Physical & Online

I-RoLE 2023

INTERNATIONAL CONFERENCE OF RESEARCH ON LANGUAGE EDUCATION 2023

EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE OF RESEARCH IN LINGUISTIC, LANGUAGE AND LITERATURE

13 - 14 MARCH 2023
NOBLE RESORT HOTEL MELAKA MALAYSIA

ORGANISER

UNIVERSITI TEKNOLOGI MARA | Cawangan Melaka

CO ORGANISERS

UNIVERSITI MELAKA | UNIMEL

UTM | UNIVERSITI TEKNOLOGI MALAYSIA

UMS | UNIVERSITI MALAYSIA SABAH

CONFERENCE MANAGER

WMIT GROUP SDN BHD

Conference e-Proceedings
International Conference of Research on Language Education 2023
e-ISBN: 978-967-2072-43-0

"Embracing Change: Emancipating the Landscape of Research in Linguistics, Language and Literature"

13-14 March 2023
Noble Resort Hotel, Melaka
Physical and Online Conference

e ISBN 978-967-2072-43-0

9 789672 072430

Table of Contents

eISBN 978-967-2072-43-0

I-RoLE 2023
INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 • Noble Resort Hotel, Melaka

GOOGLY EYES: A GAME TO IMPROVE ENGLISH USAGE AMONG TEENAGERS

Syakira Maisarah Binti Samura[1], *Zuraidah Binti Mohd Sulaiman[2]

[1,2] Universiti Teknologi MARA, Cawangan Melaka, Malaysia

sarasyakir@gmail.com
*zuraidah134@uitm.edu.my
*Corresponding author

ABSTRACT:

Today's technology has greatly evolved along with teaching and learning methods. Doing teaching and learning sessions online and asynchronously has gradually become popular especially after Covid-19 strikes. Grammar is one of the most important aspects of being proficient in English. Students' motivation and attitude are important in improving their skills. However, in Malaysia, students are often unmotivated and have a negative attitude toward learning English as it lacks attractive activities and is non-interactive. This results in most students using improper English and being unable to acquire good English skills. This study aimed to increase students' learning motivation, improve English usage and introduce proofreading prospects among teenagers. This study used a game-based approach to teach English grammar through an educational product innovation named Googly Eyes to increase students' learning motivation, improve English usage and introduce basic proofreading knowledge among teenagers. The findings were collected with a survey post- activity to observe if the game increases students' engagement in grammar learning.

Keywords: English, proofreading, game-based approach, teenagers, students' engagement

1. INTRODUCTION

This project is called Googly Eyes, which is a grammar platform game. Googly Eyes is a platform game that is a type of computer-controlled video game where the user controls a character's movement across an area by performing a sequence of action-based actions including running and leaping from one platform to another. Platform-type game is one of the most popular games as it is easy to control but also challenges players' skill, intelligence, and patience. It is also popular because platform games can be combined with other elements such as story, adventure, and action elements. Action game is where hand-eye coordination and the player's quick reflexes are tested. In this game, players will collect coins and kill enemies. Each coin will reveal a grammar-related question with objective answers. Googly Eyes is a good platform to learn English grammar. The name Googly Eyes was chosen to correlate with the concept and purpose of this project which is to improve English usage among teenagers and introduce the basics of proofreading knowledge.

a. Problem Statement

In Malaysia, English is one of the mandatory subjects that all students needed to take, regardless of alma mater. Students are required to learn English from the age of 7. Even with 11 years of learning English, these students still struggle with the language. One of the challenges

eISBN 978-967-2072-43-0

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 • Noble Resort Hotel, Melaka

I-RoLE 2023
INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

faced by teenagers aged from 15 years old to 17 years old is the lack of interesting methods to attract students. Conventional teaching by using dictionaries, books and newspapers is a bland method and unattractive causing the students to feel bored during class. They find that learning another language that is not in their mother tongue is hard and troublesome. They feel that they won't use the language in daily conversation and see it as something trivial. This leads to a weak English foundation, and grammar is English rules. However, with this game, not only students in urban but also students in suburban areas could use this approach as I believe that digital medium has been widely used. According to Marc Saltzman (2022) gaming provides mental stimulation, which is why people plays game. Gaming is not limited to any age and is especially popular among teenagers and young adults. Thus, why I choose to develop a game as a learning medium to attract students to learn English grammar. A case study in 2019 on Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strate gy has proven that implementing a game-based approach to teaching could significantly increase students' understanding of the English language and increase their learning motivation (Nunung, 2019).

b. Research Objectives

3   To improve English usage among teenagers in the grammar division.
4   To introduce the basics of proofreading knowledge.
5   To observe the effectiveness of Googly Eyes after using it.
6   To observe users' ability to detect common mistakes.

c. ENTERPRENUERAL OPPORTUNITY

The entrepreneurial opportunity could be created if each player signed in to the game account and each account were charged RM1. A low price is chosen for this product because an educational game has becoming quite common, thus if only RM1 is taken from each account the user would not feel hesitant to choose Googly Eyes. Furthermore, the accumulated payment would be enough to pay for the efforts in creating this product. However, in this study, no payment was collected as the product is still in the prototype stage.

