incidental learning are heavily influenced by textual and audio content. Through this method, the researcher aims to explore how in-game features such as voice replays, reading options, and narrative choices may enhance learners' listening, reading, vocabulary, and grammatical awareness, in accordance with the theories discussed in the previous chapter.

## 1. Research Setting

Qualitative content analysis serves as the framework for this study. The digital platform of an otome game serves as the research's setting, in contrast to studies that take place in real-world settings like classrooms or schools. The game environment itself, where interactions, stories, and audiovisual components occur, serves as the "field" of research in this context rather than a specific geographic area.

Following Jesse Schell (Schell, 2015), the analysis focuses on how "Love and Deepspace" combines elements of mechanics, story, aesthetics, and technology and how these components could help English language learning abilities. The study investigates how the game might aid in the development of speaking, listening, reading, and writing skills by looking at the in-game conversations, narrative texts, and audiovisual signals.

## 2. Research Subject

In this study, there are no human participants involved. Instead, the "participants" are represented by the game contents analyzed. The primary participant is the otome game "Love and Deepspace", developed and published by Infold Games and officially released in January 2024 for mobile platforms (iOS and Android).

This game was selected as the object of study because it provides interactive storylines, multiple-choice dialogues, and fully-voiced characters. These elements are relevant to language learning research

since they expose players to English texts and audio, offering potential support for the development of listening, speaking, reading, and writing skills. The analysis focuses on the game's mechanics, story, aesthetics, and technology following Jesse Schell (Schell, 2015).

### **3. Data Collection Technique**

The data in this study were obtained directly from the otome game “Love and Deepspace”. Since the research is content-based, the process of data collection involved actively playing the game and observing its various features. The researcher explored different story routes, dialogues, and interactive scenes to gather comprehensive materials that reflect the language input provided in the game. Special attention was given to textual dialogues, character interactions, and voice-acted content, as these elements contain rich linguistic features that are potentially useful for English language learning.

In order to systematically document the data, several techniques were employed. Screenshots were taken to capture in-game texts, such as dialogues, menus, and narrative descriptions. Important conversations and narrative passages were transcribed, while audio elements, including voice lines and sound effects, were noted to support the analysis of listening and speaking opportunities. Visual aspects, such as character expressions and background settings, were also recorded in notes to provide contextual information that supports the interpretation of the linguistic content.

After the documentation process, the collected materials were organized into categories according to their relevance to the four English language skills: listening, speaking, reading, and writing. For example, written dialogues and narrative texts were categorized as reading data, while voice-acted interactions were considered as listening data. Scenes that allowed repetition or imitation of lines were marked as potential speaking data, while text-based choices and responses were categorized as writing data. This categorization enabled a clear organization of the data, making it possible to identify which parts of the game contribute to each aspect of language learning.

#### **4. Data Analysis**

This study's data analysis is based on qualitative content analysis. The procedure is based on Miles, Huberman, and Saldaña's (2014) framework, which includes data display, data condensation, and conclusion drawing. This format aids in the methodical organization and interpretation of the in-game documentation (Miles, Huberman, & Saldaña, 2014).

In addition, Bengtsson's (2016) content analysis steps such as decontextualization, recontextualization, categorization, and compilation are used in this work. These phases enable the researcher to conduct a more thorough analysis of the data and guarantee precise interpretation (Bengtsson, 2016)

Combining the two frameworks makes the analysis robust, organized, and appropriate for determining how the aspects of the “Love and Deepspace” game help players' English language proficiency.

#### **a. Data Collection**

The researcher obtained data from the otome game “Love and Deepspace” by playing the game and documenting its content (screenshots, transcripts, and notes). (Bengtsson, 2016)

#### **b. Data Grouping / Categorization**

The remaining data were grouped into four categories based on their potential contribution to language skills:

- 1) Reading (narrative texts, written dialogues)
- 2) Listening (voice-acted scenes, sound-based interactions)
- 3) Speaking (opportunities for imitation and oral practice)
- 4) Writing (player's written choices or responses). (Bengtsson, 2016)

#### **c. Data Display**

The grouped data were presented in descriptive form, supported by examples from the game (e.g., dialogue excerpts, screenshots, or narration samples). This made it possible to clearly see the connection between the game content and English skills. (Miles, Huberman, & Saldaña, 2014)

#### **d. Interpretation**

Each data category was analyzed and interpreted to explain how the game elements could potentially enhance the corresponding

language skill. For example, written dialogues were interpreted as contributing to reading comprehension and vocabulary building, while voice-acted content was seen as supporting listening and speaking practice. (Miles, Huberman, & Saldaña, 2014)

**e. Conclusion Drawing**

Finally, the results of the interpretation were summarized to answer the research questions, highlighting which game elements provide the most significant contributions to English language development. (Miles, Huberman, & Saldaña, 2014)