BEYOND GAMEPLAY: AN AUTOETHNOGRAPHIC STUDY OF HOW 'LIFE IS STRANGE' UTILIZES THE BUTTERFLY EFFECT TO ENHANCE LANGUAGE LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirements
for Graining the Degree of Bachelor of Education
in English Language Education

By:
IYYAKA ROBBY SYAKRIYAN
2103046163

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2025

THESIS STATEMENT

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS STATEMENT

I am student with the following identity:

Name of Students : Iyyaka Robby Syakriyan
Student Number : 2103046163
Department : English Education
Title : **BEYOND GAMEPLAY: AN AUTOETHNOGRAPHIC STUDY OF HOW 'LIFE IS STRANGE' UTILIZES THE BUTTERFLY EFFECT TO ENHANCE LANGUAGE LEARNING**

Certify that this thesis represents the original work by the author. It can be reasonably assumed that the content of this work is the author's own., and the author is responsible for the content of the thesis. The opinions or findings of the writer that have been included in the thesis are quoted or cited by the ethical standards.

Semarang, June 16th, 2025
Researcher,



Iyyaka Robby Syakriyan
NIM. 2103046163

Dipindai dengan CamScanner

RATIFICATION

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title	:	**BEYOND GAMEPLAY: AN AUTOETHNOGRAPHIC STUDY OF HOW 'LIFE IS STRANGE' UTILIZES THE BUTTERFLY EFFECT TO ENHANCE LANGUAGE LEARNING**
Name of Students	:	Iyyaka Robby Syakriyan
Student Number	:	2103046163
Department	:	English Education

Had been ratified by the board of examiners of Education and Teachers Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, July 17th 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Aang Kunaepi, M.Ag
NIP. 197710262005011001

Secretary,

Agus Mutohar, M.A, Ph.D.
NIP. 198408012019031007

Examiner I,

Dr. Siti Tarwiyah, SS, M.Hum.
NIP. 197211081999032001

Examiner II,

Daviq Rizal, M.Pd.
NIP. 197710252007011015

Advisor,

Agus Mutohar, M.A, Ph.D.
NIP. 198408012019031007

Dipindai dengan CamScanner

ADVISOR NOTE

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum Wr. Wb.
I inform you that I have given guidance, briefing, and correction to whether extent necessary for the following thesis:

Title	:	**BEYOND GAMEPLAY: AN AUTOETHNOGRAPHIC STUDY OF HOW 'LIFE IS STRANGE' UTILIZES THE BUTTERFLY EFFECT TO ENHANCE LANGUAGE LEARNING**
Name of Students	:	Iyyaka Robby Syakriyan
Student Number	:	2103046163
Department	:	English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamualaikum Wr. Wb.

Semarang, June 24th, 2025
Advisor

Agus Mutohar, M.A., Ph.D.
NIP. 198408012019031007

Dipindai dengan CamScanner

THESIS GUIDANCE SCORE

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

NILAI PEMBIMBING SKRIPSI

Hal : Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang

Assalamu'alaikum Wr. Wb.

Dengan Hormat,
Kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama	: Iyyaka Robby Syakriyan
NIM	: 2103046163
Jurusan	: English Education
Judul	: **BEYOND GAMEPLAY: AN AUTOETHNOGRAPHIC STUDY OF HOW 'LIFE IS STRANGE' UTILIZES THE BUTTERFLY EFFECT TO ENHANCE LANGUAGE LEARNING**

Maka nilai bimbingan skripsinya adalah (...A.....)

.....

Catatan khusus pembimbing:

.....

Dengan ini agar dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Semarang, June 24th, 2025
Advisor

Agus Mutohar, M.A., Ph.D.

NIP. 198408012019031007

Dipindai dengan CamScanner

ABSTRACT

Title : Beyond Gameplay: An Autoethnographic Study Of How 'Life Is Strange' Utilizes The Butterfly Effect To Enhance Language Learning

Writer : Iyyaka Robby Syakriyan

Student ID : 2103046163

This study investigates the pedagogical potential of interactive narrative games, specifically *Life is Strange*, as an effective tool for English language learning, addressing the contemporary need for more engaging and authentic second language acquisition methodologies. Employing a qualitative autoethnographic approach, the researcher actively engaged with the game, reflecting on personal learning experiences and analyzing linguistic interactions, particularly the impact of the butterfly effect mechanism on language comprehension. Key findings indicate that *Life is Strange* significantly enhances pragmatic awareness, provides extensive exposure to authentic English (including idioms and colloquialisms), and leverages emotional engagement to reinforce vocabulary retention and structural comprehension. The game's interactive nature intrinsically motivates active language processing and decision-making. In conclusion, this research asserts that narrative games offer substantial pedagogical value for English language education, prompting a call for their strategic integration into language curricula and encouraging game developers to incorporate educational elements into future game designs.

Keywords: *English Language Learning, Interactive Narrative Games, Life is Strange, Autoethnography, Second Language Acquisition, Pragmatic Awareness, Game-Based Learning*

.

ACKNOWLEDGEMENTS & DEDICATION

To begin with, I would like to express my heartfelt gratitude to my God, Allah SWT. May peace and blessings be bestowed upon my beloved Prophet Muhammad SAW, who represents the highest standards of humanity.

Allow me to express my deepest gratitude and highest respect to all beings who have supported the completion of this thesis through every form of assistance, heartfelt prayers, and silent encouragement offered wherever my feet have stood on this earth. I would not have reached this point without your presence and unwavering support. For all of this, I offer my sincerest appreciation and profound thanks to:

1. To my beloved parents Mrs. Nurul Hidayah Wijayanti and Mr. Moh. Baehan Eka Putra, whose unconditional love and countless sacrifices have shaped not only my journey, but also the strength and resilience within me thank you for giving everything without ever expecting anything in return.

2. To my dearest grandmother Fatimahwati, who has returned to the mercy of Allah before witnessing this moment. You were the one who always reminded me to finish my studies and graduate soon. Though you are no longer here, your hopes and prayers continue to guide me. May this small achievement be a part of the promise I now fulfill for you.

3. to UIN Walisongo Semarang, especially the English Education Department of the Faculty of Tarbiyah and Teacher Training, along with all the lecturers and staff for being the academic home where I learned, was guided, and grew in pursuit of this long-awaited degree

4. To UKM LSB of the 2023 period, especially Fauzan and Nisa, it has been an honor to learn and grow within this organization thank you for the endless support, the trust, and the countless experiences may you all always be in good health until we meet again, perhaps for the last time.

5. To my friends Alan, Ridwan, Alul, Nanda, and the whole members of ELT ICP 2021, who have created a supportive and encouraging academic environment throughout the author's college years, thank you for filling this journey with color, laughter, and unforgettable memories that made every challenge worth it.

6. To the "PEOK SQUAD" the people who made me stay longer in Ngaliyan special thanks to Ojan, Mahfud, Rangga, Uyun, and Hirza for being my steadfast companions throughout the final chapters of my college journey, turning delays into cherished moments I'll never trade.

7. To my friends in IMPADIS 21, thank you for being my very first companions in Semarang your presence turned the unfamiliar into comfort, and your support gave me the strength to begin this journey with confidence and gratitude for the bond we shared in those early days.

8. To all of WARGA JUPAN and the wonderful people of Ngampel Wetan Village, thank you for the unforgettable KKN experience your warmth, kindness, and hospitality during those two meaningful months will forever remain in my heart.

9. To every corner of the city of Semarang and all the living beings within it, thank you for embracing me through every joy and struggle This city shaped who I've become, holding my laughter, my tears, and all the lessons I never knew I needed.

MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

"Allah does not burden a person except according to his ability."
Surah Baqarah 2: Verse 286

"Jangan Khawatir, di dalam badai, kamu akan menemukan matahari terbitmu"

ATMA FROM "A SPACE FOR THE UNBOUND"

"Tidak ada mimpi yang gagal yang ada hanyalah mimpi yang tertunda cuma sekiranya kalo teman-teman merasa gagal dalam mencapai mimpi jangan khawatir mimpi mimpi lain bisa di ciptakan"

WINDAH BASUDARA

TABLE OF CONTENTS

THESIS STATEMENT ..... **ii**
RATIFICATION ..... **iii**
ADVISOR NOTE ..... **iv**
THESIS GUIDANCE SCORE ..... **v**
ABSTRACT ..... **vi**
ACKNOWLEDGEMENTS & DEDICATION ..... **vii**
MOTTO ..... **ix**
TABLE OF CONTENTS ..... **x**
CHAPTER I **1**
A. Background of The Research 1
B. Research Question 3
C. Research Objectives 4
D. Scope and Limitiation of the Study 4
CHAPTER II **6**
A. Previous Research 6
B. Literature Review 11
C. Conceptual Framework 17
CHAPTER III **22**
A. Research Design 22
B. Participants 24
C. Data Collection Methods 26
D. Data Analysis Approach 28
E. Data Analysis Approach 32
CHAPTER IV **35**
A. Finding 35

B. Discussion 44
CHAPTER V 52
A. Conclussion 52
B. Suggestion 54
REFERENCES 1
APPENDIXES 1
CURRICULUM VITAE 90

CHAPTER I
INTRODUCTION

A. Background of The Research

In recent decades, digital games have undergone a significant evolution, transitioning from mere entertainment into powerful educational tools (Gyaurov et al., 2022; Pivec, 2009). Among these, a genre that has garnered particular attention is narrative-driven games, where players actively shape the storyline through their choices. A standout example in this genre is *Life is Strange*, which employs the butterfly effect mechanism to create an immersive and reflective gameplay experience (Henderson, 2020).

This butterfly effect in Life is Strange allows players to make decisions that have immediate consequences on the storyline. Each player's choice can alter the narrative's course, creating a unique and personal experience. For instance, the decision to save or not save Chloe in Episode 1 leads to drastically different outcomes, including the ultimate fate of Arcadia Bay. Similarly, Max's rewind power allows players to revisit and alter choices, yet many decisions still result in irreversible consequences, demonstrating how even seemingly minor choices can have profound impacts. This dynamic gameplay creates a powerful sense of agency and

responsibility, immersing players deeply in the narrative.

The immersive nature of narrative games, coupled with the profound consequences of player choices, presents a unique environment for incidental language learning. In such settings, language acquisition is not the primary goal but occurs naturally as players strive to understand dialogue, make informed decisions, and navigate the storyline. This phenomenon resonates with the principles of experiential learning, where direct engagement and reflection on experiences drive knowledge acquisition (Kolb, 1984). For instance, a nuanced understanding of a character's dialogue becomes crucial when a single misinterpretation can lead to a drastically different narrative path, as exemplified by the butterfly effect. This necessitates players to actively interpret the context and meaning behind each dialogue, thereby aiding the development of active reading and listening skills (Henderson, 2020).

The author's personal experience with Life is Strange serves as a compelling case in point. While playing, the author found that the game's emphasis on choice and consequence significantly heightened their engagement with the English language. Unlike traditional language learning methods that often feel disconnected from real-world application, Life is Strange offered a dynamic and emotionally resonant context

where understanding nuanced English was paramount. The immediate feedback from their choices, particularly when these led to unexpected or undesirable outcomes, directly compelled them to re-evaluate their comprehension and linguistic choices. This personal journey of incidental language learning, driven by the unique mechanics of a narrative game, forms the core of this autoethnographic study.

.

B. Research Question

In this study, the aim is to investigate the impact of engagement with butterfly effect-based narrative games on motivation levels for learning English, the evolution of perceptions of language learning efficacy through the exploration of these games, and the development or adaptation of specific language learning strategies through immersive engagement with these games, and how they contribute to English language proficiency. Understanding these aspects is critical for comprehending the effectiveness and potential of butterfly effect-based narrative games in language learning. To guide this investigation, the following research questions have been formulated:

1. How does the interactive narrative and the butterfly effect mechanism in *Life is Strange* influence the author's motivation and engagement in learning the English language?

2. How do author adapt their language learning strategies in response to the butterfly effect's consequences in Life is Strange?

C. Research Objectives

The objectives of the research:

1. To analyze how the butterfly effect mechanism in Life is Strange influences author's motivation and emotional engagement in English language learning.
2. To explore the adaptive language learning strategies players employ in response to the butterfly effect's consequences within the game.

D. Scope and Limitiation of the Study

This study employs an autoethnographic approach, utilizing the author's personal reflection supported by recorded gameplay sessions uploaded to YouTube. Data are collected through reflective journals, think-aloud protocols, and video recordings to identify linguistic patterns, learning strategies, and the impact of the butterfly effect mechanism on the author's language acquisition

a. Scope of the Study:

The study focuses on the author's engagement with narrative-driven gameplay, examining how their choices and interactive storytelling affect their own

language learning strategies. The analysis is conducted through the author's reflective journals, think-aloud protocols, and recorded video sessions to capture their learning process in an immersive environment.

b. Limitations of the Study:

The research is limited to a single-player experience, meaning no multiplayer interactions or external influences are considered. As the study is autoethnographic, its findings are subjective and based on the author's personal experiences rather than generalizable across a wider population. The study focuses solely on Life is Strange and does not compare its effectiveness with other narrative-driven games or traditional language learning methods.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter aims to establish the theoretical foundation of this autoethnographic study by primarily focusing on Kolb's Experiential Learning Theory (ELT). This theory, as posited by Kolb (1984), provides a robust framework for understanding how language learning can occur through direct engagement and reflective processes within interactive digital environments. Furthermore, this chapter will delve into the specific mechanism of the butterfly effect within narrative games (Tyndale & Ramsoomair, 2016; Henderson, 2019) and provide an overview of Game-Based Language Learning (Pivec, 2009; Gyaurov et al., 2022), setting the stage for the analysis of the author's personal language learning experiences.

A. Previous Research

1. Gameful Second and Foreign Language Teaching and Learning (Reinhardt, 2019)

   Reinhardt (2019) provides a comprehensive exploration of 'gamefulness,' a concept emphasizing how the inherent design principles of games can be harnessed to enhance second and foreign language learning. Her work dissects various game mechanics and their psychological underpinnings, demonstrating how elements such as clear

goals, immediate feedback, challenge, progression, and intrinsic motivation can transform traditional language instruction from rote practice into a more engaging and meaningful experience. Reinhardt argues that by understanding and applying these gameful principles, educators can create learning environments that naturally encourage active participation and deeper cognitive processing of linguistic material. This study offers a foundational understanding of how motivation and sustained engagement, crucial for language acquisition, are fostered through game design.

This research aligns directly with the present autoethnographic study, which investigates how the intrinsic 'gamefulness' of Life is Strange manifested through its compelling narrative, player agency, and the consequential butterfly effect mechanism enhances the author's motivation and engagement in language learning. While Reinhardt provides a broad conceptual framework for gameful learning, her work primarily focuses on the theoretical underpinnings and general application across various game types. My study seeks to extend this insight by providing an empirical, in-depth personal account of how 'gamefulness' specifically operates within a choice-driven narrative game to drive incidental language learning, thereby offering a detailed case

study that exemplifies Reinhardt's broader theoretical claims in a unique context.

2. Second Language Pragmatic Socialization in World of Warcraft (Soares Palmer, 2010)

Soares Palmer's (2010) ethnographic doctoral dissertation offers an in-depth investigation into how second language (L2) learners develop pragmatic competence, specifically through social interactions within the massively multiplayer online role-playing game (MMORPG) World of Warcraft. Her research, based on extensive observation and participation, revealed that learners engaged in "pragmatic socialization," a process where they acquire culturally and contextually appropriate language use through authentic, often unscripted, communication with native and non-native speakers. Soares Palmer emphasizes that the immersive and communicative nature of such virtual environments provides rich opportunities for learners to test hypotheses about language, receive implicit and explicit feedback, and refine their understanding of sociolinguistic norms, far beyond what typical classroom settings might offer.

This study provides a highly valuable comparative perspective for the current autoethnographic research. Although World of Warcraft is a multiplayer online game that differs in genre from the single player narrative experience of

Life is Strange, Soares Palmer's findings underscore the profound capacity of interactive digital spaces to foster nuanced linguistic development, particularly in the realm of pragmatics. Her work on pragmatic socialization offers a theoretical lens for examining how the author's own engagement with Life is Strange's dialogue and choice-consequence system may have similarly contributed to an improved understanding of social language use and cultural implications, a specific area that remains underexplored in games of this unique narrative and interactive design.

3. The butterfly effect: Player agency and trope subversion in Life is Strange and Until Dawn, Henderson, A. (2019).

Henderson (2019) provides a direct and detailed analysis of the butterfly effect as a central mechanism in interactive storytelling, specifically using Life is Strange as a primary example. His work dissects how the explicit presentation of seemingly minor player decisions can lead to significant, often unforeseen, narrative consequences that deeply impact the story's progression and character relationships. Henderson argues that this mechanism uniquely enhances player immersion and fosters a profound sense of agency and responsibility within the narrative, compelling players to consider the long-term implications of their choices. Beyond its narrative function, he highlights how the butterfly effect

intensifies the cognitive and emotional engagement of the player, distinguishing choice-driven narratives from more linear forms of storytelling.

This research is highly pertinent to the current autoethnographic study, as it directly explains the core game mechanic under investigation and its intricate workings within Life is Strange. While Vernon's study primarily focuses on the theoretical and design aspects of the butterfly effect in interactive narratives, the current research extends this insight by exploring how this specific consequentiality directly impacts incidental language learning. It investigates how the heightened cognitive and emotional engagement driven by the butterfly effect compels the player to pay closer attention to linguistic details in choice-driven scenarios, ultimately promoting deeper comprehension and acquisition of English vocabulary, grammar, and pragmatic nuances.

While the preceding studies provide a strong foundation for understanding the potential of game-based learning (Reinhardt, 2019), pragmatic development in digital spaces (Soares Palmer, 2010), and the intricate mechanics of interactive narratives like the butterfly effect (Henderson, 2017), a specific autoethnographic investigation into how Life is Strange, with its pronounced butterfly effect mechanism,

uniquely enhances an individual's language learning journey remains underexplored. The existing literature provides broad conceptualizations and specific insights, but lacks a detailed, personal account of the interplay between the butterfly effect and incidental language acquisition within this particular game. This study aims to address this gap by offering an in-depth personal narrative and analysis of this specific interactive experience, contributing unique insights into the nuances of language learning facilitated by highly consequential digital narratives.

B. Literature Review

1. Game Based Language Learning (GLB)

Game-Based Language Learning (GBL) refers to the integration of digital games into the process of acquiring a second or foreign language. Unlike traditional language exercises, GBL leverages the inherent engaging and interactive nature of games to create immersive learning environments where language use is often contextualized and authentic (Pivec, 2009; Gyaurov et al., 2022). This approach moves beyond simple gamification (applying game elements to non-game contexts) to utilize the full, intricate systems and narratives of actual games as platforms for language development. Proponents of GBL argue that it fosters intrinsic

motivation by providing clear goals, immediate feedback, and opportunities for meaningful interaction, thereby reducing anxiety typically associated with language production and encouraging sustained engagement (Meizaliana, 2009; Reinhardt, 2019).

In a GBL environment, learners are not merely passive recipients of information; they actively participate in game worlds, interpret narratives, make decisions, and often interact with in-game characters or other players, all of which necessitate the use and comprehension of the target language. This active engagement facilitates incidental learning, where language acquisition occurs naturally as a byproduct of achieving game objectives, rather than through explicit instruction alone. GBL is particularly effective in developing communicative competence as it provides authentic contexts for practicing listening, reading, and sometimes speaking and writing, within a low-stakes, playful environment. This theoretical understanding of GBL underpins the premise of this study, as it explores how the unique design of Life is Strange aligns with these principles to facilitate the author's personal language learning journey.

2. Narrative-Driven Games

Narrative games constitute a distinct genre of video games where the primary focus is on storytelling, with player interaction driving or influencing the progression of the plot. Unlike action-oriented games, narrative games prioritize player choices, character development, and the unfolding of a compelling story (Ryan, 2008). These games often feature rich dialogues, intricate plotlines, and emotionally resonant characters, requiring players to engage deeply with the linguistic and thematic content to fully comprehend the narrative and make informed decisions.

A defining characteristic of narrative games, particularly evident in Life is Strange, is the emphasis on dialogue and non-verbal choices. Players are frequently presented with multiple dialogue options or opportunities to interact with the environment in ways that carry significant weight for the story's direction and consequences. This very mechanism encourages a heightened level of linguistic processing; before taking an action or selecting a dialogue choice, players are often compelled to meticulously interpret the various options, weighing their potential impact on the narrative. Conversely, there are moments where a dialogue is uttered by an in-game character, and the player only grasps its full meaning and its profound implications for the plot after the fact, necessitating reflective understanding of the language

used. This direct link between linguistic comprehension and narrative progression makes narrative games a particularly rich environment for incidental language learning, as understanding the nuances of language directly impacts the player's agency and experience within the story.

3. The Butterfly Effect

The 'butterfly effect' in interactive storytelling, a concept popularized in chaos theory, refers to the phenomenon where seemingly small, initial actions or choices can lead to disproportionately large, unpredictable, and far-reaching consequences later in the narrative (Henderson, 2019). In video games, particularly narrative-driven ones like Life is Strange, this mechanism is central to the gameplay, as player decisions, even seemingly trivial ones, can ripple through the storyline, altering character relationships, future events, and even the ultimate fate of the game world (Tyndale & Ramsoomair, 2016). This creates a highly dynamic and personalized narrative experience, distinct from linear storytelling, as the player's agency is constantly reinforced by the unfolding consequences of their choices.

The implementation of the butterfly effect in Life is Strange has profound implications for language learning, as it directly elevates the stakes of linguistic comprehension. For the author, a poignant personal experience vividly illustrates this:

the tragic failure to save Kate Marsh's life due to misinterpreting crucial dialogue options during a critical conversation. This profound consequence, stemming from a lack of nuanced English comprehension in a high-pressure situation, served as a powerful and immediate feedback mechanism. The inability to fully grasp the emotional and pragmatic undertones of Kate's dialogue exposed a significant gap in personal language proficiency, particularly at a foundational level. This singular, impactful event highlighted how critical it is to understand not just literal meaning, but also the subtext and implications of language in real-time, directly motivating a deeper and more careful engagement with the game's English dialogue in subsequent play. Thus, the butterfly effect transforms linguistic challenges into impactful learning opportunities by making comprehension errors lead to tangible, often emotional, narrative repercussions.

