

Le tour de culture: Innovation of Snake Ladder Game Based on Computer and Android for Indonesian and French Intercultural Learning

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Abstract. In the new era of education, the learning process cannot be done just face to face and using outdated and outdated media and strategies. It takes media innovation and online and offline learning strategies. The strategy in question is the edutainment concept, which is the integration of entertainment in the learning process to create an entertaining and enjoyable atmosphere. In addition to strategy, technology-based learning media has an important role in improving the quality of education. This article describes the results of development research to create computer and android based game innovations that are used in intercultural learning between Indonesian and French. The method used is research and development which includes (1) game media needs analysis, (2) game development for intercultural learning (3) game validation. The product made is Le Tour de Culture, which adopts the snake and ladder game, and is compatible with computers and androids. There are twenty-five game squares in the game. Fifty Indonesian and French cultural products including landmarks, specialties, transportation systems, are loaded with visualized images and explanations. The legibility test results showed that the validators and respondents easily understood the game with an average score of 80%. Based on the explanation that has been done, the computer-based snake and ladder game, android mobile media for intercultural learning are declared valid, and this game has very good qualifications.

Keywords: Android game, Culture, Edutainment, Innovation, Intercultural

1 Introduction

Technology and information that are growing rapidly have had positive influences for education. The use of sophisticated technology can provide benefits to support learning. This influence is clearly seen in the renewal of the education system and the development of learning media. Technology can be used to support learning, including foreign language teaching and learning. The technology-enhanced language learning strategies reviewed demonstrate the specifics of what learners and teachers do with technologies in Digital Age, how they embed language learning strategies into games, online platforms, and apps. Normalization of technology in language classrooms and the multi-faceted aspects of language learning technologies have altered traditional language learning and teaching approaches. Learning strategy instruction should be integrated into the curriculum of technology-enhanced language learning [1]

The new and interesting media is considered important in enhancing the learning process. Game is a contest between players who interact with each other by following certain rules to achieve certain goals. Selection of appropriate media must be considered so that the needs and

objectives of learning [2]. Furthermore, we will discuss the selection of alternative media for intercultural learning, specifically Indonesian and French intercultural learning.

Learning French as foreign language involves two different languages: Indonesian and French, so automatically learners are in two different cultural contexts, in intercultural context. The intercultural concept fits into a larger field, including culture. It heirs to civilization. The didacticians made a point of bringing culture into the classroom, which generated vast questions relating to cultures in contact, namely interculturality. [3]

Many differences between Indonesian and French culture make learners often in a confused situation. Therefore, intercultural understanding is needed in the learner side. French learners not only learn and understand French culture but are also expected to have a sensitive attitude towards French culture without leaving or forgetting their own culture, to develop empathy and tolerance for existing differences in order to create a conducive situation and ultimately create peace between nations and cultures. There are cases where Indonesians who learn French will be carried away by French customs and culture, such as kissing the cheek of a person of the opposite sex when they meet. This is a taboo and is not practiced in Indonesia, where kissing on the cheek is usually just between women. There are three attitudes formed in learners when they get this knowledge: 1) those who reject this culture because they think it is taboo and not in accordance with Indonesian culture, 2) those who accept and are carried away by the situation so that they apply it; 3) Those who accept this foreign culture and respect it, and think that every nation has its own culture. Developing an understanding across cultures often means interacting with others in their language rather than one's own, and learning how to do these things necessitates learning strategies. [4]

The findings of Deneme et al research showed that the students learn foreign culture through their parents, family members and relatives, television programs, computers, friends, school, real life experiences, books, newspapers, magazines, games and songs. Their study confirmed that television, family and computers were the most effective factors in children's foreign culture acquisition. Family takes up a crucial part of a child's learning process since the first practice of actual education of the child comes from parents. Games and the computer technology can also be important in learning culture. [5] That's why Setiawan et al tried to develop an application based on Android for learning Indonesian culture, named Indonesia National Culture Application. Through the use of mobile learning, user can access learning content without any borders so that it can be accessed at any time so that it can be accessed at any time with interesting illustration. This application is made useful to help users in learning the introduction of Indonesian culture that provides the knowledge with illustrations in the form of images, audio, text and video. It also can be functioned for learning, answering quiz, viewing a gallery of images and video and doing puzzle games. [6]

