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S U R A T   T U G A S

Nomor : 00137/B.7.7/ST-LPPM/X/2016

Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Katolik Soegijapranata Semarang dengan ini memberi tugas kepada :

Nama	:	- Dra. Cecilia Titiek Murniati, MA.,Ph.D - Ridwan Sanjaya, SE.,S.Kom.,MS.,IEC.,Ph.D
Status	:	Staf Edukatif Tetap Universitas Katolik Soegijapranata Semarang
Tugas	:	Presenter "Students' Perception of the Game-making for Collaborative Learning"
Penyelenggara	:	The Language Institute of Thammasat University(LITU) and Chulalongkorn University Language Institute (CULI) Bangkok, Thailand
Waktu	:	Rabu-Sabtu, 5-8 Oktober 2016
Tempat	:	Pullman Hotel King Power Bangkok
Lain-lain	:	Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab serta memberikan laporan setelah selesai melaksanakan tugas.

Demikian surat tugas ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 4 Oktober 2016
Kepala LPPM

Prof. Dr. Andreas Lako, MSi
NPP.058.1.1994.155

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Telah melaksanakan tugas,

LITU·CULI
International Conference

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Talenta pro patria et humanitate

Youngstown
STATE UNIVERSITY

Students' Perception of Game-making for Collaborative Learning*

Cecilia Murniati[1], Ridwan Sanjaya[2], Kristine L. Blair[3]

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[3] Youngstown State University (YSU), USA

Introduction

- A large body of literature has discussed the <u>benefits and the shortcomings</u> of the use of games in education.

- Studies in this area of inquiry have indicated that <u>games are not significantly correlated</u> to student academic performance (Backlund & Hendrix, 2013).

- Rather, they facilitate <u>knowledge acquisition</u> and <u>sharing</u> among students (Piirainen–Marsh & Tainio, 2009)

- However, implications from existing literature on the use of games in education suggest that further research needs to be done to explore how games are used to enhance <u>students' social</u> and <u>problem-solving skills</u> (Huang et al., 2010)

Research Questions

1) How do students perceive the collaborative task of designing a game to create activities for classroom use?

2) How do students perceive the game-making and the game itself?

3) What are some of the challenges in creating the games?

Methods

- Data collection:
  - Questionnaire
  - Observation
  - Interview
- Participants:
  - 78 freshmen and sophomores at Faculty of Language and Arts
  - Convenience sampling

- Procedure:
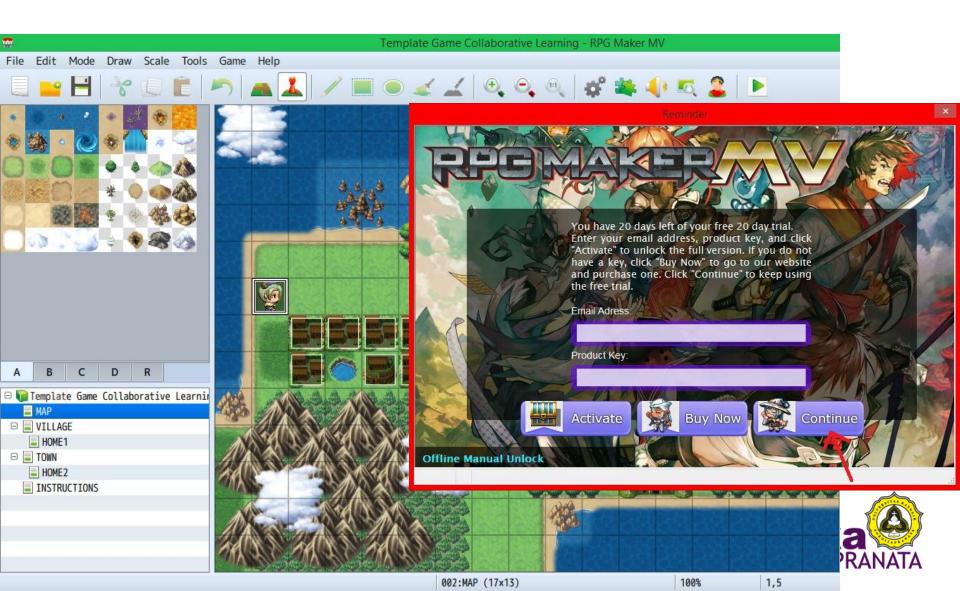 - Game workshop
  - Survey
  - Observation
  - Interview