4. Autoethnography

Autoethnography is a qualitative research methodology that emphasizes the researcher's personal experience as a primary source of data and analysis to understand a broader cultural, social, or communication phenomenon (Ellis & Bochner, 2000; Chang, 2008). Unlike traditional ethnography which focuses on external observation of a culture, autoethnography involves deep self-reflection and

introspection, where the researcher's own experiences, feelings, and thoughts are systematically examined within a cultural context. This approach acknowledges that the researcher is an inseparable part of the research process, and their subjective experience offers unique insights that might be inaccessible through other methods.

The core principle of autoethnography lies in its capacity to illuminate complex social and psychological processes through detailed personal narratives, making the familiar strange and the strange familiar. It embraces vulnerability and emotionality as pathways to deeper understanding, weaving together evocative storytelling with rigorous analytical reflection. For this study, autoethnography is the chosen methodology because it allows for an intimate and nuanced exploration of the author's specific language learning journey through playing Life is Strange. By critically reflecting on personal interactions with the game's narrative and butterfly effect mechanism including moments of linguistic struggle, comprehension breakthroughs, and emotional responses this methodology provides rich, qualitative data to understand the intricacies of incidental language acquisition in a highly interactive digital environment. It offers unique insights into how a specific game experience can contribute to individual language development that might not be captured through more detached research approaches.

C. Conceptual Framework

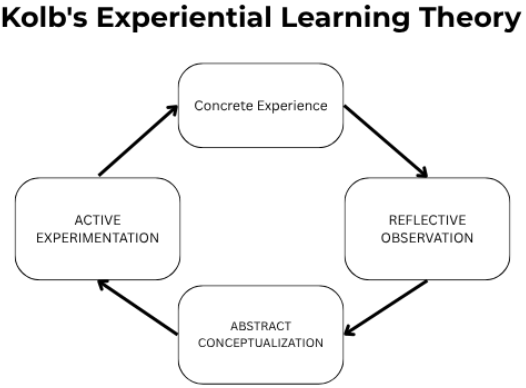


Figure 2.1. *Kolb's Experiential Learning Cycle (Source: Kolb, 1984)*

This section delves into David A. Kolb's Experiential Learning Theory (ELT), which serves as the primary theoretical framework for this autoethnographic study. ELT posits that learning is a holistic, continuous process that fundamentally originates from experience, transforming concrete experiences into abstract concepts that can then be used to guide future actions (Kolb, 1984). This theory offers a powerful lens through which to understand how individuals acquire knowledge and skills through an active engagement with their environment, making it particularly relevant for analyzing learning within interactive digital settings.

Kolb's ELT is conceptualized as a four-stage learning cycle that learners continuously move through. Effective learning involves the integration and completion of all four stages, where each stage builds upon the previous one and informs the next, creating a dynamic and iterative process:

a. Concrete Experience (CE)

The Concrete Experience (CE) stage is the initial phase of the learning cycle, characterized by direct and immediate engagement in a new experience or situation. This is the 'feeling' or 'doing' stage, where the learner simply encounters an event, problem, or activity without necessarily reflecting on or analyzing it. In the context of language learning, a Concrete Experience could involve encountering new vocabulary, grammatical structures, or pragmatic nuances during a conversation, reading an unfamiliar text, or participating actively in an in-game dialogue sequence. It is the raw, unmediated interaction with the learning content, such as hearing new English phrases spoken by characters or choosing a dialogue option in Life is Strange.

b. Reflective Observation (RO)

Following a Concrete Experience, the learner moves into the Reflective Observation (RO) stage. This

involves stepping back from the experience to ponder, observe, and reflect on what happened. It is the 'watching' stage, where learners critically examine the experience from various perspectives, considering its implications and internalizing their observations. In language learning, this might involve replaying a game segment, reviewing dialogue choices made, thinking about why a certain linguistic choice led to a particular outcome, or reflecting on the meaning of an unfamiliar idiom encountered. This stage is crucial for making sense of the initial experience and identifying areas of confusion or new insights.

c. Abstract Conceptualization (AC)

From the insights gained during Reflective Observation, learners progress to the Abstract Conceptualization (AC) stage. This is the 'thinking' stage, where learners assimilate their observations into new or existing theories, concepts, and generalizations. They form abstract models or rules to understand the underlying principles of what they have experienced. In language acquisition, this could mean forming new hypotheses about grammar rules, understanding the contextual usage of vocabulary, conceptualizing pragmatic norms, or mentally organizing newly acquired

linguistic knowledge into a coherent framework based on the patterns observed in the game. It is the process of extracting generalizable lessons from specific events.

d. Active Experimentation (AE)

The final stage of the learning cycle is Active Experimentation (AE). This is the 'doing' stage again, but this time, the learner actively applies the new concepts, theories, or hypotheses in new situations to test their validity and explore their implications. It involves taking risks and actively experimenting with the newly acquired knowledge. In the context of Life is Strange, this might involve intentionally trying out newly understood vocabulary or pragmatic strategies in subsequent dialogue choices, applying a re-conceptualized grammatical rule, or consciously attempting to predict the linguistic implications of a butterfly effect choice based on prior reflections. This stage completes the cycle, generating new Concrete Experiences that initiate the next round of learning.

In conclusion, Kolb's Experiential Learning Theory provides a robust and insightful framework for understanding the process of language acquisition within the context of this autoethnographic study. The cyclical nature of CE, RO, AC, and

AE aligns closely with the iterative engagement inherent in playing narrative games like Life is Strange, particularly with the butterfly effect mechanism that encourages players to experience, reflect upon, conceptualize, and experiment with linguistic choices and their consequences. The direct and immersive experiences within the game (Concrete Experience), coupled with the author's personal reflections (Reflective Observation) and the subsequent development of linguistic understanding (Abstract Conceptualization), ultimately informed new approaches to engaging with the game's language (Active Experimentation). This cyclical process, often facilitated by the game's rewind feature, highlights the dynamic interplay between gameplay and language learning. The subsequent analysis in Chapter IV will utilize this framework to dissect specific instances within the author's gameplay experience, illustrating how each stage of Kolb's learning cycle manifests and contributes to the incidental acquisition of English language skills through interaction with Life is Strange

CHAPTER III
METHOD OF RESEARCH

This chapter outlines the methodological framework employed in this autoethnographic study, providing a comprehensive description of the research design, participant details, data collection instruments and procedures, and the data analysis techniques utilized. Given the inherent nature of autoethnography, particular emphasis is placed on the researcher's dual role as both the investigator and the primary subject of inquiry.

A. Research Design

This study employs a qualitative autoethnographic approach to explore the researcher's personal experience of learning English while playing Life is Strange. This design is rooted in constructivist learning theories, emphasizing that learning is an active process of constructing meaning from experience (Jonassen, 1999). Specifically, it draws upon the autoethnographic framework proposed by Ellis et al. (2011) and incorporates the principles of Game-Based Learning (GBL) as articulated by Gee (2007), which posits that engaging in games creates an embodied learning environment conducive to language acquisition.

The autoethnographic process in this study was recursive, involving three intertwined phases:

1. Immersive Playthroughs: This phase involved the researcher's direct engagement with Life is Strange, playing all five episodes over approximately 760 minutes (averaging 25 minutes per episode). During gameplay, think-aloud protocols were employed, where the researcher verbalized thoughts, feelings, and linguistic processing in real-time. This entire gameplay experience, including the think-alouds, was meticulously recorded using OBS Studio and stored on a private YouTube channel ("Yakooo Plays") with detailed timestamps for later review.
2. Reflective Documentation: Concurrently with and following gameplay, the researcher maintained comprehensive reflective journals. These journals were structured using a template adapted from Reinhardt's (2019) framework, focusing on specific linguistic challenges, insights gained from the butterfly effect mechanism, emotional responses, and connections to English language learning. These journals served as a primary source for qualitative data, capturing nuanced linguistic and metacognitive processes.

3. Pattern Analysis: This final recursive phase involved the systematic analysis of the collected data. Utilizing thematic analysis as outlined by Braun and Clarke (2006), the researcher identified recurring patterns, themes, and insights from the comprehensive dataset (comprising transcribed think-aloud protocols, reflective journal entries, and video observations). This phase involved an iterative process of coding, theme generation, and refinement to answer the research questions regarding motivation and language learning strategies.

To ensure the trustworthiness and validity inherent in qualitative research, particularly autoethnography, the researcher maintained a detailed audit trail of all data, analytical decisions, and interpretive insights. Regular consultations with the thesis advisor and informal discussions with peer players also provided external feedback and served as a form of member-checking to enhance the credibility of the findings

B. Participants

As an autoethnographic study, this research centered on the researcher as the sole participant. Their dual background as both a language learner and an experienced gamer provided unique insights into the phenomenon under investigation. The

participant was an 8th-semester undergraduate student in the English Education program at UIN Walisongo Semarang, who had fulfilled the university's TOEFL proficiency requirement and demonstrated intermediate-to-advanced communicative competence through active participation in English-speaking academic discussions

The researcher brought substantial technical familiarity with narrative-driven games to the study, particularly through extensive experience with choice-based titles like Life is Strange. This background included a nuanced understanding of the butterfly effect mechanics and their potential for language learning, as well as hands-on knowledge of dialogue tree systems that require careful linguistic analysis during decision-making. Prior experience with emotional narrative design in games also informed the researcher's ability to critically analyze how storytelling techniques might enhance or hinder language acquisition. Having logged over 100 hours of gameplay across similar narrative titles before this study, the researcher possessed both the technical literacy to navigate complex in-game systems and the analytical framework to examine their pedagogical potential

C. Data Collection Methods

The data for this autoethnographic study were primarily collected through a combination of think-aloud protocols, reflective journaling, and video recordings of gameplay. Each method was strategically chosen for its ability to capture various layers of language learning experience and the nuances of the butterfly effect within the immersive game environment.

Think-Aloud Protocols served as a core method for capturing real-time cognitive and linguistic processes as the researcher interacted with the game. During Life is Strange playthroughs, the researcher verbally articulated thoughts, assumptions, questions, linguistic interpretations, and decisions being made, particularly those pertaining to dialogue choices and the consequences of the butterfly effect. These verbalizations provided a direct window into the spontaneous language processing occurring, including the identification of unfamiliar vocabulary, attempts to infer meaning, reactions to sentence structures, and the understanding of pragmatic implications of conversational choices. Concrete examples from verbalizations, such as the researcher muttering "What does 'hella' mean here?" or "I should've chosen that other option, it sounds more polite," illustrate authentic moments of language acquisition and reflection. All think-aloud sessions were audio-recorded and synchronized with gameplay video footage to

ensure accuracy and the full context of each verbalization, subsequently transcribed verbatim for detailed analysis.

Complementing the think-aloud protocols, the researcher consistently maintained structured Reflective Journals after each gameplay session and periodically throughout the study. These journals provided a space for deeper, more structured metacognitive reflection on the language learning experience. Utilizing a six-part template adapted from Reinhardt's (2019) framework, the journals facilitated a systematic exploration of aspects such as specific linguistic challenges encountered, strategies employed to overcome them (e.g., leveraging the rewind feature for linguistic experimentation), emotional responses to plot and characters that influenced learning motivation, and broader insights into the role of the butterfly effect in narrative comprehension and language learning. Data from the reflective journals offered an introspective perspective on how gameplay experiences translated into conscious language learning, enabling the researcher to identify patterns of learning and development that might not be immediately apparent during active gameplay.

Finally, Video Recordings of the entire gameplay, I ncluding both the visual screen capture and the researcher's verbalizations (think-alouds), were meticulously made using OBS Studio. These video recordings were vital as a multimodal data source, providing

rich visual and audio context to supplement the textual data from think-aloud protocols and reflective journals. The recordings enabled the researcher to revisit key moments, precisely reviewing specific in-game linguistic interactions, the context of dialogue choices, and the immediate narrative repercussions of those choices, especially those related to the butterfly effect. The visual and auditory data allowed for the analysis of non-verbal cues and ensured that interpretations of verbal and reflective data were well-supported by the actual in-game context and narrative flow. This video data served not only as an archive of the gameplay experience but also as an analytical tool, facilitating a profound re-analysis of the intricate interactions between gameplay, narrative, and the language acquisition process.

D. Data Analysis Approach

The qualitative data collected from think-aloud protocols, reflective journals, and video recordings were subjected to thematic analysis, following the six-phase approach outlined by Braun and Clarke (2006). This systematic approach allowed for the identification, analysis, and reporting of patterns (themes) within the data relevant to the research questions. The phases undertaken were:

1. Familiarizing with the data: This initial phase involved the researcher immersing themselves deeply within the rich qualitative dataset. This was achieved through repeated reading of all transcribed think-aloud protocols and reflective journal entries, alongside re-watching and re-listening to the corresponding video recordings. The goal was to gain a comprehensive and nuanced understanding of the entirety of the data, noting initial ideas and potential areas of interest without imposing preconceived notions.
2. Generating initial codes: Following data familiarization, the researcher systematically began the process of coding. This involved identifying interesting features, significant phrases, meaningful segments, and specific linguistic interactions across the entire dataset. Each identified piece of data that seemed relevant to the research questions or to the autoethnographic experience was assigned a preliminary code, acting as a label to categorize and organize the raw information. This phase generated a substantial number of initial codes, reflecting the breadth of the collected data.
3. Searching for themes: Once a comprehensive set of initial codes had been generated, the researcher proceeded to organize these codes into potential themes. This involved collating codes that appeared to be related or to address a similar underlying concept. This iterative process of grouping codes allowed for the preliminary identification of broader

patterns or ideas that began to emerge from the data, moving from specific observations to more conceptual categories that could potentially form the core findings.

4. Reviewing themes: This critical phase involved refining the initially identified themes. The researcher rigorously reviewed each potential theme against the coded extracts and, crucially, against the entire dataset to ensure two key aspects: internal homogeneity (that the data within a theme cohere meaningfully) and external heterogeneity (that there are clear and meaningful distinctions between themes). This process often involved splitting, combining, or discarding themes as necessary to ensure they accurately and coherently represented the qualitative material and addressed the research questions.
5. Defining and naming themes: Once the themes were established and refined through the review process, the researcher moved to precisely define and name each theme. This involved crafting clear, concise, and academically sound definitions that articulated the essence, scope, and specific boundaries of each theme. The names chosen for the themes were designed to be evocative and representative of the patterns they encapsulated, ensuring that their meaning was readily apparent to the reader and firmly grounded in the empirical data.

6. Producing the report: The final phase involved weaving together the analytical narrative of the study's findings. This entailed constructing a coherent discussion that presented each defined theme, supported by compelling and illustrative extracts directly from the raw data (transcribed verbalizations, journal entries, or descriptions of video observations). This narrative effectively demonstrated how the themes emerged from the participants' experiences and robustly addressed the research questions, providing a comprehensive and evidence-based account of the autoethnographic findings.

To ensure the rigor of the analysis, a process of constant comparison was employed, wherein new data were continuously compared with existing codes and themes, allowing for iterative refinement and the emergence of robust patterns (Creswell, 2014). Furthermore, data triangulation was implicitly applied by analyzing convergent and divergent patterns across different data sources (e.g., comparing insights from think-alouds with reflective journal entries and video observations) to enhance the credibility of the findings (Creswell, 2014). This comprehensive approach ensured that the identified themes robustly addressed how playing Life is Strange impacted motivation and the adoption of language learning strategies.

E. Data Analysis Approach

Ensuring the trustworthiness of qualitative research is paramount, particularly in autoethnography where the researcher's subjective experience is central to the inquiry. Drawing upon the established criteria by Lincoln and Guba (1985), this study rigorously addressed credibility, transferability, dependability, and confirmability through various methodological strategies:

1. Credibility: This study emphasized credibility (the qualitative equivalent of internal validity) by ensuring that the findings truly represent the researcher's experience and interpretations. Measures taken include prolonged engagement through extensive gameplay (760 minutes across five episodes) and consistent reflective documentation, allowing for deep immersion and nuanced understanding. Persistent observation was maintained through focused attention on linguistic interactions and the impact of the butterfly effect during gameplay. Crucially, data triangulation was employed by integrating insights from three distinct data sources: real-time think-aloud protocols, introspective reflective journal entries, and contextual video recordings of gameplay. The convergence of findings across these diverse data streams significantly enhanced the believability of the interpretations.

Furthermore, member-checking, adapted for autoethnography, was performed through regular consultations with the thesis advisor and informal discussions with peer players. These external perspectives provided critical feedback, challenging potential biases and confirming that the interpretations resonated with the experiences and understanding of knowledgeable others.

2. Transferability: While autoethnography does not aim for statistical generalization, its equivalent to external validity, transferability, is addressed through thick description. The study provides rich, detailed narratives of the researcher's experiences, including specific linguistic encounters, emotional responses, decision-making processes influenced by the butterfly effect, and the context of gameplay. By offering this comprehensive contextual information, readers are empowered to assess the applicability and relevance of the findings to their own contexts or similar situations, thereby enabling "reader generalization.
3. Dependability: To ensure dependability (the qualitative equivalent of reliability), the study focused on consistency and traceability of the research process. An audit trail was meticulously maintained, documenting all raw data (transcripts, journal entries), coding decisions, thematic development, and analytical interpretations. This

comprehensive record allows external reviewers (e.g., the thesis advisor) to follow the logical progression of the research, verify the consistency of the analytical process, and ensure that the findings are consistent and replicable given the same data and conditions.

4. Confirmability: Confirmability (analogous to objectivity) was addressed by minimizing researcher bias and ensuring that the findings are derived from the data rather than personal inclinations. The detailed audit trail played a crucial role by providing transparency of the analytical process. Additionally, the researcher engaged in reflexivity throughout the study, continuously acknowledging and reflecting upon their own positionality, assumptions, and potential biases in the reflective journals. The external checks through advisor consultations and peer discussions also contributed to confirming that the interpretations were grounded in the data and less influenced by personal subjectivity.

CHAPTER IV
RESULTS AND DISCUSSION

A. Finding

This chapter presents the research findings and discussion, which include an explanation about the autoethnographic experience of the researcher (as an EFL student) in learning English using an interactive narrative game, Life is Strange, in contexts outside the traditional classroom. This section will specifically address how the game's interactive narrative and butterfly effect mechanism influenced the researcher's motivation and engagement in English language learning, and how the researcher adapted language learning strategies. The findings will be presented based on data collected through reflective journals, recorded gameplay observations, and think-aloud protocols from the researcher's immersive experience.

1. The Influence of Interactive Narrative and the Butterfly Effect on Motivation and Engagement in English Language Learning

The player's primary motivation in the English language learning process while engaging with Life is Strange was significantly influenced by the inherently

interactive nature of the game's narrative and the profound emotional weight embedded within each decision. The unique "butterfly effect" mechanism, a core game mechanic where small choices ripple into large consequences, served as the fundamental justification for selecting Life is Strange as an instrumental medium for English language acquisition. This feature imbued every in-game decision with a sense of critical importance, thereby compelling the player to diligently understand "all dialogues and their nuanced meanings".

1.1 Moral and Emotional Dilemmas as Learning Triggers

The game consistently presented deeply complex moral dilemmas that directly challenged the player's ethical framework, thereby cultivating a strong intrinsic motivation for language comprehension. Crucial narrative junctures, such as the ultimate choice to "Sacrifice Chloe" or "Sacrifice Arcadia Bay" at the narrative's climax, demonstrably carried "immense emotional weight". The option to "Sacrifice Chloe" felt "incredibly difficult" for the player, precisely because it "directly contradicted my established mission in the game," which had consistently been to protect and preserve Chloe's life throughout the entire narrative arc.

This profound conflict fostered an intense desire to accurately interpret linguistic cues. The overarching aspiration to make "the right decision" and assume "responsibility" for Max's actions within the game became a powerful underlying impetus, driving the player to meticulously understand every minute linguistic detail presented in dialogues and choices. Through these arduous choices, the player internalized the understanding that "sometimes the best choice is the most painful one" and that "accepting reality and loss is the highest form of love and responsibility", reinforcing the emotional depth tied to language engagement.

1.2 Desire to Understand the Story and Characters

Motivation also profoundly stemmed from an acute desire to thoroughly comprehend the intricate and often complex storyline, alongside delving into the multifaceted intricacies of the game's characters. The player felt a compelling need to grasp the underlying reasons for characters' actions or specific verbalizations, particularly when confronted with "high-tension or conflict situations". This included the challenging endeavour of understanding Jefferson's cold and manipulative motivations, a task made difficult because "his words often carried a double

meaning what he said was beautiful, but his intentions were twisted". Through careful observation of dialogue and context, the player learned that "goodness can be faked by beautiful words, and we must learn to read intentions behind speech", highlighting a critical pragmatic dimension of language learning. Similarly, the significant transformation of David Madsen's character, evolving from an initially antagonistic figure to an eventual savior, further motivated the player to explore and "understand the layers of humanity" present within each character, adding depth to their engagement with the game's English dialogue.

1.3 Impact of the "Butterfly Effect" on Understanding Language Consequences

The prominent "butterfly effect" feature, a cornerstone of Life is Strange's gameplay where seemingly minor decisions could unexpectedly trigger significant future repercussions, profoundly motivated the player to exercise heightened meticulousness in both comprehending and selecting words. This pervasive awareness was reinforced by the realization that "not all situations can be replayed" and that "in the real world, decisions can sometimes only be made once", thereby compelling the player to exert greater

caution with "every dialogue choice". The underlying fear of "repeating previous failures," such as the tragic incident involving Kate, notably became a powerful personal motivation to consciously curtail over-reliance on the rewind feature, pushing the player towards more deliberate linguistic processing. Ultimately, the player internalized that "the butterfly effect is not just a theory, but real in this gameplay and also in life," which underscored the tangible and far-reaching consequences of linguistic choices within the game's narrative.