According to Kovacs, more emphasis should be placed on the practical aspects of dealing with cultural content in the classroom. Such activities may involve the selection and use of authentic materials for example, television shows, news broadcasts, films, the use of different websites or printed materials such as travel brochures, photographs, newspapers, magazines, restaurant menus. [7]

Regarding Indonesian and French intercultural learning media, there are some results of previous research associated with alternative media in this learning. Intercultural learning can be realized through the use of authentic documents because this type of document contains a variety of real and actual cultural information. Authentic documents such as songs, advertisements, films and newspapers are effective and tangible media if you want to learn culture. [8] There was also a research using children's folklore song as a medium for character

education and intercultural learning. Some children's folk songs from Central Java are translated so that French learners can be able to learn languages and also Indonesian and French cultures at the same times. [9]

The two studies in the field of intercultural learning are complemented by a third study that applied project-based learning to translate children's songs as an effort to preserve conservation values, especially the conservation of moral values. Some Indonesian children songs have been used in intercultural learning and attracted student's interest in studying Indonesian and French cultures. [10]

Beside authentic documents and songs, there is still other alternative media that can be used to attract learning interest, one of which is the game. Games are commonly used as learning media. As a learning media, games serve to arouse students' curiosity, offering them stimulating learning situations so as to foster a desire and pleasure to learn. [11]

Meanwhile, there also another definition of games, which are a voluntary activity, obviously separate from real life, creating an imaginary world that may or may not have any relation to real life and that absorbs the player's full attention. Games are played out within a specific time and place, are played according to established rules and create social groups out of their players. Games in general and video games in particular, are now in process of proving their effectiveness as tools of training and teaching. Gradually, the acceptance of games as another educational tool is growing. [12]

As a medium of education, games have the following advantages: 1) it is fun to do and it is entertaining, 2) it allows an active participation of students to learn, 3) it can provide immediate feedback, 4) it allows application of concepts or roles to the actual situation and role in society, 5) it is flexible, 6) it can be easily made and reproduced. [2]

The boom in educational games and CDs waned as the Internet became the focus, and the category of educational games and software evolved into what is known as "edutainment". [12]

The application of edutainment has been carried out by Abdalla. He investigated the usage of edutainment specially films and games in vocabulary learning for some intermediate students. His study tried to find out whether the usage of edutainment, games and films, can facilitate the learning of English vocabulary or not. Doing the experimental design, the result showed that experimental group improved significantly as a result of introducing edutainment in the classroom. [13]

The field of games, including in foreign language learning offers a wide range of pedagogical possibilities to be exploited and developed within the next few years. Their use in the classroom could enhance learners' motivation towards learning foreign languages. The development and use of video-games becomes the impact of technological developments and the implementation of a digital game-based approach in education. And also, the use of mobile phones, tablets and portable computers allow that students may have both individualized as well as cooperative learning either in the classroom or at home. [14]

As an educational tool, computers games bring a lot of enrichment. This digital gaming has been classified in the paradigm of language education: as a teaching technique, an experiential tool for learning, or as a remedial activity for underachievers. Therefore, language teachers could easily wonder why he or she has to strive to become an educator, to look for appropriate video games, to overcome technical difficulties. They should know how to harness the educational prerogatives of digital games. They should be taught the advantages of ludic language teaching, the assessment and choice of suitable games, the organization, administration, and evaluation of gaming activities. [15]

The development and application of digital games in language learning has been carried out. Loiseau, Zampa and Rebourgeon seek to produce fun resources for teaching and learning

languages, to support teachers in getting started with games and to work on why and how to integrate the game into language teaching and learning. They have developed *Magic Word*, the game of the batch, a derivative of the Boggle, which has been implemented in two languages: English and Italian. The idea is to find as many words as possible in the grid. [16]

Alyaz and Genc have conducted a study to investigate educational digital games in foreign language teaching, to identify the determining reasons behind the pitfalls in applications and to explore the contribution of a serious game to the development of professional language skills of pre-service teachers. There was a contribution of the game to the development of teacher's language skills. There was great improvement in pre-service teachers' professional language skills and attitudes towards using these games while teaching in the future. [17]