Game Workshop

1. Game creator software & game template were provided for the students

Game Software and Template

Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template
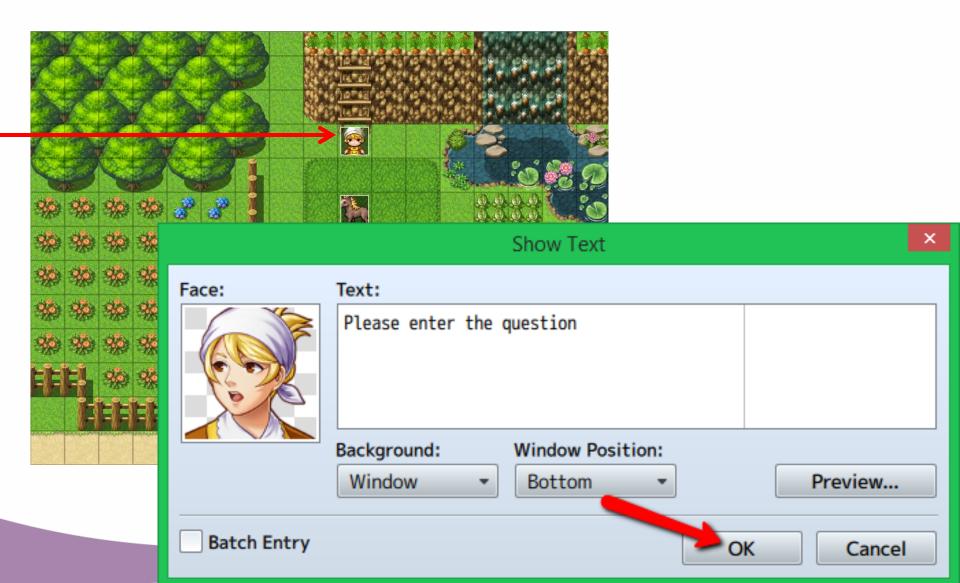
Modifying the Game Template

The workshop

Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template
3. Group members shared the knowledge via conversations inside the game

Knowledge Sharing

Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template
3. Group members shared the knowledge via conversations inside the game
4. After the game-making activity finished, the result could be used by others

The Game Result

The game when played on smartphones

Results

- How do students perceive the collaborative task of designing a game to create activities for classroom use?

- How do students perceive the game-making and the game itself?

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No	Question items	Means	Standard Deviation
1	How do you feel after you play the game?	**4.3**	0.6
2	How do you feel about creating the game?	3.9	0.7
3	What do you think about the level of the making of the game?	3.6	0.8
4	To what extent the template helps you create the game?	**4.1**	0.6
5	Do you agree that games can be used for collaborative learning?	**4.2**	0.7
6	Are you interested in creating a game for different course content?	3.9	0.8
7	What do you think about creating a game for learning?	**4.1**	0.8
8	Do you agree that a game meets your needs for learning a subject?	3.7	0.6
9	Are you interested in creating a game for collaborative learning?	3.6	0.8
10	Are you interested in sharing the game you have created?	3.9	0.7
11	Do you think the game you create is useful for other learners?	3.7	0.8
12	Do you agree that the games for collaborative learning are more appealing if they can be played on various gadgets?	**4.2**	0.6
13	How interesting are the characters in the game?	**4.2**	0.7
14	How interesting is the RPG game you just created?	**4.1**	0.6
15	Are you interested in creating other types of games for collaborative learning?	3.9	0.8

- <u>Attitude</u> towards the game usefulness for collaborative learning is significantly correlated with attitudes towards the usefulness of game for language learning (r=0.521)

- Student's perceived <u>game playing ability</u> is significantly correlated with their interests in creating a game (r=0.49)

Results

- What are some of the challenges in creating the games?

- Some of the challenges of creating the games are those dealing with <u>technical issues</u> and their level of <u>familiarity</u> with game making.

- The games would have been <u>more attractive</u> if the characters and the maps had been more varied.

- Games such as SIMS or Harvest Moon could be <u>some of the options</u> that are feasible to be implemented in collaborative learning classroom.