1.4. Quest for Truth and Justice

The overarching motive to diligently uncover the hidden truths behind the enigmatic mysteries plaguing Arcadia Bay also served as a potent driving force in the player's English language learning journey. This included the "crucial mission" to obtain the elusive code for Frank's logbook, a key piece of evidence containing his client list, as well as the intricate process of "connecting various pieces of information" such as specific locations, precise timings, and detailed drug transaction lists to form a coherent narrative. These investigative tasks directly motivated the player to meticulously process complex English language clues and narratives. The horrifying discovery of Rachel

Amber's body and the subsequent evidence found in the Dark Room provided an "overwhelming motivation to confront the perpetrators and seek justice", requiring a keen understanding of legal and moral discourse within the game. Furthermore, the "deep desire to escape Jefferson" and the "moral imperative to be truthful with David, even about Chloe's death," collectively represented a "powerful motivation to act decisively and empathetically in a high stakes, emotionally charged situation," demanding advanced linguistic navigation and expression.

2. Learning Strategies: Dynamic Engagement with Contextual Language Acquisition

The player employed a diverse repertoire of learning strategies that dynamically adapted to the rich contextual environment of Life is Strange. These strategies were often implicit, driven by the immediate demands of narrative progression and character interaction, and facilitated by the unique mechanics of the game.

2.1 Pragmatic Learning Through Social Interaction

A highly prominent strategy observed was the acquisition of pragmatic competence, specifically understanding how language is utilized effectively

within various social contexts. The player actively learned to select appropriate dialogue options to achieve specific communicative goals, often through trial-and-error facilitated by the game's mechanics. For instance, a crucial example involved the strategic use of the phrase "You scared me" when interacting with Frank to effectively diffuse a tense situation, which demonstrated a nuanced understanding that "expressing personal feelings, rather than making demands or accusations, can create a path of understanding". Similarly, the judicious application of the rewind power allowed the player to experiment with and identify appropriate phrases (e.g., "Juliet Watson, be nice") for interacting with newly encountered characters, thereby illustrating the importance of aligning language with established social relationships within the game's world. Furthermore, the conscious choice of words, such as "You're my friend" when comforting Kate during a moment of profound crisis, showcased an acute awareness of the powerful impact of relational language in constructing and offering emotional support. The player also developed the ability to differentiate between various tones, including sarcastic remarks and humour, as evidenced by their interpretation of Chloe's casual use of "Are you cereal?"

or "Go fuck your selfie".

2.2 Vocabulary and Idiom Acquisition in Context

The player consistently engaged in the acquisition of new vocabulary and idiomatic expressions, crucially learning them within their authentic usage contexts. Appendix 3 provides a comprehensive documentation of these acquired expressions, ranging from colloquial slang like "hella" and "check lit" to more metaphorical or specialized phrases such as "Chiaroscuro" and "Golden hour". This understanding frequently developed through "repeated exposure" to the terms and by observing "how other characters reacted" to their usage, solidifying their contextual meaning. The player specifically noted that "hella" evolved from merely an intensifier to a "distinct piece of informal, regional slang that contributed significantly to Chloe's characterization".

2.3 Utilizing Game Mechanics as Learning Tools

The unique game mechanics of Life is Strange, particularly the rewind ability, were strategically leveraged by the player as an active learning instrument. This feature functioned as a "language laboratory," providing a risk-free environment for the

player to experiment with various dialogue choices and immediately observe their consequences. This iterative process allowed for the practice of "word choice" and the direct observation of "how words build or destroy trust" within conversations. The player also utilized the photo mode to gain "insight into the character's thoughts" by reading journal entries and SMS messages, which served as valuable textual learning resources.

2.4 Overcoming Listening Comprehension Challenges

The game presented significant challenges in listening comprehension, particularly during emotionally charged dialogues, overlapping conversations, or when deciphering sarcastic tones. These challenges actively encouraged the player to develop more refined listening strategies. The player noted the necessity to "listen carefully to catch threats" and to discern the "emotional meaning from the tone, intonation, and mood in conversations". This continuous exposure to varied authentic spoken English, coupled with the contextual cues provided by the narrative, compelled the player to improve their auditory processing skills.

2.5 Self-Reflection and Metacognitive Awareness

The structured process of maintaining reflective journals constituted a powerful metacognitive learning strategy. By consistently documenting "Gameplay Summary," "Vocabulary & Expressions Learned," "Listening Comprehension Challenges," "Decision-Making & Language Learning," "Cultural and Language Differences," and "Reflection & Learning Experience", the player actively engaged in self-reflection on their language acquisition journey. This systematic documentation fostered heightened metacognitive awareness regarding their learning processes, the specific areas of language they were mastering, and the overall progress achieved through the autoethnographic experience. This deliberate reflection allowed for the consolidation of learning and identification of ongoing linguistic development.

B. Discussion

This section offers an in-depth interpretation of the findings presented in Section A, examining how the autoethnographic experience of playing Life is strange illuminates' key aspects of motivation and learning strategies in English language acquisition. The discussion rigorously integrates theoretical frameworks from Chapter II, including

David Kolb's Experiential Learning Theory (ELT), principles of Game-Based Language Learning (GBL), the unique characteristics of Narrative-Driven Games, and the specific impact of The Butterfly Effect mechanism. Furthermore, the discussion will explicitly connect these findings with relevant previous research to draw broader implications for language learning in immersive digital environments.

1. **Learning Strategies: Dynamic Engagement with Contextual Language Acquisition**

The findings regarding motivation (RQ1) strongly underscore the critical role of narrative engagement and emotional investment in fostering intrinsic motivation for English language learning within Life is Strange. This aligns profoundly with the principles of Game-Based Language Learning (GBL), which posits that games, by their very nature, enhance intrinsic motivation through features like clear goals, immediate feedback, and opportunities for meaningful interaction (Pivec, 2007; Gyaurov et al., 2012). The immersive nature of Life is Strange naturally provides these elements.

The "butterfly effect" mechanism, a core feature of Narrative-Driven Games like Life is Strange, extends beyond mere gameplay; it functions as a powerful

pedagogical catalyst. As highlighted by Henderson (2019), this mechanism intensifies player immersion and fosters a profound sense of agency, directly compelling the player to engage more deeply with linguistic nuances to anticipate and manage consequences. The necessity to comprehend nuances for decision-making in morally charged dilemmas transformed linguistic processing into a high-stakes, emotionally resonant activity, mirroring Reinhardt's (2019) concept of 'gamefulness' where game design fosters intrinsic motivation.

This entire motivational trajectory is best understood through Kolb's Experiential Learning Theory (ELT), which views learning as a continuous cycle of experience, reflection, conceptualization, and experimentation. In Life is Strange, the player's direct linguistic engagement within the game, such as selecting dialogue options in critical narrative junctures or encountering emotionally charged conversations, constitutes the Concrete Experience stage. The acute awareness of potential consequences, particularly evident in the failure to save Kate Marsh due to initial linguistic misinterpretations, provided immediate and impactful feedback, propelling the player into deeper linguistic analysis. Subsequently, the unique rewind feature directly facilitates Reflective

Observation, allowing the player to re-experience and re-evaluate their linguistic choices and their immediate narrative repercussions. This "language laboratory" aspect fosters critical thinking about the pragmatics of communication. Through this reflection, the player moves into Abstract Conceptualization, forming generalizations and insights about language use, such as recognizing that "goodness can be faked by beautiful words" or understanding the subtle implications of informal language. Finally, Active Experimentation occurs as the player applies these newly formed linguistic hypotheses in subsequent interactions within the game, consciously adjusting their dialogue choices to achieve desired outcomes or to explore alternative narrative paths. This continuous, self-reinforcing cycle ensures sustained intrinsic motivation, as the learning process is directly tied to the player's agency and emotional investment in the unfolding story. This finding strongly supports the argument that the narrative design of games like Life is Strange can significantly enhance motivation for second language acquisition (Meizaliana, 2018).

2. Emergent, Contextualized Strategies, and Experiential Learning

The repertoire of learning strategies observed (RQ2) highlights the dynamic and emergent nature of language acquisition within the interactive environment of Life is Strange, which is intricately linked to both Kolb's ELT and the pedagogical strengths of Game-Based Language Learning (GBL). These strategies were not pre-planned but emerged organically from the player's interaction with the game's challenges and opportunities, fulfilling the GBL promise of fostering communicative competence through authentic use (Meizaliana, 2018).

Pragmatic Learning Through Social Interaction stands out as a key strategy, deeply rooted in the Concrete Experience of authentic in-game communication. The player directly engaged in linguistic performance, such as de-escalating conflict with Frank ("You scared me") or navigating social hierarchies ("Juliet Watson, be nice"). This aligns precisely with Soares Palmer's (2010) concept of "pragmatic socialization" in digital gaming environments, where learners acquire culturally and contextually appropriate language use through active participation in communicative acts. The iterative nature of Life is Strange's dialogue choices, combined with the rewind feature,

strongly facilitated Active Experimentation, allowing the player to test various pragmatic approaches and immediately observe their consequences. Subsequent Reflective Observation solidified understanding, leading to Abstract Conceptualization of nuanced social language use. This demonstrates how narrative-driven games provide a rich sandbox for developing crucial pragmatic skills often difficult to simulate in traditional classrooms.

Vocabulary and Idiom Acquisition in Context also highlights the effectiveness of GBL for incidental learning (Pivec, 2007; Meizaliana, 2018). The player's Concrete Experience involved direct, repeated exposure to colloquialisms like "hella" or specialized terms within authentic dialogues. Unlike rote memorization, these words were encountered in meaningful contexts, aiding their retention and correct usage. Reflective Observation occurred as the player noted these terms and observed how other characters reacted, fostering an Abstract Conceptualization of their contextual meaning and cultural nuances. This is reinforced by the finding that "hella" evolved from a simple intensifier to a descriptor of Chloe's characterization, indicating a deeper cultural understanding (Henderson, 2019). The ability to re-experience dialogues through the rewind feature allowed for repeated exposure and reinforced understanding.

The strategic Utilization of Game Mechanics (especially the rewind ability and photo mode for journal/SMS analysis) perfectly embodies Kolb's Reflective Observation and Active Experimentation stages. The rewind feature served as an immediate feedback loop, transforming gameplay into a "language laboratory" where the player could instantly practice "word choice" and observe "how words build or destroy trust" (Henderson, 2019). This mechanism provides an unprecedented opportunity for learners to analyze linguistic cause and effect. Similarly, Overcoming Listening Comprehension Challenges by actively listening for emotional cues, tone, and intonation (as noted by Gyaurov et al., 2012, regarding immersive listening) pushed the player through cycles of Concrete Experience (listening to authentic dialogue) and Reflective Observation (replaying to grasp nuances), leading to improved auditory processing.

Finally, Self-Reflection and Metacognitive Awareness through maintaining reflective journals explicitly served as the backbone of Kolb's cycle. This dedicated process nurtured both Reflective Observation and Abstract Conceptualization, allowing the player to systematically document and internalize their linguistic progress, identify learning patterns, and articulate their

overall language acquisition journey. This metacognitive engagement transformed raw in-game experiences into actionable linguistic insights, firmly demonstrating the cyclical and self-directed nature of learning within this autoethnographic study, echoing arguments that self-reflection is crucial for maximizing learning outcomes in digital environments (Reinhardt, 2019).

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides a concise summary of the study's findings and offers recommendations based on the insights gained from the autoethnographic experience of learning English through Life is Strange.

A. Conclussion

The main aim of this autoethnographic study was to explore the author's experiences in acquiring English through the narrative-driven game Life is Strange, particularly focusing on the impact of its butterfly effect mechanism on language learning motivation and strategy adoption. From the findings and discussions presented in Chapter IV, the following conclusions can be inferred:

1. Motivation and Engagement (RQ1): The game Life is Strange significantly fosters intrinsic motivation and deep emotional engagement for English language learning. The narrative's compelling nature, coupled with the unique "butterfly effect" mechanism, created a high-stakes linguistic environment. This dynamic consistently propelled the player through the cyclical stages of Kolb's Experiential Learning Theory—from direct linguistic encounters (Concrete Experience) and critical reflection on choices via the rewind feature (Reflective Observation), to

forming generalized understandings of language use (Abstract Conceptualization), and actively applying new linguistic knowledge (Active Experimentation). This continuous cycle, reinforced by the game's inherent 'gamefulness' and emotional consequences, proved to be a powerful driver for sustained linguistic engagement and an active pursuit of understanding.

2. Language Learning Strategies (RQ2): The study demonstrated that players naturally adopt and adapt various effective language learning strategies in response to the immersive and interactive challenges presented by Life is Strange. Specifically, the game facilitated the development of pragmatic awareness through authentic social interactions and consequential dialogue choices, aligning with the concept of pragmatic socialization. Furthermore, vocabulary and idiom acquisition occurred organically through contextual exposure, while listening comprehension was honed by navigating emotionally charged and nuanced dialogues. The strategic utilization of game mechanics, particularly the rewind ability, served as a unique tool for metacognitive reflection and iterative linguistic experimentation, reinforcing learning through immediate feedback. These strategies collectively underscore the efficacy of Game-Based Language

Learning in providing authentic, contextualized, and self-directed language acquisition opportunities.

Ultimately, this research concludes that narrative-driven games like Life is Strange possess substantial pedagogical value, effectively transforming the process of second language acquisition into an immersive, emotionally engaging, and highly effective experiential journey.

B. Suggestion

Based on the findings and conclusions of this autoethnographic study, the following suggestions are offered:

1. Pedagogical and Practical Implications:

   Educators are encouraged to explore the integration of interactive narrative games, such as Life is Strange, into English language curricula. These games can serve as supplementary tools to cultivate authentic language use, enhance pragmatic awareness, and foster intrinsic motivation beyond traditional classroom settings, with emphasis placed on leveraging the game's narrative depth and decision-making elements to prompt critical linguistic engagement. Similarly, game developers are urged to consider the inherent educational value of their creations, particularly in the realm of language learning.

Incorporating features that encourage linguistic interaction, provide contextual feedback, and integrate meaningful narratives can significantly enhance the learning potential of future games, and collaboration with language educators could lead to the development of more intentionally designed educational games.

2. Suggestions for Future Research:

Future research could build upon the insights of this autoethnographic study by conducting comparative analyses involving larger and more diverse groups of participants, or by contrasting the effectiveness of Life is Strange with other narrative games or traditional language learning methods to explore the generalizability of these findings. Additionally, investigations into the long-term impact of playing narrative-driven games on various aspects of language proficiency, such as fluency and grammatical accuracy, would provide valuable insights into sustained language acquisition. Future studies could also delve deeper into how these games specifically impact certain linguistic areas, including the acquisition of specific grammatical structures, discourse markers, or sociolinguistic competence, and explore cross-cultural engagement to understand how learners from different backgrounds benefit from narrative-driven games for language learning.

REFERENCES

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An overview. *Forum:Qualitative Social Research*. https://doi.org/10.17169/fqs-12.1.1589

Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment*, *1*(1), 20. https://doi.org/10.1145/950566.950595

Gyaurov, B., Schimanski, F., & Zielke, M. (2022). Features of entertainment digital games for learning and developing complex problem-solving skills. *Journal of Interactive Learning Research*, *21*(2), 104–118. https://doi.org/10.1177/16094069221128491

Henderson, A. (2019). *The butterfly effect: Player agency and trope subversion in Life is Strange and Until Dawn.*, https://www.researchgate.net/publication/336058171_The_Butterfly_Effect_Player_Agency_and_Trope_Subversion_in_Life_is_Strange_and_Until_Dawn

Jackson, R. (2018). A critical review of the effectiveness of narrative-driven digital educational games. International Journal of Game-Based Learning. https://doi.org/10.4018/IJGBL.2018100103.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development. Prentice Hall*. https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development

Meizaliana. (2009). Game-based learning in second language acquisition: A theoretical perspective. *Indonesian Journal of English Language Teaching*,

Pivec, M. (2007). Editorial: Play and learn: Potentials of game-based learning. *British Journal of Educational Technology*. https://doi.org/10.1111/j.1467-8535.2007.00722.x

Reinhardt, J. (2019). *Gameful second and foreign language teaching and learning.* Palgrave Macmillan. https://www.researchgate.net/publication/330069927_Gameful_Second_and_Foreign_Language_Teaching_and_Learning_Theory_Research_and_Practice https://doi.org/10.1007/978-3-030-04729-0

Ryan, M. L. (2008). *Narrative as virtual reality: Immersion and interactivity in literature and electronic media*. Johns Hopkins University Press.

Soares Palmer, D. (2010). *Second language pragmatic socialization in World of Warcraft* [Doctoral dissertation, University of California, Davis]. ProQuest Dissertations & Theses.

Tyndale, P., & Ramsoomair, F. (2016). Branching narratives in video games: The role of player choices and decision-making. *Game Studies Quarterly*.

APPENDIXES

Appendix 1 Reflective Journals

Reflective Journal 1 – Episode 1 (Beginning to Reporting Nathan)

1. Gameplay Summary

At the beginning of the game Life is Strange, I was introduced to the main character, Max Caulfield, who had a strange experience witnessing a large tornado destroy Arcadia Bay. After waking up in photography class, Max began her daily life as a Blackwell Academy student. The most striking part was when Max accidentally discovered her ability to rewind time, starting when she saved a girl (who turned out to be Chloe) from Nathan's gunshot in the school bathroom. I also made the decision to report Nathan to the principal, which was my first major choice in the game.

2. Vocabulary & Expressions Learned

I encountered several new or quite confusing words and expressions, including:

- **Brandishing a weapon:** showing or waving a weapon in a threatening manner. Initially, I didn't quite understand this word, but after looking it up, the context became clearer.
- **Then trip on out of here, Missy…:** an informal expression that was hard to grasp, meaning something like "just get out of here."
- **Excuse us:** often used to ask permission politely, but can also be used sarcastically depending on the tone.
- **Girls always use that excuse:** I wasn't sure if this was derogatory or sarcastic, but David seemed to say it in a blaming tone.

3. Listening Challenges

Some of these expressions felt quite informal, especially Chloe's slang, and were difficult to grasp immediately within the fast-paced dialogue. David Madsen's aggressive tone also

made his words harder to process, as his anger sometimes overshadowed the clear articulation of his sentences. The accents of different characters, particularly Chloe's, sometimes required me to rewind and re-listen to fully comprehend what they were saying.

4. Decision-Making Analysis

My decision to report Nathan to the principal was driven by a sense of justice and the desire to protect others. I felt it was the right thing to do, despite Chloe's initial disapproval. This choice immediately led to unforeseen consequences, as my room was later trashed, presumably by Nathan. This early experience highlighted how even seemingly minor decisions could lead to significant repercussions, a clear example of the butterfly effect in action.

5. Cultural and Language Differences

Chloe’s slang, such as "hella" and her general rebellious demeanor, felt distinctly American, especially in a teenage context. The way she expressed her friendship with Rachel was very expressive and dramatic—different from the more reserved emotional expression norms I usually encounter in Eastern cultures. David's dismissive remarks towards women also highlighted a cultural attitude that I found jarring, contrasting with more polite forms of address.

6. Reflection & Learning Experience

For me, this part was very important as it marked the beginning of Rachel's mystery unraveling, deepened Chloe's character, and revealed Max's emotional side that had been suppressed. I became more interested in the narrative and wanted to know what really happened to Rachel and how all this connected to Nathan and even David.

The dream about the tornado, and the episode ending with snow falling in the middle of summer, made me feel that something much bigger was happening. This motivated me to be more active in understanding dialogue, following the plot, and

developing learning strategies—because every choice, every piece of information, could have a huge impact.

➤ **RQ1 – Motivation:** Curiosity about Rachel's past and the tension with David made me even more eager to engage with the story.

➤ **RQ2 – Learning Strategies:** I chose to remain hidden, following the context and Chloe's warning—this is an example of a situation-based strategy to avoid risks.

Reflective Journal #2 – Main Campus (Episode 1, Life is Strange)

1. Gameplay Summary

in the Main Campus section, Max walked out of Blackwell Academy towards the dormitory. Along the way, she met and dialogued with various characters such as Ms. Grant, Samuel, Brooke, Hayden, Justin, Trevor, Stella, and Evan. Max also had the option to sign a petition from Ms. Grant about surveillance cameras, and observed students' reactions to campus life and social issues. The rewind feature was used to change conversation outcomes, especially with Brooke regarding her drone and with Stella about Rachel Amber.

2. Vocabulary & Expressions Learned Several new expressions and words were acquired, including:

- **"perv"** → a slang form of pervert, used in an uncomfortable context by Hayden.
- **"keep it on the DL"** → slang for "keep it on the down low," meaning to keep a secret.
- **"petition"** → a formal written request, typically one signed by many people.
- **"drone"** → an unmanned aerial vehicle, used in a technological context by Brooke.
- **"reschedule"** → to arrange to do something at a later or different time.
- **"hipster bullshit"** → a cynical remark from Brooke, pointing to Max's style. These expressions expanded my

understanding of informal language, campus slang, and the characteristic speech style of American youth.

3. **Listening Comprehension Challenges** Several challenges in understanding dialogue arose due to:
    - The use of slang or non-literal everyday language (e.g., "DL").
    - Brooke's sarcastic tone or Justin's casual style sometimes made the context of the meaning unclear if not listened to deeply.
    - Sentences with double meanings, especially from Hayden, sounded light but carried sexually suggestive undertones that made me uncomfortable. However, the subtitle feature helped to confirm my understanding and made it easier to make decisions when responding to dialogue.

4. **Decision-Making & Language Learning** Important choices in this section reflected Max's values and attitudes:
    - Signing Ms. Grant's petition showed support for privacy rights.
    - Responding to Brooke with empathy and trying to build a better relationship, even though it felt difficult.
    - Responding to Hayden carefully because his body language and words were quite lewd and impolite.
    - Choosing to listen to Stella's gossip but remaining skeptical showed a critical attitude towards information. These decisions helped me understand the social context and how language is used in various interpersonal relationships. The rewind feature allowed for in-depth exploration of linguistic nuances.

5. **Cultural and Language Differences** Some prominent cultural differences:
    - The interaction style on American campuses tends to be more frontal or direct—as seen from Hayden and Brooke.
    - Conversations about technology (drones), campus surveillance, and activism (Ms. Grant's petition) showed

values of freedom of expression and privacy in Western society.

- Their way of gossiping about Rachel revealed different social norms, where speculative talk about a missing person is considered normal in this narrative context. As an English language learner, this section showed how language reflects cultural values.

