

**Universiti Teknologi MARA**

**Finding Selection Sets for LL (1)  
Grammar with Game-Based Learning**

**Haziq Iqbal Bin Maarof**

**Thesis submitted in fulfilment of the requirements  
for Bachelor of Computer Science (Hons.)  
Faculty of Computer and Mathematical Sciences**

**January 2020**

## **ACKNOWLEDGEMENT**

Alhamdulillah, praises and thanks to Allah because of His Almighty and His utmost blessings, I was able to finish this proposal within the time duration given. Firstly, my special thanks go to my supervisor, Fadzlin Binti Ahmadon for her guidance, encouragement, advice, and patience that she has taught throughout this thesis.

Special appreciation also goes to my beloved parents for their support, advice, and encouragement during my studies. Last but not least, I would like to give my gratitude to my dearest friends for their guidance.

## ABSTRACT

LL1 Grammar is a sub-topic in Topic Four: Syntax & Semantic Analysis based on syllabus CSC569 Principle of Compiler. In order to find the Selection Sets of LL1 grammar, students need to solve twelve steps of operations. However, for some students, they face difficulties to memorize these twelve steps to find the Selection Sets. Therefore, the goal of the developed game is to help them understand all steps in LL1 Grammar and to increase their enjoyment while learning. ADDIE method has been chosen as the methodology for this project because it is one of the most common models used to create an effective instructional design. Game elements such as challenge, rule, reward, theme, and progress are employed in the game. The platform chosen for the game is a stand-alone on PC. The design of the game is Role Playing Game where each of the steps has been translated into twelve cities and the player needs to travel to all of the cities in the correct order to solve the mission that has been given to them. Usability testing for the developed game involves 22 respondents from CSC569 Principles of Compiler students. The result of the test shows a positive result as most of the respondents enjoys learning using the game. Most of the respondents are satisfied with the content of the game. While expecting the negative reviews on the length of time it takes, the opposite thing happens. They really enjoy the challenging part of the game. The game itself is lengthy because they need to travel to the twelve cities. However, the majority of the respondents requested more missions. Further enhancement can be added to the game such as add online features to the game. To conclude, the game has completely developed and all the objectives have been achieved.

## TABLE OF CONTENTS

CONTENT	PAGE
SUPERVISOR APPROVAL	ii
STUDENT DECLARATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	xii
LIST OF TABLES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER ONE: INTRODUCTION	
1.1 Background of Study	17
1.2 Problem Statement	18
1.3 Objective	20
1.4 Project Scope	20
1.5 Significance of the Research	21
CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	22
2.2 Learning	23
2.2.1 Importance of Learning and Education	23
2.2.2 Methods of Learning	24

2.2.3	Education System in Malaysia	25
2.3	Memorization	27
2.3.1	Memorization Technique and Strategy	27
2.4	Student-Centered Learning	30
2.4.1	Importance Implementation of Student-Centered Learning	31
2.5	Programming Language	31
2.5.1	Context-Free Grammar	32
2.5.2	Compiler Syllabus in UiTM	32
2.6	LL (1) Grammar	33
2.6.1	The Technique to Find Selection Sets	33
2.7	Game-Based Learning	34
2.7.1	Implementation and Effectiveness of Game-Based Learning	36
2.7.2	Benefits and Advantages of Game-Based Learning	37
2.8	Game Elements in Game-Based Learning	38
2.9	Game Types and Genres	40
2.9.1	Role-Playing Game	40
2.9.2	Puzzle	41
2.9.3	Adventure	41
2.10	Methods in Student-Centered Learning	42
2.10.1	Simulation	42
2.10.2	Role Play	43
2.10.3	Game-Based Learning	43
2.11	Game Platform	44
2.11.1	Mobile Based Platform	44
2.11.2	Computer-Based Platform	44
2.11.3	Console Based Platform	45
2.11.4	Comparison of Game Platforms	45