Sims

Harvest Moon

Limitation

- Limited time for workshops (scheduling)
- The game cannot be modified online (cloud-based)
- The game only allows multiple choice answers

Conclusions

- Overall, the findings suggest that students perceived the collaborative task and the game making <u>positively</u>.

- Many students had <u>favorable responses</u> towards the usefulness of the game to learn a subject matter---in this case, English.

- Even though a few students had difficulties with the technical aspects of creating a game, they viewed the task as <u>very interesting</u> and <u>useful</u> for them.

Suggestions

- Use different types of games that can work better to enhance problem solving skills.

- Use a game that can be modified online (cloud-based).

References

- Backlund, P., & Hendrix, M. (2013, September). Educational games-are they worth the effort? A literature survey of the effectiveness of serious games. In *Games and virtual worlds for serious applications (VS-GAMES), 2013 5th international conference on* (pp. 1-8). IEEE.
- Huang, C. C., Yeh, T. K., Li, T. Y., & Chang, C. Y. (2010). The Idea Storming Cube: Evaluating the Effects of Using Game and Computer Agent to Support Divergent Thinking. *Educational Technology & Society*, *13*(4), 180-191.
- Liu, K. Y., Yang, C. T., & Chang, K. H. (2012, March). Development of a multiplayer online role-playing game-based learning system for multiple curriculums. In *Digital Game and Intelligent Toy Enhanced Learning (DIGITEL), 2012 IEEE Fourth International Conference on* (pp. 62-66). IEEE.
- Piirainen–Marsh, A., & Tainio, L. (2009). Collaborative game-play as a site for participation and situated learning of a Second Language. *Scandinavian Journal of Educational Research*, *53*(2), 167-183

The Language Institute of Thammasat University (LITU)

and

Chulalongkorn University Language Institute (CULI)

This is to certify that

Cecilia Murniati

was a presenter at the 2nd LITU CULI International Conference
(ELT Unlimited).
The conference was held at The Ambassador Hotel in Bangkok, Thailand
during October 6 and 7, 2016.

Associate Professor Pornsiri Singhapreecha, Ph.D.

Director of the Language Institute of

Thammasat University (LITU)

Assistant Professor Kulaporn Hiranburana, Ph.D.

Director of Chulalongkorn University

Language Institute (CULI)

The Language Institute of Thammasat University (LITU) and Chulalongkorn University Language Institute (CULI) Bangkok, Thailand

The 2nd LITU-CULI International Conference

The Ambassador Hotel, Bangkok, Thailand

CONFERENCE PROGRAM

DAY 1
THURSDAY, OCTOBER 6, 2016

The 2nd LITU-CULI International Conference
The Ambassador Hotel, Bangkok, Thailand, October 6-7, 2016