6. Reflection & Learning Experience

The Main Campus section provided a diverse emotional experience. Interactions with Hayden felt uncomfortable due to his suggestive word choices and gestures, evoking feelings of disgust. Brooke also gave an unfriendly impression, both when talking about drones and Warren. Stella provided interesting information, but made me doubt whether she truly knew or was just spreading gossip. From a language learning perspective, this section enriched my understanding of slang, informal expressions, and the importance of understanding social context in interactions. I learned that just listening is not enough—responses must be thought through based on the situation, values, and language used. *Life is Strange* made this process feel natural yet reflective, combining language learning with an exploration of ethics and social relationships

➤ **RQ1 – Motivation:** The interactions with various characters and the unfolding social dynamics on campus deepened my engagement and curiosity about the game's world.

➤ **RQ2 – Learning Strategies:** Using the rewind feature to explore different conversational outcomes was a key strategy for understanding linguistic nuances and social consequences.

Reflective Journal 3 – Dormitory Drama and Small Ripples

1. Gameplay Summary

In this section, I controlled Max heading to the dormitory to retrieve Warren's flash drive. However, Max was blocked by Victoria and her friends, who were sitting on the entrance stairs. To overcome this, I utilized the rewind feature and devised a strategy by manipulating a sprinkler and a bucket of paint. As a

result, Victoria got soaked with paint and moved out of the way. After that, I chose to comfort her instead of laughing at her. Inside the dormitory, I helped resolve a conflict between Juliet and Dana. I searched for evidence in Victoria's room and showed an email proving Dana's innocence. In return, Dana trusted me and gave me access to her flash drive. I also found Dana's pregnancy test kit, which triggered a conversation about her past pregnancy. Additionally, I changed an insulting message on Kate's whiteboard to a peaceful drawing—and all these actions triggered butterfly effect notifications.

2. Vocabulary & Expressions Learned

I learned several new phrases and interesting expressions, including:

- **"Sexting"** – a combination of the words "sex" and "texting," meaning sending messages of a sexual nature.
- **"Check lit"** – possibly a slang form of "check this out, it's lit," meaning something cool or interesting.
- **"Au revoir"** – a French farewell, meaning "goodbye."
- **"Brandishing a weapon"** – carrying or wielding a weapon in a threatening manner.
- **"Go fuck your selfie"** – a play on words as an insult, referring to Max's habit of taking selfies. Additionally, this section also presented challenges in understanding informal expressions and rude language, such as when David Madsen said, "Then trip on out of here, Missy," or when Victoria and her friend used sarcastic language towards Max.

3. Listening Comprehension Challenges

I found it difficult to understand fast-paced and sarcastic dialogue, especially from characters like David and Victoria. Victoria's sarcastic tone and the slang used by Brooke and Justin also posed a challenge. However, because the visual context was very supportive, I could grasp the meaning of the overall situation, and if there was a phrase I didn't understand, I immediately used a dictionary or the subtitle feature.

4. Decision-Making & Language Learning

I chose to comfort Victoria even though she had previously humiliated me. I believe that wrongdoing should not be met with more wrongdoing. Although I still felt annoyed by her attitude and words, I chose to comfort her because I wanted to see how this choice would impact the future. This decision triggered a butterfly effect notification, further making me realize that even small choices can trigger big changes. When helping Juliet and Dana, I felt like a "social detective." I even made a mistake by taking Dana's pregnancy test kit without permission, which made her angry. I immediately rewound and corrected that mistake. From that conversation, I heard the sentence, "I... was pregnant. Was." This sentence initially confused me because of the repetition of the word "was." However, I later realized that the double use of "was" in this sentence depicted Dana's emotional trauma—a pregnancy that had passed and perhaps a miscarriage or abortion. This taught me that in English, repetition can be emotional, not just grammatical.

5. Cultural and Language Differences

The social dynamics among teenagers at Blackwell are in stark contrast to my school culture. Here, bullying, gossip, and social judgment are very strong. Even personal issues like Dana's pregnancy became a topic of conversation. I also noted that in the real world, disclosing personal items like someone else's pregnancy test kit is a very sensitive matter, and this game realistically illustrates its consequences. I also found conversations with Victoria emotionally challenging. I was bothered by her rude words, but eventually, I softened because I felt sympathy. However, I still didn't like her. My decision to comfort her was more about self-control and an attempt to maintain social ties, not because I respected her. I also chose this option to see its long-term effect on the story.

6. Reflection & Learning Experience

This section taught me the importance of empathy and respecting others' privacy boundaries. I also learned that even small actions like changing the writing on Kate's whiteboard could trigger major changes in the story. This served as a concrete illustration of the butterfly effect in a social context. Linguistically, I became more sensitive to idiomatic expressions and learned to understand emotions through word choice. I also learned the importance of self-restraint and diplomacy in social interactions—even with people I dislike.

- ➤ **RQ1 – Motivation:** The unfolding social drama and personal conflicts significantly increased my motivation to navigate the narrative and understand character relationships.
- ➤ **RQ2 – Learning Strategies:** Using the rewind ability to correct social missteps and explore sensitive topics demonstrated a clear strategy for refining communicative approaches in a complex environment.

Reflective Journal 4 – Parking Lot, Alyssa, Kate, Warren, Nathan & Chloe

1. Gameplay Summary

After getting the flash drive from Dana, Max returned outside the dormitory and was immediately involved in various events that showed the real effects of her powers. She successfully saved Alyssa from Zachary's thrown ball, then witnessed a serious confrontation between David Madsen and Kate Marsh. In the parking lot, Max met with Warren and had a long conversation before they were ambushed by Nathan Prescott. This violent incident was stopped by the sudden arrival of a mysterious girl who turned out to be Chloe, Max's old best friend.

2. Vocabulary & Expressions Learned

Some new phrases or words I learned or needed to understand more deeply from this section include:

- **"Get lost, hipster."** = a rude way to tell someone to go away.

- **“Take a step back.”** = a firm way to tell someone to retreat.
- **“Nobody tells me what to do.”** = an expression of anger and unwillingness to be controlled.
- **“Are you cereal?”** = Chloe’s slang for "Are you serious?"
- **“Deadbeat Dad”** = an irresponsible father.

3. Listening Comprehension Challenges

The most difficult part was understanding informal and emotional expressions, especially from Nathan and David. For example, when David was angry with Kate, his tone was harsh and fast, requiring me to focus more to understand the emotional context. Similarly, Nathan spoke threateningly—his speech was indirect and heavily laced with anger, making me guess his intent behind his sentences.

4. Decision-Making & Language Learning

I decided to take a photo of David intimidating Kate because I felt I needed strong evidence. Although Kate seemed angry at me for not helping directly, I was confident that the photo evidence could help her later. I also chose to comfort Juliet after her conflict with Zach, and to speak honestly with Nathan about reporting him to the principal, even though it made the situation worse. These choices showed that I was learning to remain rational under pressure, and to weigh which decisions would have a greater impact, not just those that were immediately pleasing.

5. Cultural and Language Differences

The importance of evidence in a confrontation (like photographing David) is very prominent in Western culture, which might differ from a reflex in Eastern cultures that tends to mediate directly. Also, Warren's style of trying to hug Max but being thwarted with a joke—this showed a characteristic awkwardness in American youth culture. Additionally, Chloe calling Max with slang like "cereal" showed their closeness in a characteristic and playful way.

6. Reflection & Learning Experience

This section showed how important the ability to make quick and smart decisions is. I learned that not all good deeds are immediately appreciated, like when Kate was angry because I only took a photo. But I remained confident that it was the right step. Nathan became clearer as a problematic character, and the incident in the parking lot made me even more certain that he needed to be dealt with. Meeting Chloe again was a big surprise. It turned out the mysterious girl I helped at the beginning of the game was my old best friend. I felt guilty for not contacting her for five years, but also found it amusing that our reunion happened amidst such chaos. My conversation with Warren also felt light and entertaining, especially when he failed to hug me and instead acted awkward but sweet. It became a small refreshing moment amidst the tension.

- ➤ **RQ1 – Motivation:** The escalating conflict with Nathan and the unexpected reunion with Chloe significantly heightened my engagement and motivation to uncover the game's central mystery.
- ➤ **RQ2 – Learning Strategies:** Making strategic decisions under pressure, such as choosing to gather evidence rather than direct intervention, demonstrated an evolving approach to problem-solving within the game's narrative.

.

Reflective Journal 5 – Chloe's Room, Secrets, and the Snow

1. Gameplay Summary

After saving Chloe from Nathan, Max finally visited Chloe's house and spent time with her in her room. Here, the atmosphere began to shift from nostalgic to a darker tone as the topic of Rachel Amber was brought up. Max helped fix a camera with tools in the garage, found surveillance camera evidence, and listened to Chloe's story about what actually happened between her and Nathan. Additionally, Max chose to remain hidden when David entered and witnessed David acting aggressively towards Chloe, even slapping her. After that incident, Max and Chloe went

to the lighthouse, then Max experienced a dream (or vision?) about a large tornado that would destroy Arcadia Bay, ending with strange snowfall in the middle of summer.

2. Vocabulary & Expressions Learned

- "Step-führer" – Chloe's sarcastic jab at her stepfather, blending "stepfather" and "führer" (dictatorial leader).
- "Blazed", "toking up", "trippin' balls" – slang expressions related to drug use, expanding my insight into informal American English.
- "Bum rush the door" – slang expression for storming or breaking out of a door, very uncommon in academic contexts.
- "You hella saved my life" – use of "hella" as an intensifier (West Coast slang).
- "Are you cereal?" – a humorous version of "Are you serious?", adding to my understanding of teenage humor.

3. Listening Comprehension Challenges

Some expressions like "bum rush," "platoon," or "toking up" initially confused me. However, because the context was quite strong visually and situationally, I could deduce their meaning. Another challenge came from Chloe's emotional dialogue, which was sometimes fast, full of anger, and sarcastic. The most confusing moment was when Chloe responded to Max's question with "I just...wanted some back-up." Even though I thought my dialogue was quite sympathetic. This taught me that intonation and sentence choice in emotional communication heavily determine the response received.

4. Decision-Making & Language Learning

I chose to stay hidden when David came, because Chloe warned that he could get very angry if he knew there was someone else in her room. This was a strategic decision based on the social situation—I didn't want to make things messier. After seeing David slap Chloe, I felt even more dislike for him—a feeling that had actually emerged from the beginning when Max first came out of the bathroom and was harshly reprimanded by David. I was also

honest with Chloe that I reported Nathan to the principal. Although Chloe responded cynically, I felt it was the right decision as it concerned safety. This showed that I dared to make decisions based on morals and responsibility, not just to be liked. Examples of my improved communication skills emerged when trying to express empathy towards Chloe and Rachel, although sometimes I misread emotional situations. I learned that empathy and careful word choice are very important, especially in rebuilding relationships.

5. Cultural and Language Differences

The crude words and slang used by both Chloe and David, such as "douche," "trippin'," or "step-führer," are uncommon in formal settings. However, precisely these provided an opportunity to understand the cultural variations of language and how emotions are expressed extremely in the context of American teenagers. I also found that the way Chloe described her friendship with Rachel was very expressive and dramatic—different from the more reserved emotional expression norms I usually encounter in Eastern cultures.

6. Reflection & Learning Experience

For me, this section was very important as it marked the beginning of Rachel's mystery unraveling, deepened Chloe's character, and revealed Max's emotional side that had been suppressed. I became more interested in the narrative and wanted to know what really happened with Rachel and how all this connected to Nathan and even David. The dream about the tornado, and the episode ending with snow falling in the middle of summer, made me feel that something much bigger was happening. This motivated me to be more active in understanding dialogue, following the plot, and developing learning strategies—because every choice, every piece of information, could have a huge impact.

- ➤ **RQ1 – Motivation:** Curiosity about Rachel's past and the tension with David made me even more eager to engage with the story.
- ➤ **RQ2 – Learning Strategies:** I chose to remain hidden,

following the context and Chloe's warning—this is an example of a situation-based strategy to avoid risks.

Reflective Journal 6 – Kate's Truth and the Complexity of Choice

1. Gameplay Summary

I started the day in Max's room with a calmer atmosphere but was immediately confronted with many socially crucial moments. I saved Alyssa from a thrown toilet paper roll and talked with her again about favorite movies, choosing "Back to the Future". In the dormitory corridor, I also reprimanded Juliet for spreading the video about Kate and chatted with Brooke and Taylor about the strange weather and their emotional situations. In the bathroom, I directly witnessed Victoria and Taylor verbally humiliating Kate. After that, I erased the video link written on the mirror as a form of protection for Kate (butterfly effect). When I returned to my room, I found Max's room vandalized—most likely because I had reported Nathan and defended Kate earlier. The search for Kate's book was briefly interrupted because the book got soda on it, but I immediately rewound to fix it. Then, I gave the book directly to Kate and entered a significant conversation with her about the Vortex Club party night incident. Kate asked if she should report to the police, and I suggested finding evidence first. Kate was disappointed, but I stuck to my stance because I wanted to protect her from greater risks.

2. Vocabulary & Expressions Learned

I found several new expressions whose meanings I confirmed through a dictionary, including:

- **"Shindig"** – a large party or celebration.
- **"Macking on"** – slang meaning to be kissing or engaging in affectionate behavior.
- **"Go ape"** – an idiomatic expression for having fun or becoming very enthusiastic.
- **"Bizarro"** – an informal form of the word "bizarre," often used in a pop culture context.

- **“Viral slut”** – an extremely offensive phrase with a strong social impact.

3. Listening Comprehension Challenges

I struggled to understand the dialogue between Kate and Max because of Kate's sad and disappointed tone. Additionally, some slang terms used by Victoria and Taylor in the bathroom were challenging to grasp. To overcome this, I checked the subtitles and confirmed the meaning of terms like "macking on," "clubbin’," and the context of "grabbing at all those guys" in Kate's video.

4. Decision-Making & Language Learning

The most important decision in this part was when Kate asked if she should report to the police. I chose to suggest she find evidence first. I made this decision after careful consideration: if a report were made without strong evidence, Kate might not be believed and could even become a bigger target. I also learned that word choice greatly influences a person's emotional state, especially when they are at their lowest. Although Kate was disappointed, I still tried to explain that it was a form of protection. This situation honed my communication skills in responding to someone who is depressed and emotionally fragile.

5. Cultural and Language Differences

The culture of parties and social reputation in American high school environments is very different from my experience. Social pressure, bullying, and video spreading greatly influence students' psychology. I also observed how slang terms and negative labels are used in social circles, which showed the dark side of youth social dynamics there. I tried to understand the context and implications of their actions more critically.

6. Reflection & Learning Experience

From this journal entry, I felt increasingly compelled to unravel the mystery behind the story and find out what really

happened to Kate and Rachel. I also felt that the ability to make decisions in complex conditions like this broadened my insight into critical thinking and understanding the consequences of every choice. Furthermore, I became more aware that being a good listener and communicator is key to building trust and supporting others. Interacting with Taylor also showed me how dialogue can change drastically based on previous choices (butterfly effect), and this made me more sensitive to the power of choice in social interactions. Overall, this session strengthened my motivation to continue engaging with the story and learning from every character and language dynamic that emerged.

RQ1 – Motivation: Curiosity about Rachel's past and the tension with David made me even more eager to engage with the story.

RQ2 – Learning Strategies: I chose to remain hidden, following the context and Chloe's warning this is an example of a situation-based strategy to avoid risks.

Reflective Journal 7 – Two Whales Diner: Conversations and Reactions

1. Gameplay Summary This section showed the outside world of Blackwell, particularly through Max's interactions with Arcadia Bay residents at the Two Whales Diner. I explored the diner's surroundings and spoke with various NPCs such as the homeless woman, fisherman, police officer, truck driver, and other customers. Many of these conversations revealed the town's social background and the Prescott family's reputation. Inside the diner, I interacted with Joyce and Chloe, enjoying nostalgic moments, until I finally demonstrated Max's rewind power to Chloe. The peak of tension emerged when I chose to answer Kate's call, despite Chloe's objection.

2. Vocabulary & Expressions Learned Some interesting expressions I encountered included:

- **"Get your coffee on"** – used casually to say someone is enjoying their morning coffee.

- **“Joyce rules”** – an informal expression meaning Joyce is a respected or cool figure.
- **“Amazeballs”** – slang meaning something very amazing or cool.
- **“Fourth-dimensional déjà vu”** – a phrase describing a recurring sensation that even touches elements of time or parallel reality.

3. Listening Comprehension Challenges

One challenge was capturing detailed information that I had to observe before rewinding time to prove Max's power to Chloe. Also, the casual speech style with slang and rapid speech from characters like Justin, Chloe, and Trevor required high focus, especially in fast-paced events when Chloe asked me to predict the sequence of events.

4. Decision-Making & Language Learning

My choice to answer Kate's call despite Chloe's objection was very important for the story's direction and touched upon the butterfly effect concept. I chose to answer because I realized Kate was in a depressed state and needed support. This showed that in real communication, it is important to consider the emotional state of the interlocutor. This choice also gave me the understanding that sometimes seemingly small actions like answering a phone call can have a big emotional and narrative impact. I also learned that the words used in conversations with Chloe and Joyce required emotional sensitivity, for example when addressing the issue of David's violence.

5. Cultural and Language Differences

One culturally interesting aspect was Max's interaction with small-town residents like the homeless woman who knew a lot about people's lives in Arcadia. I also observed how small communities like Arcadia Bay are interconnected, and rumors can spread quickly, as in the cases of Rachel Amber and Kate Marsh. Conversations with the police and Joyce also revealed

values about family, military discipline, and society's perception of "troubled" teenagers like Chloe.

6. Reflection & Learning Experience

I felt more confident that Max's rewind power could be used to save others, as when saving Chloe earlier. Choosing to answer Kate's call was a conscious decision because I prioritized Kate's mental state. I saw that communication in an emotional context requires empathy and clarity of purpose. I also increasingly understood how Chloe is very rebellious and contrasts with Max's calmer and more reflective character. This showed the complex dynamics of friendship and how word choice in dialogue can affect social relationships. Through this gameplay, I became even more motivated to unravel the mystery occurring in Arcadia Bay and how my role as Max could affect the fate of others.

RQ1 – Motivation: The unfolding town dynamics and personal stories, particularly Kate's distress, significantly increased my motivation to use Max's powers for intervention and discovery.

RQ2 – Learning Strategies: Using the rewind ability to gather crucial information for Chloe and making conscious decisions about communication illustrated a strategic approach to navigating complex social situations.

Reflective Journal 8 – The Test, the Gun, and the Train

1. Gameplay Summary

After breakfast at the Two Whales Diner, Chloe took Max to the American Rust Junkyard. There, Chloe asked Max to help her test her rewind ability by shooting bottles with David's pistol. Max had to find five bottles around the area before starting to guide Chloe in shooting. When the experiment was finished, they confronted Frank, a mysterious man who surprisingly wore Rachel Amber's bracelet. Panicking when Frank threatened, Max fired the pistol, but it was empty. After that incident, Chloe and Max walked to the railway tracks. As Max experienced another tornado vision, Chloe suddenly got

stuck on the tracks. Max had to think quickly and save her from being hit by the train.

2. Vocabulary & Expressions Learned

Several typical teenage expressions appeared in this section, especially from Chloe, such as "You are the revolution, Max!", "Ubercool", and "Make me proud, sista!". These expressions reflect the informal and expressive speech style typical of American youth culture.

3. Listening Comprehension Challenges

I didn't realize that Chloe's pistol was empty, which ultimately surprised me when the shot didn't hit anything. This happened because I wasn't fully paying attention to the previous conversation—a challenge in following the dialogue flow when under tension.

4. Decision-Making & Language Learning

When Frank arrived and started threatening Chloe, I panicked and immediately chose the "Shoot" option. Although the gun turned out to be unloaded, I chose it instinctively. This showed how pressure in certain situations can influence the decisions I make, even in a second language. When I had to save Chloe from the tracks, I was required to think quickly and choose the right tools and sequence of actions. This part felt like a contextual English strategy and problem-solving exercise.

5. Cultural and Language Differences

Chloe's choice to use the junkyard as a "playground" felt quite foreign in our culture. The combination of drinking beer, carrying a weapon, and acting casually when facing it was an interesting cultural contrast. Chloe also seemed very "rebel" and brutal—very different from Max's character, even from me as a player.

6. Reflection & Learning Experience

This experience was very emotional. I realized that

Max's power couldn't be used carelessly—especially because it could have a huge impact on others and herself. Additionally, I learned that in communication, word choice can show panic, courage, or firmness. When Max told Frank to "please step back," I felt it showed an attempt to remain polite even in a dangerous situation. This became an important lesson about choosing the right words even when nervous or scared.

RQ1 (Motivation): I became more curious and motivated to unravel Rachel's mystery and its connection to Frank.

RQ2 (Learning Strategies): Solving the puzzle on the train tracks taught me to think systematically and critically in English.

Reflective Journal 9 – The Fall, The Failure, and The Fracture

1. Gameplay Summary

After Chloe dropped Max back at Blackwell, Max took the opportunity to explore the campus before heading to Mr. Jefferson's class. Here, she again encountered many interactions with characters such as Warren, Brooke, David, and Jefferson. However, the most crucial moment occurred when Kate Marsh was on the dormitory roof, about to commit suicide. Max tried to save her, but due to a loss of focus in choosing words, she failed to save Kate.

2. Vocabulary & Expressions Learned

Some expressions caught in this emotional moment include:

- "You don’t understand mine."
- "You want another shot now?"
- "Dismissed..."
- "Nobody believes me anyway..."
- "I really thought I could save her... like a superhero..." Besides that, Max and Chloe also discussed Chaos Theory—a scientific concept that turned out to be very relevant to the gameplay and events occurring in Arcadia Bay.

3. Listening Comprehension Challenges

I missed some important details, such as when Chloe mentioned that the pistol was unloaded. Because I didn't pay attention to that dialogue, I chose to shoot Frank, and that had a bad narrative impact. Similarly, when saving Kate, I wasn't careful enough in choosing words because I didn't remember everything that happened before. This taught me the importance of concentration and full comprehension when listening.

4. Decision-Making & Language Learning

The most important decision this time was on the rooftop with Kate. I chose "I wanted proof" when she asked about the reason I didn't help her directly. I thought it was honest, but I was wrong in Kate's emotional context. She felt I wanted to exploit her situation instead. As a result, Kate decided to jump. This made me regretful and realize that language—especially in an emotional context—can save or destroy someone. I also accused Nathan as the culprit in the principal's office because based on all previous information, he was the most responsible.