Lorenzet and Piazza revealed the benefit of using digital games. Digital games can favour vocabulary development in a FL. It has been shown that digital technologies have immense potential to support learning, and digital games, specially, may work as an effective educational tool. Digital games may represent the first contact children have with electronic devices. Furthermore, digital games can promote countless benefits for foreign language learning. [18]

The advantages of educational games in the affective domain, the educational game is extremely promising, as it allows one to explore with a certain lightness roles including that of partner, leader and adversary. In terms of cognitive benefits, play can reinforce the work of classification, ordination and relationship finding. [19]

Regarding the preparation and development of educational games in the edutainment strategy, Aldric as cited by Michael and Chen offers several criteria that must be considered in the preparation of game scenarios: 1) must be authentic and relevant; 2) should tap into emotions and forcing students to act; 3) provide a sense of unrestricted options; 4) should be replayable. [12]

Educational games are an activity that is very fun and can be an educational way or tool. Several educational game tools, namely, building blocks, lotto, puzzles, peg boards, counting boards, nail boards, seeds / beads for jigsaw, checkers, chess, snakes and ladders. the advantages of educational games, which can improve: a) understanding of the totality of independence, b) educational skills, c) creating new things, d) children's thinking skills, e) sharpens children's feelings, f) strengthens children's self-confidence, g) stimulates children's imagination, h) children's language skills, i) trains children's fine and gross motor skills, j) stimulates children's morality, k) stimulates children's skills, l) develops socialization of children, m) forming children's spirituality. [20]

One type of educational game that can be developed is the snake and ladder game. This type of game was developed because this game is quite familiar and easy to play. Snake and ladder is a game that uses dice to determine how many steps taken. Usually, the board has a grid of 10 rows and 10 columns with numbers 1-100, image of snake and ladder. [21] Snake and ladder is a board game and classic game. Its main attraction is some parts of the board represented by ladders and snakes, it needs a dice in order to play the game and take the turns and the board is numbered from 1 to 100 according to the total cells in the board. [22]

This game is usually played manually. However, along with the development of technology, the snake and ladder game can be made with an application, namely Adobe Animate. This game allows it to be applied in various fields, one of which is in learning French language and culture. And it can be applied both in Android and personal Computer.

The use of snakes and ladders as a learning medium is nothing new. Fitriana and Maro tried to apply snake and ladder board game for teaching vocabulary in the tenth grade of SMA Muhammadiyah 1 Malang. The aim of their study was to find out whether snake and ladder board game could improve students' vocabulary mastery or not. The result was shown that snake

and ladder board game could improve students' vocabulary mastery due to the score of pre-test in control group was higher than the pre-test score of experimental group. Otherwise, the post-test score of experimental group was higher than the control group. Accordingly, related to the result of this experimental research, the researcher concludes that snake and ladder board game can improve students' vocabulary mastery in the first year students of senior high school. [23]

In the article of Arfani and Sulistia, snake and ladder board game were used in English class of a private schools in Jakarta. The objective of this research is to know how the implementation of speaking using a snake and ladder board game to the students in English class of a private school in Jakarta. The data of the research included on-site-observation and recording. The result of the research shows that games can improve the students' speaking proficiency and the atmosphere of teaching and learning process becomes more alive. Besides those result findings, there is also the result finding on the teacher behaviour that is she knows another media in teaching speaking. The use of games helps the students to comprehend the vocabulary and grammar. Finally, they can use the vocabulary, grammar and the expression in real communication. Games can make the students think intensively and concentrate in learning process. By so doing, they will able to express their idea, think naturally. And Games increase creativity and courage; they have more discussion with their friends. It also increases their enthusiasts to ask the teacher about their difficulties. [24]

Another article written by Schmoll tried to reveal the use of games in foreign language teaching and learning. Her article questions the place of games in language teaching and more specifically examines how the transition between the use of traditional games in the classroom and their adaptation to digital media has been carried out. She examines the potential benefit of digital versus traditional games in the light of current teaching methodologies and discusses the design of learning games with regard to striking an adequate balance between fun and serious as well as respecting the didactic guidelines of the game. She gives an example referring to the design of a 3D immersive learning game for French and German languages. [25]

Both studies on the game of snakes and ladders still use conventional games system. To answer the challenges and keep up with technological developments, it is necessary that the game be adapted to the recent condition and needs of the current digital era.