DAY 1: Thursday, October 6, 2016

Room / Time	Convention C 1	Garden 3 2	Peony 3 3	Peony 4 4	Peony 6 5	Peony 7 6	Peony 11 7
08.00-09.00	Registration						
09.00-09.15 (30 minutes)	Opening Ceremony Room: Convention C						
09.15-09.45 (45 minutes)	Keynote Address: Mrs. Doris Gold Wibunsin Former Executive Director, Fulbright Thailand Room: Convention C						
09.45-10.45 (60 minutes)	Plenary Session: Prof. Dr. Douglas Biber Northern Arizona University, USA Room: Convention C						
10.45-11.00	Coffee Break						
11.00-11.30 (Parallel Sessions) (30 minutes)	Problems of Teaching English Literature in High School Aparna Chakraborty	Error Analysis of Written Texts among L2 Learners William Jr. Torrefiel, Alex A. Destor, Jelie Joy P. Lorcina, Precious Mae L. Lopez, Maria Vivienne Segumpan-Salon	The Missing Links: Different Patterns of Cohesive Devices in Thai and Native Speaker Learners' English Argumentative Essays Raksangob Wijitsopon	Using Photos to Learn a Second Language: A New Approach for TESOL David John Wood	Raising Intercultural Competence in ELT Tertiary Context: What Do Mekong Delta Teachers Say? Quyen Vo	Speed English: A Case Study of Thai Postgraduates Self-studying through a Locally Developed Language Learning Software during Their Remedial Reading Skills Development Class Ora-Ong Chakorn	School Based Assessment for Learning: Group-peer feedback, Peer and Self-Assessment in the Classroom in the context of Brunei Darussalam Susilawati Japri
11.35-12.05 (Parallel Sessions) (30 minutes)	Smartphone Apps for EFL Learners Russell Hubert	Limited or unlimited memory? Reading Text Presentations for Tertiary Education Monthon Kanokpermpoon	Creative Writing Techniques for Innovative Teachers Hanaa Khamis	Reading Enhancement: A Case Study of Ban Suan Patthana College of Technology Achara Wongsothorn	"Why do I have to show my body to strangers?". Ideology in Intercultural Encounter Narratives Among Thai University Students Andrew Jocuns	Categories and Functions of Political Enphemisms in Philippine Online News Articles Bridgette Lustanas Rodrigo A. Litao	Reflection on Project-Based Learning: The Reformation of a Reluctant Group Sanmuganathan Nagayar
12.05-13.30	Lunch Room: Orchid 2						
13.30-14.30 (60 minutes)	Plenary 2: Dr. Willy A. Renandya Nanyang Technological University, Singapore Room: Convention C						
14.35-15.05 (Parallel Sessions) (30 minutes)	Encouraging Autonomous Learning Through Effective Orientation Douglas Sweetlove Tanja McCandie-Kondo	The Analysis of Propaganda Techniques in the Political Discourses of Aung San Suu Kyi Wanitcha Sumanat	A Corpus Exploration of Linking Adverbials: Discovering What Our Students Do Not Learn from Textbooks Supakorn Phoocharoensil	Demand High' teaching 'Low Demand' Technology Damien Herlihy	Translation of English Fiction Titles into Arabic Mohammed Farghal	How to make Online Learning Successful in your Classroom Paul Grainger	Guiding Students' Peer Revision Process through Individualized Revision Checklists Hoyeol Ryu
15.10-15.40 (Parallel Sessions) (30 minutes)	Student Generated Self-access Materials Byron Oneill Thomas Pals	How to Adapt Settling and Stirring activities in EFL Lessons Phuong Nhu	To Sum Things up, in a Nutshell, Last but not least: are L2 writers 'primed' to use linking adverbials? Ummul K. Ahmad Low Poh Wei	Dialogic Teaching in an EFL Classroom: Learning Outcomes and Reflections Kamolwan Fairee	Expressing Emotion in English Lyndon Small	Translation Competence of Student Teachers Dolores Alawas	Pito September 2014: Issues, Impact, and Challenges Grace Chang Siew Yeng Rosei Sheerin Mahpor
15.40-15.55	Coffee Break						
15.55-16.25 (Parallel Sessions) (30 minutes)	Curriculum Renewal: An Opportunity for Professional Development Byron Oneill Thomas Pals	Enhancing Language Skills of Low English Proficiency Students through Intervention Programme Using Blended Learning Approach Awis Rumaisya Azizan	A Comparison between Highly Motivated Learners' Learning Strategies and Unmotivated Learners' Learning Strategies: A Case Study of Business English Majors at Southeast Bangkok College Amporn Srisermbhok	Reading-While-Listening (RWL): Killing Two Birds with One Stone Herwindy Maria Tedjaatmadja	Communication Breakdown in EIL Conversations: Causes, Coping Strategies, and Implications for the Classroom Michal B. Paradowski Elzbieta Pawlas Josephine Pui Suen Yam	Project-based Tutorials Using Microsoft Tools in Translation Practice and Translation Theory Ha Nguyen Thi Hai Huong Vu Thi Viet	Smartphone for Autonomous Language Learning Asri Siti Fatimah Santiana S.S. Fera Sulastri
16.30-17.00 (Parallel Sessions) (30 minutes)	Personality Traits and Language Learning Strategy Use among Non-engineering Undergraduates Nurul Naimmah Hamdan	Young Learners' Reflections on Foreign Language Courses Fatma Ozlem Saka	Discovering Changes of Beliefs, Attitudes and Motivation of Thai EFL Undergraduate Students Urairat Adithepsathit Jirada Wudthayagorn	Stories of One Thai Student's L2 Learning Motivation, Experiences, and Self-identity Sudatip Prapunta	Language Acquisition in a Study Abroad Setting: Insights from Student Interactions Michal B. Paradowski Agnieszka Cierpich Jeremi Ochab	Students' Experiences of Different Writing Support Services Rachel Ruegg	The Use of computers in teaching English Pronunciation to Thai University Students of English Wiktor Gonet
18.00	Reception dinner at SalaThai						