5. Cultural and Language Differences

Chloe's dialogue at the beginning mentioning Chaos Theory and "Armageddon," as well as jokes like "Maxwell Silver Hammer" from Warren, showed popular and scientific cultural references that were sometimes difficult to understand without a strong cultural background. Furthermore, words like "dismissed" or "contagious martyr crap" used by Jefferson towards Kate felt very harsh and unempathetic—these could be considered culturally insensitive in situations involving mental health.

6. Reflection & Learning Experience

Kate's death was a turning point in my gameplay experience. I deeply regretted failing to save her, and it made me realize that every word we choose can mean so much to someone. In games as in real life, sometimes someone is at their lowest point and our small words can determine the course of

their life. Since then, I've paid more attention to what someone is saying and tried to be truly present in conversations, because it might be the most important moment for them.

Reflective Journal 10 – Midnight Investigation and Breaking In

1. Gameplay Summary

After Kate's tragic death, Max received a mysterious message from Chloe to meet secretly outside Blackwell campus at night. They then snuck into the main school building to investigate data in the Principal's office. Max helped make a makeshift bomb to open a door, found files on Nathan, Rachel, and Kate, and discovered a suspicious note: "Rachel in the Dark Room" written repeatedly. After that, they escaped from the school and swam in Blackwell's swimming pool, before finally being forced to flee from the night guard. Max decided to stay overnight at Chloe's house.

2.Vocabulary & Expressions Learned

I learned several new phrases related to a tense atmosphere, conspiracy, and sarcastic humor, including:

- **Let's bail:** slang phrase for 'to leave quickly' or 'to escape'.
- **Desolation:** a description of destruction or isolation, fitting the campus atmosphere at night.
- **Undisguised threat:** a threat that is clearly stated, used by Victoria to Mr. Jefferson.
- **I'm toast if he sees me:** an idiom meaning "I'm in big trouble if he sees me."
- **Handicapped fund:** funds supposedly for disability facilities, but found as cash in the Principal's drawer. I also noted Chloe questioning the symbolism of the bronze bird in the Principal's office, implying empty luxury or power that feigns wisdom—something very common in critical pop culture.

3. Listening Comprehension Challenges

I found it challenging to grasp the precise meaning of some

phrases like "undisguised threat," "let's bail," and Chloe's sarcastic remarks. The rapid dialogue between Max and Chloe in tense situations, especially when planning their infiltration, also required intense concentration. However, the visual context and their actions often helped clarify the meaning, allowing me to infer the intended message even if some words were initially unfamiliar.

4. Decision-Making & Language Learning

Deciding to create a makeshift bomb and then choosing to retrieve the Principal's files reflected a willingness to take risks for the sake of uncovering the truth. My interaction with Chloe during the planning phase required clear communication to ensure our actions were coordinated. This sequence taught me the importance of decisive action and effective communication in high-stakes situations. My choices demonstrated an evolving ability to navigate moral ambiguities and prioritize information gathering, despite the potential dangers.

5. Cultural and Language Differences

The concept of "breaking in" to a school at night, even for investigative purposes, highlights a significant cultural difference in norms regarding authority and rule-breaking compared to my own background. The casual use of slang like "let's bail" during a tense situation also illustrates a different approach to language in high-pressure environments in American youth culture. Phrases like "Little buddy" or "yonder" from the night guard showed how English often uses expressive styles that contain elements of humor, nostalgia, or familiarity, which do not always have direct equivalents in Indonesian

6. Reflection & Learning Experience 🎯 Things I Learned:

- I increasingly understood that in real life, every decision—however small it seems—can bring big consequences, and language is an important tool to convey intent or prevent misunderstandings.

- This episode expanded my understanding of idioms and informal expressions, and how their use can reflect the emotional relationship between characters.
- I learned to be more sensitive to emotions in conversations, especially when talking about personal topics or trauma, as in Chloe's dialogue about her family.
- *Life is Strange* once again emphasized the importance of empathy and awareness in communication—how we listen, respond, and decide can shape other people's lives.

RQ1 – Motivation: The uncovering of suspicious files and the "Rachel in the Dark Room" note significantly fueled my motivation to delve deeper into the game's mystery.

RQ2 – Learning Strategies: Collaborating with Chloe to infiltrate the school and gather information showcased a strategy of active investigation and problem-solving through dialogue and action.

Reflective Journal 11 – Morning at Chloe's: Trust, Conflict, and Hidden Files

1. Gameplay Summary

At the beginning of Episode 3, Max woke up in Chloe's room after spending the previous night together. She wore Rachel Amber's clothes, stored in Chloe's closet, which briefly made Joyce, Chloe's mother, mistake Max for Rachel. After talking with Joyce about Rachel and past memories, Max helped prepare breakfast, which opened a deeper conversation about how Chloe changed after losing her father. This moment served as a direct continuation of the midnight escape from Blackwell and the profound interactions between Max and Chloe in the swimming pool. The nuance of intimacy and trust is further developed at the start of this episode, reflected in Max's freedom to wear Rachel's clothes and the casual interaction during breakfast. After breakfast, Max searched for

information about David Madsen in the garage and found secret files containing data on Blackwell students, including Rachel and Kate. Not long after, David came home, and an argument ensued between Chloe and David. Max chose to defend Chloe, which led to Joyce temporarily kicking David out of the house. Chloe and Max then left the house and headed to the Two Whales Diner to find a way to get into Frank's RV for more information about Rachel Amber.

2. Vocabulary & Expressions Learned

- **"Boy toy"** → Slang term for a man used as a casual partner, mentioned by Chloe when talking about her past.
- **"Morbid"** → Containing dark elements or related to death, appearing when discussing old photos.
- **"Don't measure up to your work"** → An expression used by Joyce to humble herself when comparing her photos to Max's work.
- **"You better not rewind this one."** → Chloe reminded Max not to change her decision after defending Chloe in the argument with David.
- **"That gave me chills"** → An expression indicating shock or an uncomfortable feeling.
- **"Warden"** → Chloe referred to her mother as a "warden" (prison guard) because she often controlled her life.
- **"Glom onto"** → Refers to someone who is very dependent on another, in this case, Joyce with David.
- **"Handicapped fund"** → Funds kept for disabled facilities; mentioned when Chloe found money in the Principal's office.
- **"Undisguised threat"** → A threat delivered openly, used by Victoria when talking to Jefferson.
- **"I'm toast if he sees me"** → Slang expression meaning "I'm finished / in big trouble if he sees me."
- **"Let's bail"** → Slang term meaning "Let's get out of here."
- **"Desolation"** → Refers to a sense of silence and emptiness, appearing in Chloe's poetic dialogue.

3. Listening Comprehension Challenges

- **Intonation in emotional conversations.** Conversations between Chloe and Joyce had a high emotional tone, making them harder to understand than normal conversations.
- **Slang-filled dialogue** Chloe often used slang like "hella", "punk-rock girl", and "thrasher", which were initially difficult to understand without context.
- **Accent and speaking speed.** The morning conversation between Chloe and Max was quite fast, especially when Chloe joked or challenged Max to kiss her.
- **Unclear speech from Principal Wells when drunk** When Max snuck out, she heard Principal Wells mumbling strangely, possibly due to being drunk. This made his pronunciation even harder to understand.

4. Decision-Making & Language Learning

- **Kissing Chloe** I chose to kiss Chloe, even though I had no romantic intentions towards her. This decision was made to respond spontaneously to Chloe's challenge. I also wondered if same-sex kissing in this situation is considered normal in American culture, given Chloe seemed surprised afterward.
- **Deleting police voicemail on the home phone,** I chose to delete the voicemail from the police officer mentioning Chloe's car being seen at Blackwell. This decision could affect how David views Chloe in the future.
- **Defending Chloe in the argument with David,** I chose to defend Chloe, which resulted in David being temporarily kicked out of the house. This created a butterfly effect that could have future impacts. I also remembered how in Episode 2 I chose to be honest with David about Chloe's death in the alternate timeline. This time, my decision sided with Chloe because I felt their relationship was indeed toxic, and Joyce needed to see another side of

David. This showed how previous choices can influence perspective in subsequent choices.

5. Cultural and Language Differences

- **Is same-sex kissing in this context considered normal?** I wondered if Chloe's challenge to Max to kiss her was just a joke or had a deeper meaning in American culture.
- **Attitude towards authority figures in the family** David, as a stepfather, showed a strict and rule-bound parenting style. However, Joyce ultimately chose to temporarily kick him out of the house after Max defended Chloe.
- **Concept of "Warden" as a metaphor** Chloe called her mother a "warden" (prison guard), which illustrated how she felt controlled by her mother. This is interesting because in Indonesia, such a term is rarely used for parents.
- **Perception of "Handicapped Fund"** I was quite surprised to learn that $5000 was kept for a disabled fund, and then Max & Chloe had the option to steal it. This shows how morality in this story is often shifted to a gray area, unlike Indonesian culture which might more explicitly state such an action as 'intolerable'.

6. Reflection & Learning Experience

- I increasingly realized how intonation and body language can affect the meaning of a conversation.
- Slang in English is highly dependent on cultural and social context, so understanding its meaning cannot be done through direct translation alone.
- Every choice in the game has long-term consequences, showing the importance of thinking before speaking or acting, similar to communication in the real world.
- Chloe's conversation about the symbolism of the "bronze bird" in the Principal's office taught me that in Western culture, decorative objects can sometimes be used to symbolize social status, power, or even ego.
- I felt that every action has a ripple effect, and this moment strengthened my awareness to not only focus on the end

result but also on the values accompanying the decision-making process.

- **RQ1 – Motivation:** The deepening bond with Chloe and the discovery of crucial files related to David and the Blackwell students intensified my drive to uncover the truth and protect those I care about.
- **RQ2 – Learning Strategies:** Navigating complex family dynamics and strategically choosing to defend Chloe, despite potential repercussions, demonstrated an evolving understanding of social navigation and strategic communication.

Reflective Journal 12 – From Heading to Two Whales to Entering Frank's RV

1. Gameplay Summary

After leaving Chloe's house, Max and Chloe talked in the car about their plan to get information from Frank about Rachel Amber. Max revealed that she found photos of Rachel and Frank on David's laptop, but Chloe initially denied the possibility of a special relationship between them. Upon arriving at the Two Whales Diner, Chloe devised a plan to distract Frank while Max had to get his RV keys. Max spoke with several people, including Nathan and a police officer, to gather additional information about Frank before confronting Frank directly. When talking with Frank, Max used the collected information to make him hand over the RV keys, then used her power to rewind time and steal the keys without being noticed. Before returning to Chloe, Max helped Alyssa avoid being splashed by water from a truck, which was part of a small Butterfly Effect. After getting the keys, Max and Chloe opened Frank's RV by distracting Frank's dog with a bone they found. Max chose to throw the bone into the parking lot to keep the dog safe and prevent it from being hit by a car on the road. This was done to avoid further conflict with Frank in the future.

Further reflection on previous decisions: After I defended Chloe in the argument with David at home, Max and Chloe's relationship felt even closer. That moment strengthened their

trust in each other and became the foundation for a more compact collaboration when carrying out the RV key theft plan. Chloe also seemed more confident that Max was ready to take risks with her.

2. Vocabulary & Expressions Learned

New Words & Expressions:

- **"Get the treat treat, boy!"** ➤ An informal phrase to call a dog over with the promise of food. This context appeared when Max tried to distract Frank's dog.
- **"You did not just do that...!"** ➤ An expression of shock or disbelief when someone does something bold or unexpected. Said by Frank when Max successfully took the RV keys.
- **"Blood oath"** ➤ A promise considered very serious and unbreakable. Chloe mentioned that Rachel and Frank might have made some kind of "blood oath," implying their closeness.
- **"Hard up"** ➤ Slang to describe someone who is in great need of something, usually money or attention. Nathan used this sarcastically to mock Max.
- **"Rabid mutt"** ➤ A derogatory compound word to refer to a wild or fierce dog, usually with negative connotations (rabid = infected with rabies; mutt = mixed-breed/local dog). Frank called his dog by this term.
- **"Let's blow"** ➤ An informal idiom meaning "let's leave here." Chloe said it after they successfully opened the RV.
- **"Stash"** ➤ Items hidden away, usually something illegal or personal. In this context, it relates to Frank's drugs or documents.
- **"Grill them further"** ➤ An informal expression meaning "to interrogate further" or "to press someone with many questions." Used when discussing Nathan's investigation.
- **"Drooling bodyguard"** ➤ A metaphorical term used to describe an overly aggressive or protective guard dog. Chloe sarcastically called Frank's dog this.
- **"We just made that dog our bitch"** ➤ A crude but idiomatic expression, meaning they successfully controlled the situation or outsmarted the other party (in this case, Frank's dog). It shows dominance in American

slang context, but should be used with caution due to its offensive connotation if not in the proper context.

3. Listening Comprehension Challenges

- Conversations with Nathan had a lot of slang that obscured the meaning.
- Frank spoke fast, often rudely, and was difficult to follow without intense focus.
- The police used social and legal terms that required contextual understanding.

4. Decision-Making & Language Learning

Decisions I Made:

- Using information from the police and Nathan to open a conversation with Frank.
- Stealing the RV keys with rewind to avoid direct confrontation.
- Throwing the bone towards the parking lot to save Frank's dog.
- Helping Alyssa avoid water splashes as a small butterfly effect. 📌 **Connection to Language Learning:**
- Learning to identify implied threats and word choices in complex dialogues.
- Analyzing how to persuade characters through appropriate diction.
- Understanding idiomatic structures and slang as part of the social context.

5. Cultural and Language Differences

- The power dynamics in Arcadia Bay reflect a corrupt and biased social system.
- Frank as a harsh but animal-loving character shows the moral complexity of a person, which is interesting to understand from another cultural perspective.

6. Reflection & Learning Experience

- Understanding the importance of communication strategy based on the background information of the interlocutor.
- The rewind feature helped reinforce listening comprehension skills in a natural way.

- Small choices like saving the dog can have a big impact later on.
- It is necessary to be sensitive to both verbal and non-verbal expressions when dealing with characters with significant social or emotional power.

➤ **RQ1 – Motivation:** The pursuit of information about Rachel Amber and the unfolding mysteries fueled a strong motivation to strategize and act, particularly in engaging with challenging characters like Frank.

➤ **RQ2 – Learning Strategies:** Employing information gathering, strategic distraction, and the rewind ability to achieve objectives without direct conflict demonstrated advanced problem-solving and adaptable learning approaches.

Reflective Journal 13 – Investigating Frank's RV & Conflict with Chloe

1. Gameplay Summary After successfully getting the keys from Frank, Max and Chloe entered his RV to look for clues about Rachel Amber's whereabouts. Inside the RV, they found a number of shocking pieces of evidence—especially photos and letters showing that Rachel had a romantic relationship with Frank. This triggered deep anger and disappointment in Chloe, who felt betrayed by her own best friend. After leaving the RV, Chloe emotionally threw Frank's keys onto the roof of the Two Whales Diner. On the way back to Blackwell, Chloe drove recklessly while venting her anger, blaming Rachel, Frank, Max, and even her deceased father. Max tried to calm her, but Chloe's inner conflict became increasingly clear. This moment revealed Chloe's vulnerable side and how loss and a sense of betrayal shaped her into who she is now.

2. Vocabulary & Expressions Learned Here are new vocabulary and expressions I learned:

- **Hoarder** → A person who likes to accumulate things, usually due to trauma or emotional attachment.
- **Dank bud** → Slang for high-quality marijuana; a common informal expression in American youth conversations.
- **You so rule** → A casual form of praise, meaning "you're so cool."
- **Presto** → Used like "Tada!", implying magical or instant success.
- **Straight up** → Used to state something honestly or seriously, like "honestly" or "seriously."
- **Bullshit, who hasn't?!** → An emotional and rude expression meaning "nonsense, everyone's been there!"
- **Martyr crap** → An expression to mock someone who likes to feel sorry for themselves or acts like a victim.
- **Dipped in shit** → Very informal slang to express a chaotic or problem-filled life.

3. Listening Comprehension Challenges

- **Emotional intonation:** When Chloe screamed and got angry, her intonation changed drastically. For example, when she yelled "Fuck everybody!", it wasn't just an outburst of anger, but a deep feeling of betrayal.
- **Dense slang:** Many of Chloe's sentences contained expressions that could not be literally translated, such as “dipped in shit” or “martyr crap,” which required emotional context to be understood.

4. Decision-Making & Language Learning

Key Choices:

- I returned the pistol to Chloe, which gave her a sense of security but also had potential future dangers.
- I was honest with Chloe that Rachel had lied about her relationship with Frank. Although this decision was painful, I felt Chloe deserved to know the truth. 📌

Impact of Previous Decisions:

- My previous decision to steal money from the Principal's office strengthened Max and Chloe's relationship. The

money was used to pay Frank's debt, which made the relationship with Frank more peaceful and opened access to his RV.

- The decision to kiss Chloe earlier in the episode brought Max and Chloe closer, but also increased emotional pressure when Max seemed to "side" with Rachel by telling the truth. 📌 **Language Learning:**
- This conflict-filled situation helped me realize the importance of choosing the right words when delivering bad news.
- I also learned that intonation and expression in English are very important, especially when dealing with emotional conversations.

5. Cultural and Language Differences

- **Direct expression of anger:** Chloe bluntly blamed her deceased father, something I rarely encounter in my culture, where respect for parents is maintained even after their death.
- **Use of vulgar slang when emotional:** In American culture, especially among teenagers, expressions like "bullshit" or "fuck everybody" are accepted forms of release in certain contexts, though still considered rude. In my culture, such expressions tend to be avoided.

6. Reflection & Learning Experience

- **Emotional conflict in dialogue** emphasized the importance of listening, responding empathetically, and choosing words wisely.
- **Being honest** is not always easy, but in the long run, it can be a healthier choice, both in games and in real life.
- **Slang and idioms** can sometimes sound rude, but understanding them is crucial for grasping the emotional meaning in authentic dialogue.
- Every decision, no matter how small—like returning the pistol or delivering the truth—can strengthen or damage

relationships in the game, and this reflects reality in human communication.

Reflective Journal 14 – Chloe's House & Photo Time Travel to William's Past

1. Gameplay Summary

At the end of Episode 3, Max discovered an old photo with young Chloe and surprisingly realized that she could go back in time through that photo. Max returned to the moment when William, Chloe's father, was still alive, just before he had a fatal accident. By hiding William's car keys, Max successfully prevented his death. However, upon returning to the present, Max found the world had drastically changed. William was alive, but Chloe now had a different accident—she was paralyzed from the neck down and dependent on a respirator. Furthermore, Max also witnessed other major changes around her: whales beached on the shore, David was no longer Blackwell's head of security but a bus driver, Warren was paired with Stella, and Victoria behaved much friendlier. These changes made Max realize that every small decision she made brought significant, uncontrollable impacts—a real illustration of the butterfly effect, which is the main theme of the game.

2. Vocabulary & Expressions Learned

- **Expression:** "Banging that pig Frank"
  - **Meaning:** Crude slang meaning to have a relationship with someone considered disgusting (in this case, Frank).
- **Expression:** "Taking a break after taking Seattle by storm"
  - **Meaning:** Idiom meaning someone is resting after achieving great success.
- **Expression:** "Smoke 'em peace pipe"
  - **Meaning:** Idiom from Native American culture meaning to resolve a conflict or make peace.
- **Expression:** "Max is high"
  - **Meaning:** An expression implying Max is acting strangely, as if under the influence of drugs.

- **Expression:** "You sold me already"
    - **Meaning:** "You have already convinced me," commonly used when someone agrees even before an argument is finished.
- **Expression:** "Little buddy"
    - **Meaning:** An affectionate or endearing term for someone or something small, indicating closeness.
- **Expression:** "I'm off to yonder bus stop"
    - **Meaning:** "Yonder" is an archaic/poetic word for "over there," used informally or poetically.

3. Listening Comprehension Challenges

- Some of Chloe's dialogues in the car were very emotional and spoken quickly, so I had to focus intently to grasp their meaning.
- Idioms like "Smoke 'em peace pipe" were initially confusing because they are not commonly used and are rooted in specific cultural references.
- Interactions with Victoria felt confusing due to her drastic change in attitude; I needed to understand the new social context in this alternate timeline to interpret her dialogue correctly.

4. Decision-Making & Language Learning

Key Decisions:

- I chose to hide William's car keys, thinking that saving Chloe's father's life would fix things. However, the reality I faced showed tragic, unexpected consequences.

Impact of Previous Decisions:

- This episode reinforced the impact of previous decisions, such as building closeness with Chloe and Max's involvement in Rachel's and Kate's lives. The alternate world Max faced was the accumulation of all those decisions.

Language Learning:

- I realized that characters' way of speaking and attitudes change depending on the situation and social relationships, such as Victoria becoming friendly, or David becoming calmer. This taught me the importance of social context in understanding communication.
- Some idioms like "You sold me already" and "Max is high" helped me understand the informal nuances in expressions of agreement or confusion in American culture.

5. Cultural and Language Differences

- The change in personality of characters like Victoria and David in the alternate timeline shows that language, tone of voice, and behavior are greatly influenced by social roles, something that is sometimes less apparent in my culture.
- Terms like "Little buddy" or "yonder" show how English often uses expressive styles that contain elements of humor, nostalgia, or familiarity, which do not always have direct equivalents in Indonesian.

6. Reflection & Learning Experience

- I increasingly understood that in real life, every decision—even if it seems small—can bring big consequences, and language is an important tool to convey intent or prevent misunderstandings.
- This episode expanded my understanding of idioms and informal expressions, and how their use can reflect the emotional relationship between characters.
- I learned to be more sensitive to emotions in conversations, especially when talking about personal topics or trauma, as in Chloe's dialogue about her family.
- Life is Strange once again emphasized the importance of empathy and awareness in communication—how we listen, respond, and decide can shape other people's lives.

➤ **RQ1 – Motivation:** The discovery of Rachel's betrayal and

Chloe's intense emotional reaction profoundly increased my motivation to navigate their strained relationship and uncover more truths.

➤ **RQ2 – Learning Strategies:** Making difficult choices, such as confronting Chloe with painful truths and managing a volatile situation, demonstrated an evolving strategy in handling high-stakes interpersonal dynamics.