2.   METHODOLOGY

The first method done on this project was project planning which includes literary research on creating games and reading reviews to find a suitable app that eased the process of creating games and was easy for players to use after the product was published on Google and asking the opinion of my friends. I chose to use GDevelop 5 application to create my game. It is a free, open-source app that helps users create games using auto-generated coding language. I learned how to program games from the app's manual and YouTube videos provided by the GDevelop 5 users. For the next method, I began to build the game, I would need to create a terrain for the character to do actions such as walking or jumping. Creating a terrain includes designing platforms, stairs, coins and checkpoint positions. Then, I gave each object a behaviour. For example, I gave the character a platformer behaviour so that the character would be able to walk, jump and do other actions. The platforms and stairs will be given platform behaviour so that they could be walked on. After I finished with the terrain, I created questions revolving around English grammar and the basics of proofreading skills. Players were asked to answer questions to collect points. I proofread the questions using Microsoft Dictionary and Grammarly. The question covers punctuations (2), prepositions (4), conjunction (2), verbs and verb forms (4), format (2), tenses (2), types of sentence structure (3), grammatical numbers (1), spelling (1),

eISBN 978-967-2072-43-0

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 • Noble Resort Hotel, Melaka

article (1), proofreading and editing definition (3). I also asked my colleague to proofread my questions. After that, I wrote and described each event[1] that happened in the game. Events are the logic of this game. Events use the logic of if A happens, then B happens. For example, Object(Character) – Action(touches coin), Object(Coin) – Action(Deleted). After every event is written, the game was tested to see if the event written was correct and working. After the game was completed, it has gone through a running test to ensure that the game was running smoothly and to check for any errors or glitches. For this method, I asked a few people[2] to be Beta testers and play Googly Eyes. For the third method, the data was collected using a qualitative survey method where players were asked to answer a survey. The survey was created using Google Forms. The players will be asked to answer the related to their experience of playing the game and their understanding of grammar and proofreading. The players were also asked if they would like more games like Googly Eyes to be created and introduced, if they would recommend it to their friends and if they would prefer for game-based learning to be implemented in classrooms. Finally, the data obtained was represented in graphs and the users' opinions were concluded.

3. FINDINGS

For this study, one qualitative data was collected using Google Forms with a total of 34 respondents. The players will rate the effectiveness of Googly Eyes as a learning tool. through the Likert scale from a scale of 1 (not helpful), to a scale of 5 (very helpful), a scale of 1 (easy) to a scale of 5 (hard), and closed questions of yes and no answers. Other than that, the players were also asked about the quality of Googly Eyes as a game and their view of the educational game as a learning tool using closed-ended questions methods. I also asked the users how the game could be improved using open- ended questions. This data highlights if the players are able to grasp the knowledge delivered through this game and if they could apply the knowledge that they had learned. This data also underlines the teenagers' opinions on having a gamification approach as a learning tool.

Types	Scale				
	1 (Very not helpful)	2 (Not helpful)	3 (Maybe)	4 (Helpful)	5 (Very helpful)
Grammar	-	-	-	3 (8.8 %)	31 (91.2 %)
Punctuation	-	-	1 (2.9 %)	3 (8.8 %)	30 (88.2 %)
Conjunction	-	-	1 (2.9 %)	2 (5.9 %)	31 (91.2 %)
Preposition	-	-	-	3 (8.8 %)	31 (91.2 %)
Verb	-	-	-	4 (11.8 %)	30 (88.2 %)
Format	-	-	-	4 (11.8 %)	30 (88.2 %)

Table 1.0

The positive results from Table 1.0 proven that a game-based approach is effective to help teenagers improve their English usage. The high rates indicate that the students understand the exercise and find it familiar with the knowledge they have. A similar study titled Implementing a Game for Supporting Learning in Mathematics conducted among primary students had positive results concerning the student's perception of mathematics, achievement and motivation (Katmada, Mavridis & Tsiatsos, 2014).

eISBN 978-967-2072-43-0

I-RoLE 2023
INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 · Noble Resort Hotel, Melaka

Do you feel that you were exposed to the basics of proofreading knowledge?

Chart 1.0

Is this game challenging to you?

2 people (5.9 %) answered no.
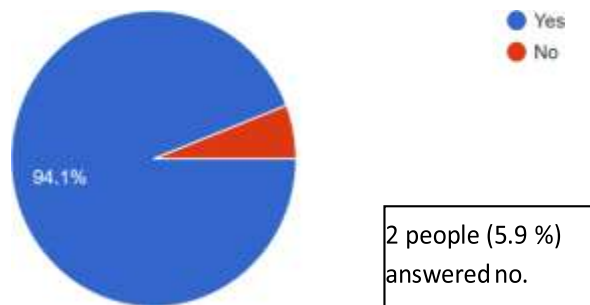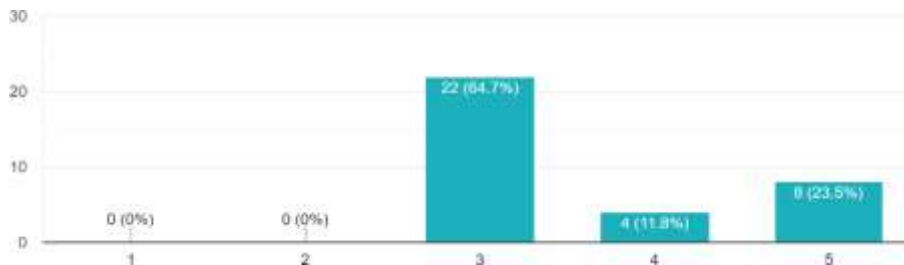
Chart 2.0