Previous researches show that many Medias are already created for intercultural learning and the use of snake and ladder games in language teaching. Therefore, to complete the existing research, this research discusses the development of snake ladders game as a variation of teaching and learning activities for studying Indonesian and French culture. In addition, for adapting to the digital era, the game developed will be based on computer and android. This game is also accessed offline so it doesn't need the internet so that it can be used for learners who have difficulty with an internet connection.

Based on the description above, there are 3 problems discussed in this study:

- 1) What do Indonesian-French culture lecturers and learners need regarding Le Tour de Culture adapted from snakes and ladders game, as intercultural learning media?
- 2) How is the final product of Le Tour de Culture that can be used for learning Indonesian and French culture as an intercultural context?
- 3) What is the result of game's validation?

2 Methodology

This research is a development research using the R & D approach to develop a new product in the form of snake and ladder game for learning Indonesian and French culture. The target in this study is the development of game for intercultural learning adapted from snake and ladder game.

The development research steps refer to the development research design according to Sukmadinata, [26] which modify Gall and Borg's theories, namely: 1) Preliminary studies, which include literature studies, field surveys, and preparation of draft models. Review of the draft by experts, and its refined based on expert's suggestion; 2) the test of model which carries out in two steps: limited and extensive testing; 3) final test of product and its socialization. Figure 1 shows research's steps.

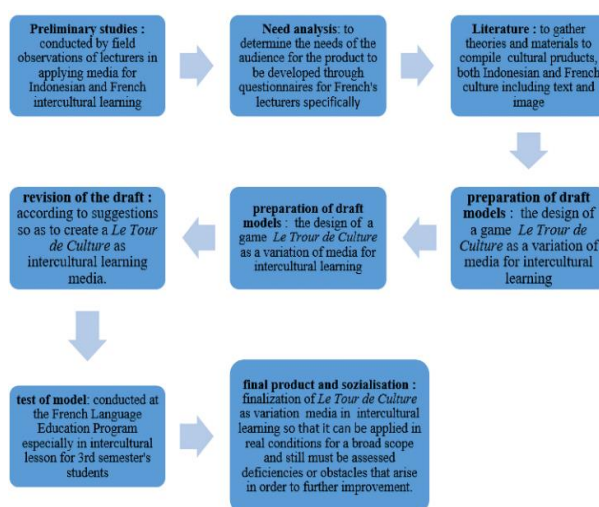


Fig. 1. Research's steps

Before creating the game, there is a technique used for collecting the data: questionnaires, to obtain information about the game's content that lecturers want. The following are the observation and questionnaire grids:

Table 1. Questionnaire grid.

Indicators	Sub indicators	Number of item
1. Implementation of intercultural learning between Indonesian and French culture	a. Teaching of Indonesian-French intercultural lesson b. Media used in Indonesian-French intercultural learning	2
2. Use of educational games in Indonesian-French intercultural learning	a. Use of games in Indonesian-French intercultural learning b. Opinion about educational games	2
3. Recognition of snake and ladder game	Opinion about snake and ladder game	2

4. Needs for development of snake and ladder game for Indonesian and French intercultural learning	<ul style="list-style-type: none"> a. Agreement of snake and ladder game as media for Indonesian-French intercultural learning b. Contents of snake and ladder game for Indonesian-French intercultural learning 	2
5. Expected elements of snake ladder game for Indonesian and French Intercultural learning	<ul style="list-style-type: none"> a. Need for game description b. Require for game instruction? c. Number of boxes needed to made for the game d. Colours expected to the game display e. Type of music suitable as back sound for the game 	5

Table 1 contains the questionnaire grid to reveal the needs of the research's product, covering the use of media applied in Indonesian and French intercultural learning, the opinion about the use of educational games, including snake and ladder game, and the need and also the elements expected to have in the game.

After creating the game's draft, a validation from expert is needed. There are several aspects juggled in order to get the game's quality. Table 2 shows the validation aspects noted by experts. Each aspect has 4 rating scales ranging from 1 – 4 : score 1 means the product has less quality, 2 means it's enough, 3 means it is good and 4 means the game has a very good quality. Validators must regard eleven validation aspects covered clarity of game description, clarity of game instructions, colour composition of game display, clarity of background music, suitability of the background music with the game theme, suitability of the background image with the game theme, clarity of the image supporting the text of the cultural product, suitability of the image with the text of cultural products, clarity of text descriptions for cultural products, the scope of cultural material in the game and smooth of game execution.