The Language Institute of Thammasat University (LITU) and Chulalongkorn University Language Institute (CULI) Bangkok, Thailand

The 2nd LITU-CULI International Conference

The Ambassador Hotel, Bangkok, Thailand

CONFERENCE PROGRAM

DAY 2
FRIDAY, OCTOBER 7, 2016

DAY 2: Friday, October 7, 2016

Room / Time	Convention C 1	Garden 3 2	Peony 3 3	Peony 4 4	Peony 6 5	Peony 7 6	Peony 11 7
08.00-09.00	Registration						
09.00-09.30 (Parallel Sessions) (30 minutes)	Going beyond "Form": Cross-cultural Aspects of CLT in Japan *Ryo Kawasaki*	Supporting ESL Learners through Shared National English Language Learning Portal for Malaysian Public Tertiary Institutions *Fatimah Puteh*	Worldmindedness of Tertiary Level Students from a Thai Public University in Bangkok *John Chocce Yossiri Yossaporn*	What is the Influence of Culture on Young Language Learners? *Binnur Ilter*	The Other Side: Examining Students' Perspectives on Required ELT Courses *Ahmed Bhuiyan Michelle Draper*	A Corpus-Based Study of Thanking Strategies *Worapoom Saengkaew*	An Inside View for Designing English Course for Students of Engineering Majors *Rumana Amin*
09.35-10.05 (Parallel Sessions) (30 minutes)	Conceptualising internationalisation in Higher Education: The English Language and professional identities of faculty in three ASEAN countries *Lucy Bailey Jane Evison Tida Tubpun Pimsiri Taylor*	Multimodality and the Smartphone: Enriching the Communication Ability English Language Learners *Michael Herke*	The Symbol of 'Love' across Different Spaces *Teresa Ong Kretzer, M.M.*	The Applicability of Situated Inferences in Auditory-based Tasks *Michael Gentner*	Combining Three Voices of Action Research and Experience Towards Professional and Student Development at a Thai International College *Charlton Bruton*	Use of Note-Taking Strategies among Thai Undergraduate Students *Ativate Tangamornsuksan Worapoom Saengkaew*	Types of Feedback and Their Effectiveness in an EFL Context in Iran *Adel Ebrahimpourtaher*
10.05-10.20	BREAK						
10.20-11.20 (60 minutes)	Plenary 3: Prof. Dr. Winnie Cheng The Hong Kong Polytechnic University, Hong Kong Room: Convention C						
11.25-11.55 (Parallel Sessions) (30 minutes)	A Qualitative Analysis of Inner Speech Usages by Japanese as Second Language Learners of English at Different Proficiency Levels *Keiko Asano*	Students' Perception of the Game-making for Collaborative Learning *Cecilia Murniati Ridwan Sanjaya Kristine L. Blair*	Language Learning in a Study Abroad Program: What Factors Lead to Success? *Mark Conroy*	A Proposed Taxonomy of Affordances *Nathan Thomas Christopher Osment*	Getting Your Students to Speak Out *Christopher Allen*	Task-based Communicative Curriculum Design for ESP Courses Based on Students' Needs Analysis: A Practical Experience from Vietnam *Do Liem*	
11.55-13.30	Lunch Room: Orchid 2						
13.30-14.30 (60 minutes)	Plenary 4: Dr. Suwichit Chaidaroon University of Westminster, UK Room: Convention C						
14.35-15.05 (30 minutes)	Symposium 1 arranged by The Language Institute of Thammasat University (LITU) Pimsiri Taylor, Ben Moore, Rangsiya Chaengchenkit, Phachara Saiphet Room: Convention C						
15.05-15.20	Coffee Break						
15.20-15.50 (30 minutes)	Symposium 2 arranged by Chulalongkorn University Language Institute (CULI) Onuma Lakarnchua Room: Convention C						
15.50-16.20 (30 minutes)	Panel Discussion Room: Convention C						
16.20	*Lucky Draw and Closing Ceremony*						