Reflective Journal 15 – Chloe in the Alternate Timeline

1. Gameplay Summary

At the beginning of Episode 4 of Life is Strange, I experienced one of the most touching and introspective moments in the entire game. After Max used her power to prevent William's death in the past, the consequences were immense: Chloe suffered a severe accident and now lives completely paralyzed, only able to breathe with the aid of medical equipment.

What happened:

- Max woke up at the Price family home and found Chloe in a very different state. Although her body was paralyzed, Chloe still tried to be cheerful in front of Max.
- They walked along the beach to reminisce about the past, where the atmosphere felt peaceful yet sad.
- In Chloe's room, I helped Chloe drink, turn on the TV, and retrieve the DVD she wanted to watch. This moment felt very intimate, even in silence.
- Chloe talked about her father's guilt, her family's financial difficulties, and her loneliness. She also tried to hide her pain with humor—something very human.
- Although this was a "dream world" created by Max, I slowly realized that this reality was not true happiness—but rather a quieter suffering.

Relationship with previous decisions:

Going back in time and saving William was my decision at the end of Episode 3. I felt that choice was a form of affection

for Chloe—but in reality, that choice brought a more painful life for her. This made me realize that good intentions do not always lead to good outcomes, and the butterfly effect can be very cruel.

2. Vocabulary & Expressions Learned

Vocabulary and expressions from this section not only enriched my understanding of English, but also showed how language is used in emotional contexts.

- **Golden hour** → A term in photography, referring to the ideal time just before dusk when sunlight is warm and soft.
- **Pod in a cast** → Chloe's joke about being unable to move, equating herself to a "literal podcast."
- **You are such a geek** → An informal phrase showing familiarity, often used to call someone smart/unique in a pleasant way.
- **I get my rage on** → Idiom meaning to vent anger or explode emotionally.
- **Morphine injector** → A medical device used to inject morphine for pain relief.
- **Plenty of fish in the 'Bay** → A parody of the idiom "plenty of fish in the sea," illustrating many romantic opportunities but made relevant to the Arcadia Bay setting.

3. Listening Comprehension Challenges

This section was very challenging emotionally and linguistically because:

- Chloe used dark humor and sarcasm consistently. For example, when she called herself "pod in a cast," I was initially confused whether it was serious or joking.
- Many idioms and pop culture references were difficult to grasp without context, such as "Blade Runner," "hot monkey sex," or "smoke 'em peace pipe."
- Chloe's voice intonation gradually changed—from cheerful, to bitter, then emotional. I needed to focus intently to understand those emotional shifts through her voice. 📌 **Lesson:** The interactivity of this game allowed

me to re-listen and pay attention to emotional expressions, which are much harder to learn through plain text.

4. Decision-Making & Language Learning

I chose to speak honestly and supportively to Chloe—not blaming anyone for her condition. I avoided dialogue that could make Chloe feel worse and chose phrases like "You have me," "They love you so much," and "I'm here." This showed that diction in emotional conversations is very important, both in games and in real life.

-> Language in contexts like this taught me how to express empathy explicitly—without sounding pitying.

5. Cultural and Language Differences

This section opened my eyes to how American culture:

- Uses humor to cope with pain. Chloe joked about her condition not because she didn't care, but because it was her way of coping.
- Uses film and popular media references as part of conversational language and nostalgia (examples: "Blade Runner," "DeLorean").
- Dares to express pain and emotional honesty, which might be harder to do openly in my culture.

6. Reflection & Learning Experience

I felt this section was very touching because:

- I realized that I—as Max—had created a false world even though my intentions were good.
- I saw that affection also means being fully present in someone's suffering, not just trying to change the situation.
- Chloe remained Chloe—even paralyzed, she still joked, still wanted to appear strong. But I knew she was hiding deep wounds.
- I learned that language can be a healing tool: gentle words, a caring intonation, and genuine empathy mean a lot in difficult situations.

Important lessons:

- In language learning, understanding the emotion behind words is much more important than just understanding their literal meaning.
- In real life, our presence and way of speaking can be a source of strength for others.
- Life is Strange teaches that love and care do not always have to be shown through grand actions—sometimes, silence, listening, and saying "I'm here" are enough.

➤ **RQ1 – Motivation:** Witnessing Chloe's suffering in the alternate timeline and the devastating impact of my previous choice fueled a strong motivation to rectify the past and truly understand the consequences of time travel.

➤ **RQ2 – Learning Strategies:** Navigating emotionally charged dialogues, understanding dark humor, and deciphering pop culture references in Chloe's speech required advanced listening skills and cultural contextualization, pushing my comprehension strategies beyond literal translation.

Reflective Journal 16 – Euthanasia, Empathy, and Accepting Reality

1. Gameplay Summary

In the middle of Episode 4 of Life is Strange, I faced one of the most difficult decisions in the game: Chloe's request for euthanasia—to end her life due to the physical and emotional pain she experienced in the alternate timeline.

What happened:

- I spoke with William and Joyce, who continued to show deep affection for Chloe despite their very difficult financial and emotional situation. They felt Chloe was the reason they stayed strong.

- Chloe asked me—as her closest friend—to help her end her life. She explained how painful her condition was and that she no longer wanted to be a burden.
- I initially chose the "I Don't Know" option because I was truly unprepared to give an extreme answer. But eventually, I chose to REFUSE.
- After that, I revisited the old photo of Max and young Chloe with William in the past and decided to burn the photo, so that William would remain gone and the timeline would revert to the original version—where Chloe was not paralyzed.
- Max finally returned to the real world, meeting Chloe as before. However, she now carried the burden of an experience she couldn't share with anyone. 📌 **Reflection on previous decisions:** At the end of Episode 3, I felt saving William was the best action for Chloe's happiness. However, here I realized that controlling time does not mean being able to create a perfect world. Every decision carries consequences—and sometimes, what appears to be "good" actually hurts more deeply.

2. Vocabulary & Expressions Learned

- **"Mortgage our home"** → To mortgage a house; showing how far the Price family sacrificed for Chloe's care.
- **"The Price is always right"** → A pun on the family name "Price" and the TV show "The Price is Right"; used humorously by William.
- **"Get your rage on"** → Idiom for expressing or venting anger.
- **"Blue pill"** → Besides its literal meaning (medication), it also refers to a difficult choice (from The Matrix film), symbolizing an extreme decision.
- **"Crank it up to eleven"** → An expression from pop culture meaning "to the maximum level" (originally from the film Spinal Tap).
- **"Zonked out"** → Slang meaning very tired or unconscious due to illness/medication. **Lesson:** Some

expressions like "blue pill" and "crank it up to eleven" illustrate how American pop culture is deeply embedded in their everyday speech—even in serious conversations.

3. Listening Comprehension Challenges

Chloe delivered her request in a calm but emotionally very deep tone. Sentences like "I'm ready to go, Max" or "I want to fall asleep and never wake up again" required me to focus intensely, both emotionally and linguistically. William and Joyce spoke full of hope and love, but also interspersed metaphors and puns, like the "Price is Right" joke. I also had difficulty at times grasping the meaning of idioms like "I'm already high" (used by Chloe to mock her medicated state). **Lesson:** Understanding low intonation and word choice in serious conversations turned out to be more difficult than in regular conversations—because the emotional context is very strong.

4. Decision-Making & Language Learning

Major decisions I made:

- I refused Chloe's request to end her life. This was not because I didn't care, but because I didn't want to be a part of her death, even if it was her own wish.
- I went back in time and burned the photo, ensuring the original timeline was restored. But on the other hand, I lost the warmth of the Price family that I witnessed in the alternate reality.

Impact on language learning:

- I learned to express empathy and uncertainty with gentle English, such as "There's got to be another way" and "I don't know if I can do this."
- Conversations in this section also taught me how to convey refusal without hurting, which is very important in everyday communication.

5. Cultural and Language Differences Heavy topics like euthanasia:

- In my culture, a request to end one's life would likely never be granted or even openly discussed.
- However, in this game, the topic was presented very humanely and with great respect. I learned that in Western culture, openness in facing suffering can be part of the healing process. **Family sacrifice:**
- William and Joyce showed extraordinary financial and emotional sacrifice. They were even willing to lose their home for Chloe's care. This made me appreciate how parents' love is shown quietly yet very strongly.

6. Reflection & Learning Experience

Personal reflection: The moment Chloe requested euthanasia was the peak of a moral dilemma for me. As Max, I felt truly devastated. As a player, I realized that the choices we make in communication can carry unseen burdens. I also realized that refusing does not mean not caring. On the contrary, refusing can be the deepest form of love—because I didn't want Chloe to give up. Burning the old photo so William would remain gone was a painful decision. I felt like I was sacrificing a small heaven to save someone from great suffering.

Big lessons:

- Language can be a bridge to convey love and refusal in a gentle yet firm way.
- Not all decisions have a right answer. Sometimes, we can only choose the lesser wound.
- In life, as in language learning, the most important thing is not to choose perfection—but to learn to make peace with the consequences.
- Life is Strange made me realize that language ability is not just about speaking, but also about understanding, responding, and being emotionally present.

➤ **RQ1 – Motivation:** Facing Chloe's plea for euthanasia and making the agonizing decision to restore the original timeline profoundly intensified my motivation to understand Max's powers and the true ethical weight of altering reality.

- **RQ2 – Learning Strategies:** Navigating deeply emotional and philosophical dialogues, understanding subtle metaphors and cultural idioms, and making high-stakes moral choices in English provided a powerful, immersive learning experience in complex communication and decision-making.

Reflective Journal 17 – Dark Room Investigation: Unlocking Truth, Balancing Trust

1. Gameplay Summary

After returning to the main reality from the alternate timeline, Max and Chloe began to outline serious steps to investigate the mystery of Rachel Amber's disappearance, Kate Marsh's traumatic experience, and the existence of the "Dark Room" mentioned in various clues.

What happened: Max and Chloe set out on three main missions: (1) Decipher Frank's logbook, (2) Gain access to Nathan Prescott's phone, (3) Investigate David Madsen's notes and locker in the garage. Max successfully opened David's locker with the code 7171, which she found again at the previous location. Inside, she found surveillance data, photos of Kate, schedules, and suspicious coordinates. The evidence showed that although David seemed like an antagonist, he was actually gathering important information that could help uncover a larger crime. Max and Chloe gathered all the evidence and prepared to confront Nathan Prescott.

Reflection on previous decisions: I realized that although I had previously often been suspicious of and opposed to David, he actually had a hidden intention to protect students. This moment made me re-question who the real "heroes" and "villains" were in this story. The decision to take money from the Principal's office earlier also felt impactful in this section, as I began to feel that institutions like Blackwell held many secrets, and that money might not be clean.

2. Vocabulary & Expressions Learned

- **Decipher Frank's logbook** → Decipher means to crack a code or unravel data; this investigative context is very useful in academic language as well as crime fiction.
- **Keep it in your pants** → Informal idiom meaning "calm down" or "don't get too overly excited," often used humorously or teasingly.
- **Step-douche / step-crack** → Chloe's sarcastic slang for her stepfather, David. This word illustrates the difficult family dynamic in American youth language.
- **Cyberstalk** → To stalk or monitor someone online or through technology, a highly relevant term in the digital age.
- **I hit the secret file jackpot** → Idiom meaning to find a large amount of information or good fortune, usually suddenly and surprisingly.
- **Be afraid of us** → A simple but powerful phrase reflecting Max's shift from passive to taking control.
  Lesson: Expressions like "decipher", "cyberstalk", and "jackpot" taught me that language in investigative and technological contexts is very much alive in modern narratives, and needs to be understood to follow complex stories or discussions.

3. Listening Comprehension Challenges

Difficulty understanding emotional nuances and slang:
Chloe spoke in a fast, sarcastic style that mixed slang and pop culture references, such as "step-crack" and "keep it in your pants."

- Conversations with David held suppressed emotions, although they sounded flat in tone. For example, when he said, "You won this battle, Max," I initially didn't realize how bitter that sentence actually was. **Lesson:** A flat intonation can conceal deep emotions, and slang can make dialogue sound "light" when it's actually painful. This taught me to be more sensitive to tone, social context, and relationships between characters when understanding verbal communication.

4. Decision-Making & Language Learning

Decisions and their impact:

- I opened David's locker and collected evidence about Kate, Nathan, and David's surveillance of students.
- I still felt uncomfortable with David's actions, but also couldn't ignore that his information was very valuable.
- I restrained Chloe from acting too impulsively towards David, as I began to see that conflict wasn't just about who was right, but who acted with good intentions.

📌 **Relevance to language learning:**

- I learned how Max navigated conflict with diplomatic word choices, such as "We need to think about this first."
- Idioms like "snoop around," "jackpot," and "step-douche" helped me understand the social dynamics of American teenagers, which are often not explained literally.

5. Cultural and Language Differences

On privacy and investigative actions:

- In the Indonesian context, accessing someone's phone, locker, or private files could be considered a serious violation. But in this game, such actions are morally justified because they save others.
- Chloe and Max not only spied but ealso ngaged in direct investigative actions, showing a culture where "truth is more important than procedure."

American youth language:

- Chloe often combined humor, sarcasm, and aggression in one sentence, reflecting a culture where teenagers are free to express themselves, even if sometimes crudely.

6. Reflection & Learning Experience

Personal reflection: This part made me realize that judging someone based on their surface can be very misleading. David may be harsh, but he might be the only one truly paying attention to the students. I also learned that uncovering the truth does not always come neatly—sometimes we have to expose

others' flaws for the common good. I felt Max increasingly transforming from someone confused into a quiet leader making big decisions, and I felt that development through word choices and responses in dialogue. I began to believe that rewind power could no longer be relied upon to fix everything—that reality, in the end, had to be faced.

Big lessons:

- Covert actions (like investigating a locker) can greatly impact our understanding of others.
- English used in investigative and moral contexts is rich in idiomatic meaning and hidden emotions.
- Sometimes those who seem "evil" are not entirely wrong—and words can be a weapon or a bridge to deeper truth.
- Life is Strange taught me that understanding language also means understanding people—with all their complexity, imperfections, and moral choices.
    - ➤ **RQ1 – Motivation:** The shift in perception regarding David's true intentions and the realization of deeper conspiracies significantly motivated me to piece together the evidence and confront the underlying truths.
    - ➤ **RQ2 – Learning Strategies:** Successfully navigating the complex investigation, deciphering clues from diverse sources, and analyzing character motivations (like David's) honed my critical thinking and information-processing skills in English.

Reflective Journal 18 – Seeking Clues and Listening Deeper

1. Gameplay Summary

In this section, I controlled Max to continue the investigation with Chloe regarding Rachel Amber's disappearance and the suspicious activities in Arcadia Bay. Although the surface atmosphere of the campus seemed peaceful, I realized that every conversation with the characters around held layers of meaningful oddities.

W**hat happened:**

- Max and Chloe met Mr. Jefferson again. Chloe joked that she was Max's "date," showing their typical intimacy.

- I spoke with Ms. Grant about environmental anomalies and with Samuel, who shared spiritual thoughts related to time, change, and Max herself.
- The conversation with Brooke was quite emotionally challenging as she showed jealousy towards Max, who was seen as too close to Warren.
- I also began to realize that Max was not only acting as a detective but also as the focal point of chaos—both in terms of time, friendships, and ethics.

  Reflection on previous decisions: Small choices like being kind to Kate earlier influenced things here, as many characters (like Samuel) showed respect and trust in Max. Max also now gained more information because she previously showed empathy, not judgment, towards other characters.

2. Vocabulary & Expressions Learned

- **"You can't force an artist to work"** → Creativity cannot be forced, important in the context of learning or working in creative fields.
- **"Time is on your side"** → A very powerful symbolic phrase, referring to Max's power, but can also mean "opportunity still exists."
- **"You reached out to her when everybody turned away"** → A line from Samuel showing the power of small actions in providing emotional support.
- **"Eco-disaster"** → A scientific term describing a serious environmental crisis, such as storms, beached whales, and strange weather in Arcadia Bay.
- **"Stay on your path"** → A spiritually nuanced piece of advice from Samuel that motivated Max to follow her instincts and purpose.
- **"You're too young to be so cynical"** → A sentence that initially confused me; it turned out to mean "don't be so pessimistic, you're still young."

3. Listening Comprehension Challenges

Challenges and solutions:

- Metaphors like “Arcadia Bay and you are connected by time and tide” require understanding figurative meaning that is not common in everyday language.
- The term "Tobanga" mentioned by Samuel was not directly explained. I was initially confused until I realized it was a totem statue often seen on campus.
- The sentence “You're too young to be so cynical” was challenging because I had to connect the meaning of cynical with Max's current emotional context.
  Lesson: I became more sensitive to hidden meanings in language, especially when characters use symbolism to convey philosophical feelings or thoughts.

4. Decision-Making & Language Learning
Important choices I made:

- I chose to approach Ms. Grant with a scientific perspective but also opened up to Samuel's symbolic meaning by mentioning "Prophecy" and "Tobanga."
- When talking to Brooke, I initially chose the wrong dialogue option, which made her shut down. I used rewind to adjust my approach so I could still get important information.
- I avoided directly blaming Nathan, but implied that he needed help.

Language learning:

- I learned how to use phrases to express concern politely, such as “I’m worried about what’s happening.”
- These conversations also showed how word choices can build or break trust, as I experienced when talking with Brooke.

5. Cultural and Language Differences
Cultural observations:

- Samuel spoke in a style that might be considered eccentric in my culture, but here it instead showed hidden wisdom.
- Ms. Grant demonstrated a rational teacher's side but remained open to unexplained phenomena—showing that

in American culture, a blend of science and empathy can coexist.

- The freedom of students to criticize the school authorities, such as when Max questioned the Blackwell party, showed an egalitarian culture that values young people's voices.

6. Reflection & Learning Experience

Personal reflection: I felt this section was the point where I started to focus more on listening and understanding, not just on seeking information. Samuel was a character who initially felt strange, but he gave me one of the most meaningful pieces of advice: "Stay on your path." These words made me think about the direction of Max's life—and also my own learning path. The line “You’re too young to be so cynical” from Ms. Grant stuck in my mind. It not only strengthened Max but also reminded me that I shouldn't give up hope, even when the world feels chaotic. I also saw how the differences in characters (Jefferson the perfectionist, Ms. Grant the rational, Samuel the symbolic, Brooke the jealous) reflected the diversity of how people interact—and this became a rich learning experience both linguistically and emotionally.

Big lessons:

- I learned that language is not just for speaking, but also for listening, reflecting, and absorbing deeper meanings.
- In investigative or conflict situations, empathetic communication can be the most powerful weapon.
- Differences in views (scientific vs. spiritual) are not mutually exclusive, but can complement each other if we are open.
- And most importantly, small words can touch hearts deeper than big actions, if delivered with sincere intent.

➤ **RQ1 – Motivation:** The subtle clues and philosophical insights from various characters, especially Samuel's advice, deepened my motivation to look beyond the obvious and understand the complex interconnectedness of events and people.

➤ **RQ2 – Learning Strategies:** Navigating conversations

with diverse communication styles (scientific, spiritual, sarcastic) and using rewind to refine dialogue choices significantly enhanced my adaptive listening and strategic communication skills in English.

Reflective Journal 19 – Seeking Clues and Listening Deeper

1. Gameplay Summary

This segment took me and Chloe to the beach where Frank and his RV were located, with a very crucial mission—to get the code to unlock Frank's logbook, which contained his client list. This was one of the most important turning points in the story regarding Rachel Amber's whereabouts.

What happened:

- Chloe brought a gun for protection, while I warned her not to rely on the rewind power, as I had previously failed to save Kate in a similar situation that couldn't be rewound.
- We approached Frank, and I chose to offer a payment as a sign of good faith.
- When asked about client information, I initially chose the wrong phrase "Help or else," which provoked Frank's anger. But I managed to de-escalate the situation by choosing the right words.
- I chose empathetic responses, such as "You scared me" and "Dog rescue," which softened Frank and he finally agreed to help us.
- Frank handed over his list, and everything ended without violence—even Frank's dog remained calm. This was one of the most peaceful resolutions in the game.

Lesson I learned:

- Choosing words in sensitive situations can save everything. I learned from previous failures, and it paid off.

2. Vocabulary & Expressions Learned

Key vocabulary and expressions from this section:

1. **"No dicking around"** → Chloe's slang for not messing around or causing trouble.
2. **"You have some serious ladyballs"** → Frank's crude expression meaning brave.
3. **"You scared me"** → Max's honest and touching line, which also diffused the conflict.
4. **"Shoot with my camera"** → Max's beautiful metaphor emphasizing that she is not one to use violence.
5. **"Dog rescue"** → A phrase that highlights Frank's positive action, which opened an empathetic channel in the dialogue.
6. **"Hardy Boys"** → Frank's reference to Max and Chloe as amateur detectives, showing their relationship dynamic.

3. Listening Comprehension Challenges

Challenges in understanding emotional dialogue:

- When Frank responded angrily to "Help or else," I momentarily panicked—because his tone of voice immediately changed to high and defensive.
- I learned to recognize tone shifts in dialogue, i.e., when a character's mood changes drastically due to a single word or sentence.
- Max's line "I only want to shoot with my camera" felt very powerful. Spoken in a calm and honest tone, that sentence touched Frank's humanity—and I could clearly hear his emotional shift.
- Although these sentences were simple, their impact was significant because it was influenced by when and how they were spoken.

4. Decision-Making & Language Learning

Decision-making and reflection:

- I panicked momentarily when I chose the wrong phrase "Help or else," as it immediately provoked a negative reaction. But I quickly recovered—analyzing the next options, and successfully saved the situation.

- I chose phrases that emphasized empathy and humility, such as “You scared me” and “Dog rescue.” I also avoided threatening and cornering tones.
- I did not rely on rewind at all, because I had already learned that not all situations can be replayed.
- All my choices here were made carefully, because I realized that just one word could turn the situation around. This was a very powerful language and communication learning experience.

Connection to language learning:

- I learned that empathy can be transmitted through simple word choices.
- I also learned to avoid trigger words in tense conversations. This is very relevant for communication skills in a foreign language, especially in emotional or professional contexts.