3 Findings and Discussions

There are three problematic proposed at the introduction that will be answered in this section. First part is finding which discusses the product design steps including preliminary study, needs analysis and product design. Second part is the discussion, showing the final product and the last discussion focused on the assessment of the game.

3.1. Needs for creation of the game

The data collection revealed lecturers and students need for game's creation. There were two lecturers who teach Intercultural lesson in university for French Education Department and French Literature Department, and also 21 students from different levels, who gave their point of view to the game that would be created. Table 3 shows their answer.

Table 2. Result of need analysis.

Questions	Answering option	Answer	
		Teachers	Students
1. Intercultural learning is part of French as foreign language. Have you taught intercultural content between Indonesia and France?	Often	2 (100%)	8 (40%)
	Rarely		12 (55%)
	Never		1 (1%)
2. What kind of learning media have you used in intercultural learning between Indonesia and France?	Text (books, modules)	2 (100%)	12 (55%)
	PPT		1 (1%)
	Voice Recording		
	Film		5 (25%)
	Video		3 (15%)
	Game Others		
3. Have you ever used games in intercultural learning between Indonesia and France?	Yes already		
	Not yet	1 (50%) 1 (50%)	7 (35%) 14 (65%)
4. Do you agree that educational games allow learners to understand the intercultural material in a fun way?	Agree		
	Disagree	2 (100%)	21 (100%)
5. Are you familiar with the game of snakes and ladders?	Yes		
	No	2 (100%)	21 (100%)
6. Do you agree that the game of snakes and ladders is a familiar game easy to play?	Agree		
	Disagree	2 (100%)	21 (100%)
7. Do you agree if the game becomes an educational game for learning Indonesian - French culture?	Agree		
	Disagree	2 (100%)	19(90%) 2 (10%)
8. If you are going to create a snakes and ladders game for intercultural learning between Indonesia and	Picture		
	Text	2 (100%)	
	Music		
	Others		20 (95%) 1 (5%)

	France, what elements are there in the game?			
9.	Does this game need to provide a game description?	Absolutely No	2 (100%)	
10.	Is this Game requires game instruction?	Perhaps Absolutely No	2 (100%)	14 (65%)
11.	How many boxes need for this game?	Perhaps <50		7 (35%)
		50	1 (50%)	19 (90%)
12.	Regarding appearance, what colours do you expect to the game display?	>50	1 (50%)	
		Black and white		2 (10%)
		Combination of bright colours		12 (55%)
		Combination of dark colours	1 (50%)	3 (15%)
		Combination of Indonesian-French characteristic colour		6 (30%)
		Popular song music	1 (50%)	
		Classical music		
		Traditional music		
		Children's song music		15 (70%)
13.	Regarding music, what music is suitable as a back sound for the game?			
				6 (30%)
			2 (100%)	
				8 (40%)
				2 (10%)
				4 (20%)

Regarding to the result, we collect important answers becoming the reasons and references in game's creation for intercultural learning named Le Tour de Culture. First, we revealed that there is an intercultural lesson both in French Education and French Literature Department. So far, media that have been used for intercultural learning include books and modules, power point presentation, film and video. Games have never been used as a learning tool for studying Indonesian and French culture. Meanwhile, respondents are agreeing if educational games allow learners to understand the intercultural material in a fun way. These situations become the right reason to create a game for intercultural learning. Second part, Snake and ladder has been chosen as a model for the game will be created. All respondents know the game and they agree that a game adopted from snakes and ladders will be developed as intercultural media because of its familiarity, its simplicity and its easiness of playing.

And finally, in relation to the game's elements, according to the results of the questionnaire, it was decided that Le Tour de Culture consists of pictures and texts. This game will be completed with a description and game instructions and there will be less than 50 game boxes in order to prevent learners from feeling stressed because of a lot of squares that must be played.

