

CHAPTER V

CONCLUSION & SUGGESTION

In this thesis, the writer was interested in finding out students' perceptions of group-based game making to learn descriptive writing and the correlations between the students' gender and gaming skill with their interest in creating a game for different writing genres and their difficulty in creating the game itself in the Faculty of Language and Arts, Soegijapranata Catholic University. The writer would like to draw some conclusions and suggestions based on the data analysis and interpretation found in the previous chapter.

5.1 CONCLUSION

Based on the analysis on the previous chapter, the writer found out that in general, the students' perception on group-based game making to learn descriptive writing have received a favorable response. Group-based game making has been considered as a fun activity by the students as it fosters the enhancement of their peer solidarity and also communication and language skills. The activity stimulated the students to share their knowledge and tips with their groupmates on how the game and the writing should be constructed to be as good as possible. During the workshop, the students were actively discussing the questions that they should be using for their game and asked for their peers' recommendation and ideas. They also asked their groupmates whether or not their grammar on the questions was wrong, hoping for a

correction from their mates who had a better understanding and knowledge about it so that the best result could be presented to other groups at the end of the activity. Another positive aspect from the activity is that the students who have a better knowledge at English could directly (or even indirectly) teach his/her friends who haven't yet understood, which potentially leveraged the language learning process.

The students have also grown a positive attitude towards the game and the activity involving the usage of games. The students felt a sense of satisfaction upon completing the creation their game due to several aspects of the game itself. Students felt that the game was very helpful for them in the terms of learning purpose as it provided them a multiple support. Games give them visual, textual, and audio aids which could help stimulate the students' ideas and imagination on themes, characters, stories, questions, etc. that they would like to create. As the game's default language is also English, it could also enhance their English skill indirectly. The students would also like to share the game template and their created game with others due to its positive factors and usefulness. Interestingly, the students showed a very positive response to the idea of applying the usage of game for learning in school/university setting. The main reason was that students felt that using game as a learning medium was more fun and interesting due to the aforementioned positive factors than the conventional learning method.

Third, the game has also been perceived as a helpful medium by the students in aiding them to practice descriptive writing. The game has provided

more than enough support such as visual, textual, and audio aids which have been stated above for them to work on. In summary, students find it helpful, exciting, and fulfilling as it meets their needs for practicing descriptive writing which has been proved by Statement 4 (This game is helpful for me to practice descriptive writing) for being the most highest-scored statement of all.

There were also some aspects in the study that hamper the students' progress. The first one was the students' knowledge about the game. They are less familiar with the game that sometimes it could slow their progress down. This was understandable in the writer's perspective as they were not from game technology major. The second aspect was the students' knowledge of the descriptive writing itself. The students did not learn the subject well enough that they had trouble at arranging and making the descriptions of the questions at some occasions. However, the problems above were not major and with a bit of practice and familiarity on the matters above, the writer believes that the hindrances could be negated completely.

The result of this study is also similarly related to Christanti, Sanjaya, & Murniati's study (2016), where students also encountered some technical encounters related to the students' familiarity with the game, but there was nothing major and did not diminish the study's findings that students felt the game was interesting and also useful to learn a subject matter, which is English.

Also, for the correlation test between background questions one and four (gender and gaming skill) with statement five and two (*I am interested in*

creating a game for different writing genres' and *'creating the game is easy for me'*), they did not have any statistically significant difference. This showed that the students' gender and gaming skill did not have any significant effect to their interest in creating a game for different writing genre and their difficulty in creating the game. The cause for this problem could be caused by the low number of participants, which was only 24. If the participants, for example, were more than 50, then there would be a possibility that the data could be statistically significant.

5.2 SUGGESTIONS

With regard to the conclusions above, the writer would like to incorporate some suggestions for further study about the implementation of game-making in groups for learning English writing skill, which is descriptive writing in this case. Firstly, the study was limited in several ways. There was a low number of participants, which is 24, and this study only used a simple descriptive statistics so it could not be generalized to other populations. Also, correlation results of the data were not significant due to the number of participants. For this matter, the writer suggested that the number of participants should be really taken into consideration for the next research as it really affects the accuracy of the statistics measurement, especially in determining the correlations between the variables. Next, the writer also suggests an extensive research about the full capabilities and features of RPG Maker MV or other game templates that could be used for English skill learning purposes, mainly

writing skills. For future research, it would be preferable to find out more about the participants' English language & writing skills first so that the game could be constructed to be more suitable to the research's purposes. Last but not least, the writer also hope that this study could be used as a reference by the lecturers or teachers to improve their language teaching using a game as the learning medium, so that students could enjoy and learn English in a fun, modern, and beneficial method.