5. Cultural and Language Differences

Cultural dynamics in dialogue:

- Frank is a very “American” character—rough, blunt, but also has a hidden soft side.
- At first, I found it difficult to understand Frank's reaction, but after he talked about saving dogs and losing Rachel, I started to see his humanity.
- Concepts like “You scared me” can be a tool for reconciliation in Western cultures that value honesty and vulnerability.
- Meanwhile, Chloe carrying a gun and constantly provoking could lead to major conflict if I didn't balance it with calm communication.

6. Reflection & Learning Experience

Personal reflection:

- I felt very nervous in this part, because I had previously failed to save Kate due to being unable to rewind. I didn't want to repeat the same mistake.

- When I chose the wrong dialogue option and Frank started to get angry, I panicked. But I also quickly bounced back—analyzing the next options, and successfully saved the situation.
- For me, Frank seemed more human after I heard his story about Rachel and the dogs he saved. I began to understand that he wasn't just a "drug dealer," but someone who was also hurt and had a heart.
- I felt the phrase “I only want to shoot with my camera” was very powerful, not just a formality. That sentence seemed to summarize who Max truly was, and opened a path to trust from Frank.
- I managed to resolve everything without violence, not because I memorized the script, but because I learned from previous experience and chose my words carefully.
- This made me believe that language learning can be very alive—when words are not just a tool for communication, but also a bridge to understanding.

Big lessons I learned:

- Mastering words is a form of power, just as strong as a gun.
- Empathy and honesty can melt even the toughest characters like Frank.
- Language learning is not just about the meaning of words, but also when and how they are spoken.
- Previous failures can be the best guide for making better decisions in the future.

➤ **RQ1 – Motivation:** The high-stakes confrontation with Frank, driven by the need to uncover Rachel's fate, powerfully motivated me to employ refined communication strategies to achieve my goals without resorting to violence.

➤ **RQ2 – Learning Strategies:** Learning from past communication failures (e.g., with Kate) and successfully applying empathy, humility, and careful word choice in a tense negotiation demonstrated a

significant development in my strategic language use and conflict resolution skills.

Reflective Journal 20 – Facing the Dark Truth

1. Gameplay Summary

In this section, Chloe's and my investigation reached its most intense and emotional point. All the clues we had gathered since Episode 1—from Frank's transaction log, David's surveillance results, to messages from Nathan's phone—finally connected. What previously felt like theory now transformed into concrete and tragic evidence.

What happened:

- Max matched various data on the investigation board, connecting information such as locations, times, and drug transaction lists. This process felt like putting together a puzzle—enjoyable in terms of gameplay but full of tension.
- We discovered that Nathan frequently visited an old warehouse belonging to the Prescott family, a place that turned out to hide a hidden basement.
- Inside the bunker, we found horrifying documentation—photos of victims like Kate and Rachel, recording equipment, and binders with student names from Blackwell.
- Chloe and Max then went to the junkyard and found Rachel Amber's buried body. Chloe was emotionally devastated.
- We then resolved to attend the Vortex Club party to find Nathan and put an end to all of this.

  Lesson I learned: This game shows that uncovering the truth often doesn't bring relief—but rather wounds that must be accepted and bravely endured.

2. Vocabulary & Expressions Learned

- **"Take a breath"** → An expression to calm down or prepare before facing something emotionally difficult.

- **“Stocked and ready for the apocalypse”** → Used by Chloe to describe the bunker being fully equipped, indicating extreme readiness for an extreme situation.
- **“What kind of world does this?”** → Chloe's rhetorical question reflecting her shock at the cruelty she found.
- **“For prosperity”** → Used by Warren when wanting to take a photo as a keepsake, meaning documentation for the future.
- **“Ultraviolence”** → A term from pop culture to describe very extreme violence; used by Warren to describe a chaotic week.

3. Listening Comprehension Challenges

Challenges in this section were more emotional:

- Chloe's crying in the junkyard was very intense and heartbreaking, making it difficult for me to hold back emotion. Her intonation and silence were often more meaningful than words.
- Sentences like “We’re too late” or “Rachel… no, no, please not her…” had to be re-listened to truly absorb their emotional weight.
- Some symbolic expressions like “connected by time and tide” still required deep interpretation.

  Lesson: Language learning is not just about the meaning of words, but also intonation, emotion, and the emotional context conveyed by the speaker.

4. Decision-Making & Language Learning

Choices I made:

- I successfully matched all the evidence logically and efficiently on the investigation board. This gave a certain satisfaction in understanding the storyline.
- When Chloe cried after finding Rachel's body, I let her express her sorrow without interrupting or trying to give false hope.

- I remained focused on the goal of going to the Vortex Club party, even though the world felt increasingly nonsensical—like the appearance of two moons in the sky.

Impact on language learning:

- I learned that silence and short sentences are sometimes more meaningful than long explanations.
- I also realized the importance of reading the situation before speaking—both in the game and in real life.

5. Cultural and Language Differences

Cultural observations:

- When Chloe cried, Max did not try to comfort her with "wise words," but instead remained silent and present. This shows that in Western culture, silence can also be a form of empathy.
- Supernatural occurrences like the appearance of two moons would likely be interpreted differently in my culture—either as a spiritual or mythological phenomenon, whereas in this game it feels more like a sign of time distortion.
- The pursuit of justice by two teenage girls, even when authority fails, reflects important values of independence and courage that are strongly emphasized in Western culture.

6. Reflection & Learning Experience

Personal reflection:

- I was shocked when I opened the binder containing photos of Rachel and Kate. This was not just an ordinary teenage story—this was a story about the darkness that had been hidden beneath Blackwell students' lives all this time.
- Chloe, who was previously tough and sarcastic, was now shattered by reality. Her tears felt like fragments of the hope she had built all this time.
- I felt Max developed into someone who was not only strong with supernatural powers, but also emotionally

strong—because she remained steadfast by Chloe's side without overwhelming her with empty advice.

- The appearance of two moons made me wonder: were all these consequences of Max's power? Did changing time come at a high price?

Big lessons:

- Uncovering the truth is important, but we must be prepared for the pain that can come with it.
- Empathy doesn't always have to be spoken—sometimes just being present and listening is enough.
- In emotionally charged communication, silence and short sentences can carry deeper meaning than long speeches.
- Life is Strange shows that truth is not the end of the story—it is the beginning of the struggle for justice.

➤ **RQ1 – Motivation:** The tangible and horrific discovery of Rachel's body and the evidence in the Dark Room provided an overwhelming motivation to confront the perpetrators and seek justice, solidifying my commitment to Max's journey.

➤ **RQ2 – Learning Strategies:** Successfully piecing together complex clues from various sources and processing intense emotional dialogues in English honed my analytical and critical listening skills, crucial for understanding multifaceted narratives.

Reflective Journal 21 – Vortex Club & Shattered Illusions

1. Gameplay Summary

This section was the peak of tension in Episode 4. I attended the Vortex Club party, not for entertainment, but to pursue Nathan and uncover the truth. Amidst the luxurious atmosphere and strobe lights of the party, there was a very strong emotional tension hidden behind fake smiles and loud music.

What happened:

- Max interacted with many characters such as Taylor, Brooke, Stella, Courtney, and even Victoria. Each dialogue opened up layers of emotions and social relationships that I had built since the beginning of the game.
- I successfully entered the VIP area thanks to a good relationship with Courtney.
- I chose the "Don't blame" dialogue option with Victoria, warning her that her life was in danger. Because my relationship with her had been quite good from the start, Victoria trusted Max and chose to stay away from Nathan.
- Unfortunately, everything changed drastically when Chloe and Max headed to the junkyard to intercept Nathan. Instead, they were ambushed by the unexpected main culprit: Mr. Jefferson.
- Max was drugged. Chloe was shot dead in front of her. Rewind could not be used. And the story entered complete darkness. 📌 **Lesson I learned:** Small choices lead to big consequences. I was able to save Victoria only because I treated her with empathy from the very beginning. But not everything can be saved—even if we try our hardest.

2. Vocabulary & Expressions Learned

- **"Mmm-kay?"** – A passive-aggressive or cynical tone, used when someone subtly dismisses or refuses.
- **"Poet karaoke"** – Alyssa's remark combining poetry and awkward performance, implying humility.
- **"Go fuck your selfie"** – Sarcasm from Max to Victoria; a pun combining vulgar phrasing with "selfie" culture.
- **"Little meltdowns"** – Victoria's dismissive phrase for Nathan's suffering, showing a manipulative friendship dynamic.
- **"Text me if you need anything"** – A simple but sincere phrase; reflecting Victoria's character change from arrogant to more caring.

3. Listening Comprehension Challenges

Main challenges:

- The emotional conversation with Victoria, where her tone shifted from defensive to vulnerable. I had to listen carefully to catch her emotional change.
- The noisy and distracting party atmosphere, which made it difficult for me to catch every word clearly.
- Jefferson's lines before his betrayal sounded ordinary, but in retrospect, they felt cynical and manipulative. This taught me about the importance of tone and context.

4. Decision-Making & Language Learning

Decisions and their impact:

- I did not blame Victoria for her actions, which ultimately made her trust me and avoid the threat from Jefferson.
- I kept Max's demeanor calm and empathetic, which felt like building a consistent character from the beginning of the game.
- From a language perspective, I learned that the right word choice can determine whether our message is received or not.

Learning:

- Dealing with characters like Victoria taught me the importance of conveying warnings without sounding preachy.
- I began to recognize sarcasm, irony, and sincerity from tone and sentence structure.

5. Cultural and Language Differences

Cultural observations:

- The culture of “coolness” and popularity at the Vortex Club party was very palpable—similar to American teen culture in movies.
- Amidst the party euphoria, Max still greeted and helped characters like Alyssa, showing that empathy does not lose its place even in the hustle and bustle of a party.

- I also saw that being polite or “nice” doesn't always mean weak—Max was able to save others precisely because of her consistent and empathetic attitude.

6. Reflection & Learning Experience

Personal reflection:

- I never expected Mr. Jefferson to be the culprit. All previous clues felt vague. And that made the twist very powerful.
- When Chloe was shot, I was stunned. I couldn't do anything. Even rewind couldn't be used. This was the first time I truly felt a loss of control in this game.
- I realized that the butterfly effect is not just a theory, but real in this gameplay—and also in life.
- Small moments like not insulting Victoria at the beginning proved crucial for her safety. This made me reflect that the words we choose today can save someone in the future.

Big lessons:

- Sometimes, we do our best, but loss still happens.
- Trust and empathy are social assets that can save lives.
- People who seem the nicest can harbor the darkest sides. Don't judge by appearances.
- In language and in life, words we *don't* say can be just as powerful as words we choose to say.

➤ **RQ1 – Motivation:** The shocking revelation of Mr. Jefferson as the antagonist and Chloe's tragic death, with the inability to rewind, created an intense motivation to understand the full scope of the conspiracy and find a way forward despite the profound loss of control.

➤ **RQ2 – Learning Strategies:** Navigating complex social interactions at the party, discerning hidden meanings in dialogue amidst distractions, and successfully communicating warnings demonstrated a refined strategy in active listening and strategic word choice under pressure.

Reflective Journal 22– Final Trial & Choice

1. Gameplay Summary After literally a nightmare, Max woke up in the most horrifying situation so far—trapped in the Dark Room, made an object of "art" by the person she trusted most: Mr. Jefferson.

What happened:

- Max became a victim of Jefferson's manipulation, who cynically referred to her as the peak of "Everyday Heroes."
- Using her rewind power through a photo, Max went back in time to the classroom and warned David Madsen.
- Jefferson was eventually arrested, Nathan was found to have been killed earlier by Jefferson, and all evidence pointed to a trial.
- Max flew to San Francisco as the winner of the photography contest—reaching a point of victory... that didn't feel entirely relieving.

  Lesson I learned: In complete darkness, the courage to **take back control of one's own life narrative** became a greater power than the rewind power itself.

2. Vocabulary & Expressions Learned

- **"Career high"** – Jefferson's phrase to refer to Max's photoshoot as her highest achievement, but delivered cynically.
- **"You can do so much better."** – A manipulative sentence that turned into a symbol of rebellion when Max inverted its meaning.
- **"Jet-setting"** – Indicating an elite lifestyle, often traveling by plane; describing Max's new world as a young artist.
- **"Purity personified"** – Jefferson's double-edged compliment about Max's pure image.

3. Listening Comprehension Challenges

Main challenges:

- Jefferson's manipulative and philosophical dialogue was challenging. His words often carried a double meaning—

what he said was beautiful, but his intentions were twisted. I had to focus on the underlying meaning, not just the literal words.

- The stark contrast between Jefferson's calm, almost poetic tone and the horror of his actions was disturbing. This taught me to be wary of outward appearances.
- Understanding how Max's past choices (like warning David) suddenly paid off in this dire situation required keen attention to narrative threads

  Lesson: I learned to look beyond superficial conversations and to grasp deeper, often darker, meanings conveyed through tone and context.

4. Decision-Making & Language Learning

Key decisions and their impact:

- My main decision was to warn David Madsen using the photo rewind, leading to Jefferson's arrest. This felt like the only way to escape the immediate horror.
- I chose to fight back mentally against Jefferson's manipulations, even when I couldn't physically escape. This meant choosing dialogue options that challenged him and asserted Max's will. **Impact on language learning:**
- I learned how language can be used for manipulation, but also as a tool for resistance and regaining control.
- Understanding Jefferson's insidious use of sophisticated vocabulary in a twisted context improved my ability to discern nuanced meaning.

5. Cultural and Language Differences

Cultural observations:

- The concept of the "Dark Room" as a literal and metaphorical space for dark artistic expression is a disturbing reflection on twisted interpretations of art, which exists in many cultures but is portrayed here with a distinctly Western, almost "serial killer chic" aesthetic.
- The way Jefferson discussed his "art" highlighted a disturbing aspect of certain Western subcultures that

glorify disturbing themes under the guise of artistic freedom.

- Max's eventual triumph, not through superpowers but through intellectual resistance and past good deeds (warning David), aligns with Western narratives of individual agency and justice prevailing.

6. Reflection & Learning Experience

Personal reflection:

- Waking up in the Dark Room was terrifying. It was a complete violation. I felt so helpless, especially when Jefferson explained his twisted "art."
- The realization that Jefferson, a figure of authority and respect, was the true villain was a massive shock. It made me question appearances and trust.
- The sequence of Max's escape, not by rewinding directly but by strategically using an old photo to warn David, was incredibly satisfying. It showed Max's growth beyond just reactive power use.
- Despite winning the contest and Jefferson being caught, the ending still felt heavy. Nathan was dead, Rachel was dead, Kate suffered. Victory felt bittersweet.

Big lessons:

- The biggest dangers sometimes come from the most unexpected and trusted sources.
- True strength isn't just about power, but about the resilience of the mind and the courage to act against evil.
- Language can be twisted to justify horrific acts, making critical listening even more vital.
- Even when you "win," the scars of the journey remain. Life doesn't always offer clean, happy endings.

➤ **RQ1 – Motivation:** The shocking revelation of Mr. Jefferson as the antagonist and Chloe's tragic death, with the inability to rewind, created an intense motivation to understand the full scope of the conspiracy and find a way forward despite the profound loss of control.

➤ **RQ2 – Learning Strategies:** Successfully piecing

together complex clues from various sources and processing intense emotional dialogues in English honed my analytical and critical listening skills, crucial for understanding multifaceted narratives.

Reflective Journal 23 – Goodbye & Acceptance

1. Gameplay Summary This section marked the emotional climax of Max's journey—a moment that was not only full of tension but also deeply human. After burning the contest photo to save Chloe, Max found herself trapped in the Dark Room again, with Jefferson still free. Everything seemed hopeless... until David arrived as a savior.

What happened:

- Max was re-trapped by Jefferson after returning from San Francisco.
- She tried to survive while looking for an opportunity to signal David.
- After a brief struggle, David defeated Jefferson—but Max had to choose whether to be honest about Chloe's death.
- I chose to be truthful, and David—who was deeply distraught—immediately shot Jefferson. This scene became one of the most emotional moments in the game.
  Lesson I learned: Sometimes, truth is not just about conveying information—but about respecting others' feelings by not hiding reality, no matter how bitter.

2. Vocabulary & Expressions Learned

- **"This final dose won't hurt"** – A terrifying line from Jefferson disguised as a gentle promise, yet full of menace.
- **"Under my nose"** – Idiom indicating that something happened unnoticed despite being very close.
- **"You're going to prison forever"** – A sentence full of intensity reflecting unnegotiable anger and justice.
- **"She learned from you"** – An emotional tribute indicating that even in conflict, someone can inspire.

- **"You took away my stepdaughter"** – A sorrowful line expressing the pain of loss within a family bond that had been imperfect all along.

3. Listening Comprehension Challenges

The biggest challenges came from the emotion in the voices:

- Jefferson used a cold but pressing manipulative tone—requiring me to listen carefully to catch his threats.
- Max and David's conversation was filled with emotional pauses and inner turmoil. David's tone shifted from calm to devastated in a matter of seconds.
- Sentences like “You took away my stepdaughter” gave me chills because they were delivered with genuine and uncontrollable grief.

4. Decision-Making & Language Learning

Important decisions I made:

- I was honest with David about Chloe's death. I made this decision not to provoke, but because I believed David deserved to know the truth.
- Initially, I wanted to “test” two options, but I couldn't rewind. From this, I realized: in the real world, decisions can sometimes only be made once.

Connection to language learning:

- I learned that expressions of apology are not always conveyed with the word “sorry”—sometimes through intonation, acknowledgment, and silence.
- Short sentences like “I’m sorry, David” can carry a very heavy weight in the right emotional context.

5. Cultural and Language Differences

Interesting cultural observations I found:

- David directly shooting Jefferson might seem extreme in my culture, but in the context of military trauma and losing a child, this action can be understood psychologically and culturally within an American context.
- Max chose to be honest, not to torment David, but because the culture of personal responsibility encourages openness—even in tragedy.
- The form of interaction between Max and David here reflects that in Western culture, honesty and respect can coexist, even in the most fragile situations.

6. Reflection & Learning Experience

Personal reflection:

- I panicked when Max was trapped again. But the moment David appeared was one of the most touching scenes and made me realize the character's transformation.
- Jefferson, who had always seemed calm and charismatic, turned out to be the face of evil disguised as art. This made me realize that goodness can be faked by beautiful words, and we must learn to read intentions behind speech.
- The moment David shot Jefferson was a reflection of revenge, love, and despair—and Max, in her calmness, became the bridge between all of it.

Big lessons:

- Honesty is the highest form of empathy—it may be painful, but it also saves.
- Every character, even those who seem antagonistic, holds layers of humanity.
- Language is not just communication, but also a conduit for loss, love, and forgiveness.
- I learned that being human is not just about making choices, but bearing and understanding the impact of those choices—and in Life is Strange, no decision is trivial.

➤ **RQ1 – Motivation:** The overwhelming need to escape Jefferson and the moral imperative to be

truthful with David, even about Chloe's death, provided a powerful motivation to act decisively and empathetically in a high-stakes, emotionally charged situation.

➤ **RQ2 – Learning Strategies:** Navigating a tense hostage situation and an emotionally devastating confession required advanced listening for subtle cues and strategic use of concise, impactful language, honing my ability to perform under extreme pressure.

Reflective Journal 24 – One Last Chance to Make Things Right

1. Gameplay Summary

At this point, everything felt like an endless loop. Max returned to the Dark Room after burning the contest photo and sacrificing everything for Chloe. Jefferson was still alive, and no rewind could save Max… except for one last hope: a photo with Warren.

What happened:

- Max was re-trapped by Jefferson after returning from San Francisco.
- She tried to hold on while looking for an opportunity to signal David.
- I helped David in his confrontation with Jefferson by knocking down a trolley light and cables, allowing David to incapacitate him.
- Max was then faced with a choice: lie or be honest about Chloe's death.
- I chose to be honest. David was deeply distraught but also showed his most human side—anger born from loss.
- Max then called Warren to get the last photo and planned to change fate one last time.

Lesson I learned: When everything feels hopeless, often a small honesty becomes a bridge to the next step—even if that bridge is built on sorrow.

2. Vocabulary & Expressions Learned

1. **"You brought me here"** – A meaningful phrase from David acknowledging Max's role as the trigger for his rescue.
2. **"You're going to prison forever"** – A firm statement reflecting an unnegotiable sense of justice.
3. **"Captured in a moment"** – Max's ironic statement, mocking Jefferson's twisted philosophy of art.
4. **"Don't thank me..."** – David's humble remark, reflecting guilt and responsibility.
5. **"All that time I wasted with surveillance"** – David's very human reflection; realizing that love cannot be replaced by control.

3. Listening Comprehension Challenges

This moment was emotionally and linguistically challenging:

- Max and David's conversation was filled with pauses, whispers, and sudden shifts in tone. I had to listen with feeling, not just with my ears.
- Jefferson, though defeated, still used manipulative and cynical language—challenging my understanding of the emotional context.
- Max's lines like "I can still bring Chloe back" were not just hope, but also immense emotional pressure that was palpable in her tone.

4. Decision-Making & Language Learning

My choices:

- I was honest with David that Chloe had died. This decision was difficult but, in my opinion, the right one.
- I helped David win by choosing the correct object interactions (light and cables).
- I decided to call Warren immediately because I knew the last photo was the only hope.

Language learning:

- I learned that in sensitive situations, word choice can build or destroy trust.
- Emotional expressions like "She learned from you" carry more weight than long paragraphs.

5. Cultural and Language Differences

Cultural perspectives:

- David's action of shooting Jefferson might seem extreme in my culture, but in this context, it became an expression of trauma and personal justice.
- Max still chose direct honesty, reflecting the value of individual accountability highly regarded in the West.
- Concepts like “family counseling” became part of post-trauma recovery, indicating a systematic approach to family healing.

6. Reflection & Learning Experience

Personal reflection:

- When Max told David about Chloe, I truly felt the internal conflict. But I knew, if I were in David's position, I would also want to know from someone I trusted.
- The moment Max explained that rewinding multiple times didn't make reality better stunned me. There was a feeling of exhaustion and resignation, but also a last hope.
- I still see Max and Chloe's relationship as a deep friendship, not romanticism. Max has Warren, and Chloe is a mirror of past strength and wounds.
- I was satisfied because I completed this part without rewinding. It felt like I truly understood Max's world and knew how to speak—not to save, but to accept reality.