The colours expected are combination of bright colours and Indonesian and French characteristic colour, which means it will be dominated by blue, red and green. Blue and red are chosen because it represents Indonesian and French colours. Green represents a bright and calm colour. So that the game becomes more festive, background music is needed to accompany the learners in studying intercultural material. A traditional instrumental music from Central Java is selected to animate the game.

After getting the results of the need for intercultural learning's games, the next step is development of *Le Tour de Culture* game.

3.2. Development of Le Tour de Culture

Game elements are created based on respondents' requests during data collection. *Le Tour de Culture* is created to support intercultural learning and refers to the material of Intercultural Course. There are fifty Indonesian and French cultural product in the game. Table 4 shows distribution of cultural products contained in the game.

Table 3. Distribution of cultural material

Cultural product	Total item
Geography	6
Landmark	4
Politic and economy	4
Calendar system and celebration	4
Traditional food	8
Traditional beverage	4
Gastronomy	4
Sport and leisure	4
Transport	4
Health	2
Showbiz	6
Total	50

Besides the core of the game, *Le Tour de Culture* is also equipped with supporting elements: game info and game instructions in order to make it easier for users, both lecturers and learners for playing it. Regarding Schmoll's opinion, there are four modalities of the play or game design, which are: understanding of the mission and objectives set by the game structure, rules of the game and possible actions depending on the level of player, knowledge that the player develops during his progression concerning the universe, characters, skills, content and freedom of the player who can decides if he wants to continue, to succeed or not. [27] Therefore, this game was designed by following these modalities. The application consists of the front page, game page and end page. This is the explication:

Home page. The game's home page displays three clickable button icons: game info, game hint and start game. Users will get information about the description and the purpose of this game. LE TOUR DE CULTURE is an educational game to learn Indonesian and French culture. Inside there are fifty cultural products from two countries presented in the form of images and explanations. The game aims to enrich the players' intercultural knowledge. And this is how to

play the game: this game is to be played individually by clicking the dice icon to read explanations and pictures about cultural products, both Indonesian and French. After that step, players click "next" button to continue the game. And finally, players play to the last square to develop their intercultural knowledge.

On the home page of the application, we find representatives of culture from two countries: 1) Image of two men wearing Indonesian and French traditional costume; 2) traditional song for game's back sound with a title *Jaranan*; 3) Indonesian and French landmark such as Eiffel Tower, Lawang Sewu, Monas and Arc de Triomphe. Figure 2 shows the front page's display.



Fig 2. Home page's display

Game page. This page shows the main part to be played. Twenty five game squares were formed as a snake. Light colours dominate the page. The Indonesian and French flag and the images of famous buildings accentuate that it is an Indonesian and French intercultural game as shown in figure 3.



Fig 3. Game page's display

Each time the player rolls the dice, he finds a cultural product either Indonesian or French. This product is in the form of an image and completed with explanation text. Figure 4 shows the example of the page display.



Fig 4. Example of the page display

End page. The end of the game is marked by the inscription and the background of the Indonesian-French flag. When the player arrives at the terminus, he finishes the first round and can continue to the second round to have the different cultural products. There is a *Remarque Congratulations! You complete the game*, to give appreciation for completing the game, as shown in figure 5.



Fig 5. End page's display

The game has been completed and is ready for the next step, for validation and testing.

Based on the categorization of modalities, Schmoll proposes four different modalities for a possible edutainment use of video games in the classroom, covered educational simulation, edutainment software, gamification, learning game, and serious gaming. Among these modalities, Schmoll is more likely to be interested in serious gaming. Using serious gaming means use existing video games, that is, originally designed for entertainment purposes only, and then assigning them learning objectives. Teacher can suggest that learners play a video game because it helps achieve a specific language goal. [28]

Le Tour de Culture is more categorized in edutainment software, referring to its characteristics. Edutainment software can be considered as the ancestor of the learning video game, in the sense that it is on a digital medium and that it presents educational content, by inserting playful sequences with challenges and rewards. Edutainment software is generally designed for a young audience. In addition, the position of French in Indonesia is French as a foreign language, which its learners are beginner even though they are adults. So they are not ready yet for having serious games as learning tool.

3.3. Assessment and Validation of the game

The assessment and validation were carried out by several groups, including experts in French and media, French lecturer and learners. There were three French lecturers mastering the fields of culture and media and two high school teachers. Twenty French students have the opportunity to try the game and give their assessment and opinion to the game.