Graphic Quality

1. Very low
2. Low
3. Medium
4. High
5. Very high

Chart 3.0

Game Control
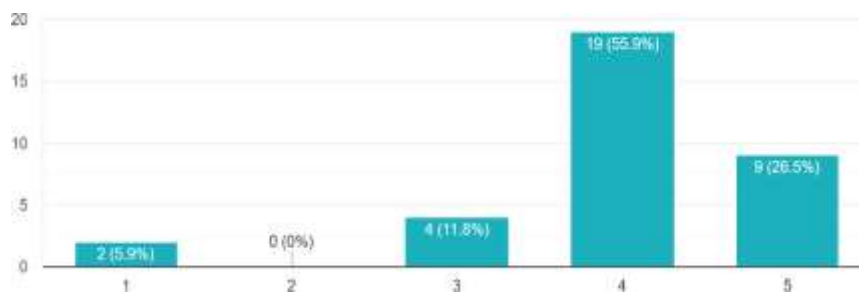
1. Very easy
2. Easy
3. Medium
4. Difficult
5. Very difficult

Chart 4.0

eISBN 978-967-2072-43-0

Physical & Online
I-RoLE 2023
INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 • Noble Resort Hotel, Melaka

Questions	Answer	
	YES	NO
Do you like the game layout?	32 (94.1%)	2 (5.9%)
Would you recommend this game to others?	32 (94.1%)	2 (5.9%)
Would like if more games like Googly Eyes be introduced?	32 (94.1%)	2 (5.9%)
Would you prefer a game-based approach to be used in the classroom?	34 (100%)	-

Table 2.0

For the open-ended questionnaire, the participants commented to fix the bugs, control and add more questions. The questionnaire results showed that the gamification approach is an interactive way for students to learn and many agreed that this approach should be used in classrooms. Most of the also agree that more games like Googly Eyes be introduced. Googly Eyes was invented as supplementary teaching material that teachers could use inside and outside of the classroom to teach English grammar. The target of this product is secondary school students between the age of 15 and 17 years old. At present, Googly Eyes utilise the mental stimulation that a game provided and highlight the idea of fun learning. In fact, many had seen possibilities in this gamification learning that Minecraft, a global sandbox game has created Minecraft Edu to modify the game to suit a classroom environment and create assessments.

4. CONCLUSION

Adopting a game-based strategy has favourably helped to improve teenagers' English usage as well as presenting the fundamentals of proofreading knowledge, as evidenced by the outcomes of this study. Gamification, which is similar to the goals of this study, assists learners in focusing on the issues at hand while keeping a peaceful environment. Students would be more likely to take the initiative to study English grammar without feeling compelled, increasing their motivation. This positive feedback correlates with the results of the study case of Videogames as a Learning Tool: Is Game-based Learning More Effective? In 2018, they studied 10 projects involving games to observe if the gamification approach is effective as a learning tool (Sousa & Costa, 2018).

However, there are a few challenges faced during the project conduction such as failed games and question choice. Trial and error were essential during the game development process. Many elements must be acquired as a language student in order to make a game. As a result, the process needed to be redone a few times and creating a proper game takes time. Other than that, after the project is completed, some flaws in the system are discovered and appear from time to time. However, it is irreversible, and the project must be publicised. In addition, I found that the choice of questions is quite lacking as many participants find that the game was unchallenging. This is certainly something to resolve as the questions should be challenging to keep the learners engaged.

eISBN 978-967-2072-43-0

I-RoLE 2023
INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings
International Conference of Research on Language Education 2023
13-14 March 2023 • Noble Resort Hotel, Melaka

5. ACKNOWLEDGEMENT

REFERENCES

Katmada, A., Mavridis, A., & Tsiatsos, T., (2014). "Implementing a Game for Supporting Learning in Mathematicss". *The Electronic Journal of e-Learning, 12*(3), 230-242. https://doi.files.eric.ed.gov/fulltext/EJ1035662.

Nunung, P., (2019). Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy Elsya *: Journal of English Language Studies, 1 (1) .* https://doi.org/10.31849/elsya.v1i1.2488.

Saltzman, M., (2022, June). More Adults Play Video Games Than Kids and More Surprising Stats. *" USA Today.*

Sousa, C., & Conceição, C., (2018). Videogames as a Learning Tool: Is Game-based Learning More Effective? *Revista Lusofona de Educacao 40*(40):199-210. https://dx.doi.org/10.24140/issn.1645-7250.rle40.13