Big lessons:

- Honesty, though difficult, can be the highest form of love.
- Not everything can be repeated or fixed.
- Choices under pressure shape one's character.
- David, who once seemed harsh, now became a savior—proving that everyone can change if given a chance.

➤ **RQ1 – Motivation:** The desperate search for a way to undo Chloe's death and the critical choice to be

honest with David fueled an intense motivation to navigate the dire situation and find a final opportunity for intervention.

- ➤ **RQ2 – Learning Strategies:** Successfully orchestrating David's victory through environmental interaction and handling emotionally charged dialogues without rewind demonstrated advanced problem-solving and adaptive communication skills in a crisis.

Reflective Journal 25 – Into the Storm of the Mind

1. Gameplay Summary

This section was a blend of reality and nightmare that took me into Max's psychological labyrinth. After realizing the immense impact of all her rewinds, Max was dragged into a dark, symbolic, and distorted dream world. This dream world was not just an ordinary dream—but a representation of her guilt, trauma, and greatest fears.

What happened:

- Max woke up on the beach with Chloe, witnessing the tornado about to destroy Arcadia Bay.
- She then became “trapped” in a dream world: returning to Jefferson’s class, seeing birds crash into windows, entering endless school corridors, and the Two Whales diner filled with sarcastic voices of people she knew.
- A dark version of Max herself (“alternate Max”) appeared, blaming her for all her decisions.
- Max was forced to remember everyone she had hurt, including Chloe, Kate, Victoria, and even herself.
- This segment became Max's "final mental test" before she could make a big decision in the concluding part.

  Lesson I learned: Sometimes the greatest fears don't come from outside, but from within oneself. And only by facing them can we grow.

2. Vocabulary & Expressions Learned

1. **"Chiaroscuro"** – A lighting technique in visual art to emphasize contrasts between light and dark, mentioned by Jefferson to describe photo aesthetics.
2. **"Let me capture you"** – In the real world, this could mean taking a photo, but in the dream context, it becomes a pressing expression, as if Max will be "restrained."
3. **"Drama King and Queen"** – A derogatory term for two people who are overly emotional.
4. **"Golden hour"** – A photography term for the best time to take pictures when natural light is beautiful (dusk or dawn).

3. Listening Comprehension Challenges

This section was the biggest challenge in terms of audio comprehension and emotional meaning:

- Many voices overlapped and sounded like whispers, requiring high concentration to distinguish Max's voice from others.
- Dialogues from Jefferson, Warren, Kate, and "alternate Max" were very sarcastic and ambiguous. Sentences like "You let me die" or "You think you're a hero?" echoed and tested my concentration.
- The song "To All of You" played in reverse was very symbolic and gave a haunting dreamlike nuance. **Lesson:** This section trained me not only to understand literal meaning, but also emotional and metaphorical meaning in English.

4. Decision-Making & Language Learning There weren't many explicit choices in this segment, but:

- Interactions with "alternate Max" showed internal conflict about all the choices made throughout the game.
- I chose introspective dialogue—not defending myself, but acknowledging that all of Max's decisions were imperfect.

Language learning:

- I learned to express guilt, acknowledgment, and fear in English, through Max's internal monologue.

- Phrases like “I tried to save everyone” or “I was just trying to do the right thing” became a form of emotional as well as linguistically educational confession.

5. Cultural and Language Differences

Cultural symbolism and psychological expression:

- This surreal dream world strongly reflects psychological and artistic traditions in Western culture, especially in contemporary art.
- Symbols like deer, snow indoors, endless corridors, and shattered mirrors are common metaphors for transition, loss of direction, and self-reflection.
- Words like “hipster,” “loser,” or “freak” appearing as taunts show typical Western teen social dynamics—harsh and full of social pressure.

6. Reflection & Learning Experience

Personal reflection:

- This was the most experimental and emotional part of Life is Strange. I immediately realized it was a dream, but like Max, I couldn't get out without facing everything.
- The moment Kate was seen jumping in the dream was the most heartbreaking. I felt all of Max's (and my as a player) mistakes come rushing back in tangible form.
- I realized that Max had not just been saving others all this time, but was trying to save herself from guilt and trauma.
- Through this dream, I saw another side of Max—an ordinary human who was fragile, but brave.

Big lessons:

- Symbolism and metaphors are crucial in understanding cross-cultural narratives.
- Language learning is not just about vocabulary, but also about conveying the deepest feelings.
- Inner reflection is part of learning: not just who we talk to, but also how we talk to ourselves.
- Life is Strange taught me that facing oneself is the bravest step towards maturity.

➤ **RQ1 – Motivation:** The psychological intensity of the dream sequence, forcing a confrontation with guilt and fear, deeply motivated me to understand Max's inner turmoil and seek resolution, essential for her ultimate decision.

➤ **RQ2 – Learning Strategies:** Navigating the chaotic auditory environment and deciphering sarcastic, ambiguous, and symbolic dialogue honed my advanced listening comprehension and interpretive skills for complex narrative and emotional cues.

Reflective Journal 26 – The Final Choice

1. Gameplay Summary

After going through a very intense and symbolic dream segment, I arrived at the biggest emotional climax in Life is Strange: standing on the lighthouse cliff with Chloe, amidst a massive storm threatening all of Arcadia Bay. At this point, all of Max's rewinds, all her decisions, and all her burdens culminated in one final choice: Sacrifice Chloe to save Arcadia Bay, or Sacrifice the town to save Chloe.

- **I chose "Sacrifice Chloe".** This decision was not easy for me. However, I felt this was Max's way of taking responsibility for the chaos caused by her powers. Max had been playing with time, and finally had to accept that not everything can be fixed without losing something.
- **Lesson I learned:** Love and sacrifice cannot always go hand in hand. Sometimes, saving one person means sacrificing many. But what makes us human is the willingness to choose and take responsibility for that choice.

2. Vocabulary & Expressions Learned

Some very emotional and reflective expressions in this conversation:

1. **"I'm so sorry…"** – Max's deep acknowledgment of guilt.

2. **“You proved that over and over again.”** – Chloe's words as a form of appreciation and acceptance towards Max.
3. **“Wherever I end up after this… all those moments were real.”** – Chloe's deep reflection on their journey.
4. **“You have to make the right decision.”** – Chloe's encouragement for Max to take responsibility.
5. **“This is the only way.”** – An affirmation that this sacrifice is now unavoidable.
   These expressions are highly relevant to learn in the context of emotional and existential communication, where words become a bridge for feelings of loss and responsibility.

3. Listening Comprehension Challenges

Challenges in this section mostly came from soft tones, emotional pauses, and tears:

- Max and Chloe's dialogue on the cliff was very quiet and laden with emotional weight.
- Sentences like “Maybe you’ve just been delaying my real destiny” required understanding context and spiritual nuances.
- I had to truly listen not just with my ears, but with my heart—because every word carried deep meaning.
  Lesson: Understanding English is not just about grammar, but absorbing the emotional meaning from tone, intonation, and mood in conversation.

4. Decision-Making & Language Learning

Important choice:

- I chose to sacrifice Chloe. This felt like negating all previous struggles, but I realized that Max had to end the cycle of rewinds that only created more suffering.
- I based this decision on the value of responsibility, not because I didn't care for Chloe. Precisely because I cared, I didn't want her to keep being a victim of a power that should not have been played with.
  Language learning:

- I learned to construct expressions of acknowledgment, farewell, and acceptance in English.
- Phrases like “all those moments were real” provided insight that even painful decisions can be a form of validation for experiences that have already occurred.

5. Cultural and Language Differences

Major themes of personal sacrifice versus public safety are very strong in Western culture, especially in hero narratives:

- Chloe consciously asked Max to make the right decision—a form of acceptance of fate common in American tragic stories.
- Max was faced with a moral dilemma that had no right or wrong answer. This is very different from many stories in my culture which tend to avoid major conflicts with compromise solutions.
- Expressions like “you didn’t ask for this, but it happened” reflect the concept of personal accountability—a value highly cherished in Western culture.

6. Reflection & Learning Experience

Personal reflection:

- The most emotional moment for me was when Max stood in the bathroom, holding back tears, watching Chloe die for the last time. It was not just the end of the game, but the end of a long, very personal, and emotional struggle.
- I learned that not every choice will bring happiness, but we still have to make them.
- I don't regret choosing “Sacrifice Chloe”—because I felt it wasn't about choosing who lives or dies, but about completing what had been started.
- I feel Max finally became a complete person—not because she saved the world, but because she dared to let go of someone she loved most, for the greater good.

Big lessons:

- Language can convey both grief and courage simultaneously.
- Every important decision requires an understanding of emotion, not just logic.
- The greatest strength is not in rewinding, but in the ability to accept loss.
- Life is Strange is not just a game—it's a lesson about humanity, language, and life choices.

➤ **RQ1 – Motivation:** The ultimate moral dilemma—sacrificing Chloe or Arcadia Bay—created an overwhelming motivation to make a deeply personal and responsible choice, solidifying my understanding of Max's character arc and the consequences of her power.

➤ **RQ2 – Learning Strategies:** Engaging with profound existential dialogue and making a heartbreaking decision under immense pressure honed my ability to process complex emotional language and apply moral reasoning in a foreign language context.

Reflective Journal 27 – Farewell & Acceptance

1. Gameplay Summary

Episode 5 reached its highest emotional climax in a tragic choice: Max had to choose between saving Chloe or Arcadia Bay. After the massive storm that destroyed everything drew near, Max and Chloe stood at the edge of the cliff, witnessing the destruction they knew was inevitable.

- **I chose to sacrifice Chloe.** With full awareness, Chloe handed over the blue butterfly photo, the very first moment in the bathroom that started everything. Max then went back in time, this time not to save Chloe. All the struggles, all the rewinds, all the sacrifices culminated in one big, irreversible choice. The final scene showed Max watching Chloe being shot by Nathan again. But this time, there was no rewind. There was only a final homage, ending with a silent but profoundly meaningful funeral scene.

- **Lesson I learned:** Accepting reality and loss is the highest form of love and responsibility. Sometimes the best choice is the most painful one.

2. Vocabulary & Expressions Learned

Some very meaningful emotional and reflective expressions in this section:

1. **"This is my storm. I caused this..."** – Max's deep regret for the power she used.
2. **"You're my hero, Max."** – Chloe's acknowledgment, making Max realize she had become a arbiter of fate.
3. **"Don't you forget about me."** – Chloe's request that she live on in Max's memories.
4. **"Goodbye... Chloe."** – Max's deepest and most meaningful farewell. These expressions are very powerful to learn in the context of emotional communication and profound goodbyes.

3. Listening Comprehension Challenges

There were no technical challenges like accent or speed, but:

- The emotion in Max and Chloe's voices—especially as they said goodbye—was incredibly heartbreaking.
- Max's tears in the bathroom were full of emotional weight and required greater sensitivity to fully comprehend.
- Metaphorical sentences like "Maybe this is my destiny" needed reflective, not literal, interpretation.

4. Decision-Making & Language Learning

My big choice:

- I sacrificed Chloe to save many lives.
- I felt this was Max's way of taking responsibility for all that had happened.
- I knew from the start that the butterfly photo was the "door" to the final decision, and that the rewinding had to stop.

Language learning:

- The dialogue in this scene taught me how to express grief, acceptance, and regret in English.
- I also learned that simple phrases like “I’m sorry” can become incredibly profound when delivered in the context of loss.

5. Cultural and Language Differences

Sacrifice in Western culture:

- The "sacrifice one to save many" choice is a classic dilemma in Western culture, emphasizing individual moral agency.
- Chloe consciously asking Max to “do the right thing” shows a value of autonomy and shared responsibility.
- In my culture, such a decision might be more often left to fate or collective compromise.

Narrative and expression of sorrow:

- Phrases like “Wherever I end up after this… all those moments were real” reflect a universal spiritual acceptance expressed in a very personal and poetic style.

6. Reflection & Learning Experience

Personal reflection:

- The most heartbreaking moment was when Max witnessed Chloe being shot for the second time—this time without rewind.
- Max's tears in the bathroom felt like the culmination of the entire emotional journey that I also felt as a player.
- I didn't feel Chloe was "sacrificed," but rather released with utmost respect—because true love isn't about possession, but about letting go.
- This game made me realize that the journey isn't about the end, but about all the moments we share with someone.

A message Max might write to Chloe: "I'm sorry... for the five years I was gone. And for the day we met again only to part forever. But I believe—in another dimension, we're still walking together, laughing, taking pictures of butterflies. You'll always be the best part of my life, Chloe Price.

Goodbye—and thank you."

Big Lessons:

- Life's biggest decisions aren't always about winning or losing—but about who dares to take responsibility.
- Language doesn't just convey words, but also heals wounds.
- Life is Strange taught me about loss, courage, and the strength of human connection.
- And that in life… sometimes, we have to let go of those we love for something greater.

➤ **RQ1 – Motivation:** The ultimate moral imperative to choose between saving one beloved person or an entire town, coupled with Chloe's conscious acceptance of her fate, provided an overwhelming motivation to make the final, agonizing decision.

➤ **RQ2 – Learning Strategies:** Navigating a conversation filled with profound grief, acceptance, and final farewells, without the safety net of rewind, sharpened my ability to process and respond to intensely emotional language in real-time, focusing on empathy and truthfulness.

Final Reflection – Life is Strange: A Journey Through Time, Choice, and Meaning

Max Caulfield's journey is not just a story about the power to change time, but about a more real power: the courage to accept reality. Every decision made, every step rewound, leads us—and her—to one important lesson: not everything can be saved, and not every mistake can be fixed. As a player and an autoethnographic researcher, I didn't just witness this story, but experienced it—becoming a part of Max, feeling the dilemmas, the sadness, the hope, and the love that grew from the rekindled relationship with Chloe. Behind small choices lay huge consequences that slowly unveiled the meaning of the word "responsibility." And when everything finally converged at one point—between saving one soul or an entire town—I

realized, the greatest power is not rewind, but the ability to let go and choose what is right, not what is easy.

Reflection Based on Research Questions

RQ1 – Motivation My primary reason for choosing Life is Strange as a medium for English language learning was the butterfly effect offered by this game. This mechanism made every decision feel important, which spurred me to understand all the dialogues and their nuanced meanings. This made me learn unconsciously—driven by the desire to know the impact of the language choices used in conversations.

RQ2 – Learning Strategies The most helpful strategy for me was listening while reading subtitles, and when I felt confused or misunderstood, I used the rewind feature to re-listen. I even sometimes opened full dialogue transcripts outside the game to see the context entirely. From this, I learned that language is not just about grammar, but also about intonation, expression, and social situations.

Personal Growth

Beyond the language aspect, this game taught me to be more reflective. I became braver in making decisions, but also more accepting that not everything can be fixed. I also learned that in friendship, there needs to be healthy boundaries. Initially, I was concerned that Max and Chloe's relationship was too intimate and potentially open to LGBT interpretations. However, in the end, I saw their relationship as a genuine emotional friendship, and I felt more comfortable choosing Warren as Max's partner because their romantic dynamic was built more naturally. This game also made me more sensitive to social issues such as bullying, trauma, loss, and depression. Characters like Kate Marsh and David Madsen showed that everyone has deep emotional layers—and sometimes, those we perceive as antagonists actually harbor good intentions that we didn't understand at first.

Autoethnography as a Lens

Through an autoethnographic approach, I realized that playing is not just entertainment, but a reflective process that

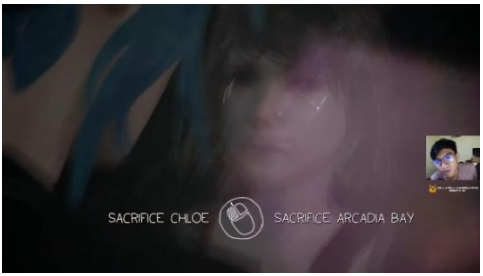
opens space for understanding oneself, language, and culture. It is a combination of personal narrative and learning, which makes the gaming experience both a data source and a meaningful learning experience. Life is Strange gave me not only linguistic understanding, but also emotional and existential understanding.

Conclusion

Life is Strange is not just a game, but a mirror of life: about sincere friendship, hidden wounds, and how precious every moment is that may never be repeated. It teaches that being a "hero" does not mean saving everyone, but daring to face reality and continuing to care, even when the world crumbles around us. And when the final screen closes, only one thing truly remains: memories—and the message that in life, every second, every encounter, every choice... has its own meaning. Because in the end, even if time can be rewound, life must still be lived.

Appendix 2 : Gameplay Moments Log & Concise Think-Aloud Notes

Entry 1: The Ultimate Dilemma



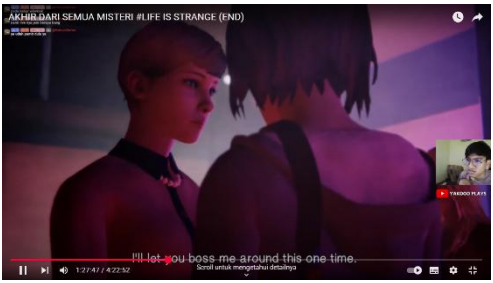
This crucial moment occurred at the **4-hour, 10-minute, 50-second** mark within the YouTube video **"AKHIR DARI SEMUA MISTERI #LIFE IS STRANGE (END)"**. The game presented arguably the most agonizing decision in the entire narrative, effectively representing the ultimate moral and emotional dilemma. When the screen displayed the stark options **"Sacrifice Chloe"** or **"Sacrifice Arcadia Bay"** the emotional weight was immense. My entire journey with Chloe had been about saving her and protecting our bond, which made the "Sacrifice Chloe" choice incredibly difficult, as it directly contradicted my established mission in the game.

Entry 2: Chloe's "Hella" and Pragmatic Understanding



Another recurring linguistic feature in the game, particularly from Chloe Price, was her frequent use of the intensifier "hella." For instance, she often said phrases like "You hella saved my life." Initially, I understood "hella" as a strong emphasis, similar to "very" or "really." Through repeated exposure to Chloe's dialogue in various contexts, and observing how other characters reacted to her speech, my understanding of "hella" evolved. I recognized it as not just an intensifier, but a distinct piece of informal, regional slang that contributed significantly to Chloe's characterization and the game's overall sense of authenticity. This consistent usage helped me grasp how slang integrates into natural conversation and conveys specific nuances about the speaker's background and attitude, enhancing my pragmatic awareness.

Entry 3: Navigating Victoria's Defenses



his moment occurred in Episode 5, "AKHIR DARI SEMUA MISTERI #LIFE IS STRANGE (END)", at approximately the 1:27:47
mark. This interaction with Victoria was both challenging and incredibly rewarding. She consistently presented herself as one of the most abrasive and defiant characters in the game, always maintaining a tough exterior. My objective here wasn't to confront her, but rather to genuinely convey a crucial warning about Nathan's true, dangerous nature, which I knew could potentially put her at risk. I meticulously chose language that was direct but entirely non-accusatory, deliberately focusing on her safety with phrases like **"Please, just be careful"** instead of passing judgment. It was absolutely crucial to select words that could break through her usual defenses and ensure my message resonated with her

Entry 4: Navigating Social Hierarchies with Juliet



This entry details several critical moments where I utilized Max's rewind power to navigate intricate social dynamics and emotionally charged situations, significantly enhancing my pragmatic awareness and understanding of linguistic impact.

One such instance occurred at approximately the 4-minute mark in the YouTube video "APA ITU BUTTERFLY EFFECT? LIFE IS STRANGE (PART 4)". I was initially confronted with Juliet locking her friend out of the room. Max had direct dialogue options, which included:

- "What did she do?"
- "She's your friend." However, trying both these options led to a negative outcome because Max came across as **overly familiar or presumptuous**, especially since she didn't even know Juliet's name yet. This taught me that choosing language that doesn't match the existing social relationship can be counterproductive and invalidate one's intention. Recognizing the need for a different approach, I used the rewind power and selected a new option:
    - **Max Caulfield:** "Juliet Watson, be nice." This precise choice, which explicitly used Juliet's name and a direct but polite command, was crucial in establishing the correct social distance and tone,

allowing Max's intervention to be received more positively.

Entry 5: De-escalating Conflict with Frank



This intense confrontation with Frank occurred in the YouTube video "AKHIR DARI SEMUA MISTERI #LIFE IS STRANGE (END)" at approximately the 2:01:16 mark. It was incredibly high-stakes and tense, especially after my initial attempt where I unfortunately ended up shooting him. Knowing Frank's volatile nature and the dire consequences, I used the rewind power to approach the situation differently. My goal was to de-escalate the conflict and gain his cooperation, not provoke him further.

Leading up to Max's decision, Frank delivered aggressive dialogue. Max was presented with several critical options:

- "No bullet"
- "You scared me"
- "Helping Chloe"
- "Our old hide out"

among these, I deliberately chose "You scared me." This was a pragmatic decision designed to shift the dynamic. Instead of blaming him, threatening him, or focusing on Chloe's agenda, this phrase centered on Max's personal

feeling and vulnerability. It shifted the interaction from a direct confrontation ("you did this to me") to an admission of emotional impact ("I felt this way because of you"). This choice disarmed Frank more effectively than an aggressive or overly rational approach would have.

The immediate result was a noticeable drop in the conversation's tension, indicating that Frank understood Max's perspective better. This moment powerfully taught me the role of empathetic and non-accusatory language in de-escalating conflict, even with highly unpredictable individuals. It highlighted how expressing personal feelings, rather than making demands or accusations, can create a pathway for understanding and reduce hostility in real-world arguments.

Entry 6: The Power of Relational Language with Kate



This was an incredibly tense and emotionally charged moment that occurred in the YouTube video " STOP BULLY PLEASE! #LIFE IS STRANGE (PART 9)" at approximately the 34:40 mark. Kate was at her breaking point, and my primary goal was to connect with her and offer genuine support to prevent her from making a tragic decision.

CURRICULUM VITAE

Personal Data

Nama	: Iyyaka Robby Syakriyan
Place of Birth	: Pekalongan
Date of Birth	: 23rd February 2001
Religion	: Islam
Gender	: Male
Address	: Jl. Trapesium raya no 7, Perumahan Limas Indah
Email	: riyyaka@gmail.com

Formal Education

1. English Education Departement, Faculty of Education and Teacher Training, Walisongo State Islamic University of Semarang
2. MAN 2 Kota Pekalongan
3. SMPN 3 Pekalongan
4. SDN Klego 01