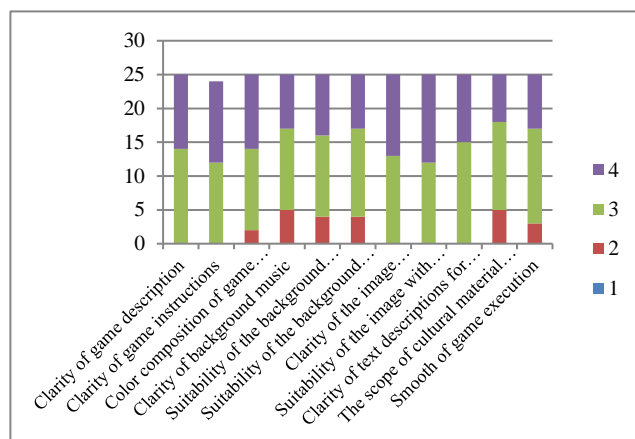


Fig 6. Game assessment

In figure 6, we can see an assessment of the game *Le Tour de Culture*. There are eleven aspect noted for the game as explained in methodology. Each validator has the same right to assess the game with a scale of 1 - 4. After counting the result, the readability test results showed that the game is easily understood by validator and respondent, with the average score being 80%. Based on the exposure that has been conducted, *Le Tour de Culture*, the snake ladder game made with Adobe Animate as media for intercultural learning is declared valid has very good qualification. This game can be installed on computer and android so that users can more easily access and play it.

In addition to the results mentioned above, they also give their points of view against the games that have been made. They think that *Le Tour de Culture* is a cool application. Its colours & music used help learners to be more innovative in learning French culture and language. The colours, music, and competition really increase the motivation and enthusiasm in learning Indonesian and French culture. It is innovate and adaptable and it's a good game that can add insight into French and Indonesian culture. This application is very interesting and simple. By using a game of throwing dice like a snake and ladder, we will be invited to see French and Indonesian culture. It is very cool and creative.

The validators give also some suggestions for the game. As for Indonesia's modes of transportation, it would be better if there are *Becak* et *Bajaj* as traditional transportation. And as a French-style game, the music needs to be combined with the music of French children song as well. The game has a nice view, but this application only contains information. The elements of the game are lacking, because there are no tasks that the player has to complete. There is no reward after completion of a certain stage.

Some suggestions for assessment can be realized, for example by adding a supporting document in form of an online test for evaluating learning's the level of Indonesian and French culture.

In fact, *Le Tour de Culture* is a game that serves to learn French as a foreign language. Therefore its development also considers that situation. The game assessment aspect also regard into the status of French learners in Indonesia where French is their first, second or even, official language. Some aspects of the assessment are in line with Ryu, who was considering to the clarity of words or phrases used in game play that could be learned while playing games and engagement in gaming culture were closely related to language learning through repeated practices and collaborative interactions. [29]

4 Conclusion

Based on the description above, we can conclude that:

1. Both lecturers and learners are interested in the existence of intercultural learning media adapted from snake and ladder game. They want if the game made less than 50 boxes and equipped with supporting elements such as game info and game instructions. In the game, there are elements of images and text and also traditional music and bright background colours that represent Indonesia and France.
2. The final product is *Le Tour de Culture*, a game for intercultural learning, created with Adobe Animate that can be applied on personal computer and Android. The game was constructed regarding to the needs of lecturers and learners. So that users can profit it to teach and learn Indonesian and French culture both in formal or informal education situation. Brugère stated that the game therefore refers first of all to an informal learning situation when it is part of the leisure world, its most ordinary use outside of its transfer to a new setting. Anything outside of school or university is not informal, because there is non-formal. Indeed, formal learning logics can develop through the use of equipment, website visits, and recommendations from teachers including the use of certain games. [30]
3. After the creation process, the game was assessed by university lecturers, high school teachers and also tried by students in French Education Department. The validation result showed that the game is easily understood with the average score being 80%. Which means that *Le Tour de Culture*, the snake ladder game based on computer and android mobile for intercultural learning is declared valid and this android game has very good qualification. The game is ready to use in a large scope for increasing Indonesian and French cultural knowledge.

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