# CHAPTER II

# THE PROCESS OF CHOOSING THEMES, SEQUENCING AND SCORING SYSTEMS IN *FUN WITH ENGLISH* APPLICATION

## 2.1 The Descriptions

Humans are social beings and they use many ways to interact with each other. Conversations are one of the ways that mostly used in their activities. However, I still found many mispronounced English in my daily activities and this could happen for some reasons. The lack of learning process since the children stage might be the cause of their unfamiliarity with English. Therefore, in my job training at *Balai Bahasa Provinsi Jawa Barat*, I decided to make an application (an education game) to help children improve their English, especially their pronunciations. The game has five different themes and a scoring system. The process of making this game is described further in next sub-chapter.

## 2.2 The Process

In my job training, I was assigned by my supervisor to make a product that would help the institution in the future. After some discussions with my supervisor, I decided to make a game that would help children improve their English and it was approved by him. The first step for making the game was

collecting the materials such as words, pictures and sounds. Collecting the materials was not hard, but arranging them to be something desired was something else. Therefore, I came to my supervisor to discuss the next step that I should take. He suggested that I should make the game per-theme then arrange them according to something visually familiar to the children, and he suggested, too, that I should take the materials from within home's perimeter.

Based on those suggestions, I made this game with 5 themes, 10 major sequences in total and a scoring system. Each theme has 5 words that were picked based on the familiarities to the children as approved by my supervisor. Meanwhile, there are two sections in the game sequences: phases and quizzes. The phases were made to be the learning center of the game that consist of words, picture and sounds; while the quizzes were made to test the player knowledge from what they have learned from the game that consist of pictures and sounds. The scoring system was made to attract the children, as a player, to play the game more until they reach their goal, which was to be able to familiarize themselves with English. The detailed process is described further below.

### 2.2.1 Choosing Themes

The first attempt in the process was choosing the themes when making the game. I chose every word within themes that easy to follow and remember. Therefore, I restricted myself in choosing the material to something they familiar

with, such as the name of body parts, fruits, furniture, transportations and environment. The details are described in the table below.

**a. Step 1**

The chosen data in this step were based on my own initiative and perception about things that seemed familiar with children.

| **Themes** | **Words** |
|---|---|
| Body parts | Ear |
| | Nose |
| | Mouth |
| | Eye |
| | Chin |
| Fruits | Apple |
| | Banana |
| | Cherry |
| | Mango |
| | Grape |
| Furniture | Fork |
| | Spoon |
| | Plate |
| | Chair |

| | |
|---|---|
| | Table |
| Transportations | Car |
| | Bus |
| | Ship |
| | Train |
| | Airplane |
| Environment | Sky |
| | Tree |
| | Rock |
| | Ocean |
| | Mountains |

However, my supervisor in my job training revised these data after some discussion for the next step I should take. He asked me to eliminate two themes from my data: environment and transportations. The reason for eliminating these two themes was that these materials are too advanced for children who still in the early stage of their education. Therefore, he asked me to restrict myself in taking the materials only from inside their house. Finally, I replaced these two materials with other themes: vegetables and kitchenware, because these themes are house properties and more visually familiar to the children, which they could see them in their daily life as well as their early stage of education.

**b. Step 2**

Following my supervisor advice, I decided to add these two themes (vegetables and kitchenware) in my next step.

| Themes | Words |
|---|---|
| Vegetables | Carrot |
| | Potato |
| | Tomato |
| | Cucumber |
| | Eggplant |
| Kitchenware | Fork |
| | Plate |
| | Spoon |
| | Bowl |
| | Glass |

Adding the words fork, spoon and plate to the kitchenware themes has made me consider adding new words in the furniture themes. I decided to choose something visually familiar in children early stage of education and was approved by my supervisor, as described in step 3.

**c. Step 3**

After the approval, I added the final theme to complete the process of choosing themes for the game.

| Themes | Words |
|---|---|
| Furniture | Chair |
| | Lamp |
| | Table |
| | Door |
| | Wardrobe |

The game was half completed by including these data. However, to stimulate children brains, I still had more work to do to reach the game's goal, which was to help children improve their English by maximizing their brains activity. Therefore, sequencing would be another way to stimulate, which is discussed in next sub-chapter.

### 2.2.2 Sequencing

As mentioned before in previous sub-chapter, sequencing is needed to stimulate children's brain. I decided to make the game by including two sections, phases and quizzes, for each theme. Phases were created as the learning center of

the game, where children could learn and memorize the given material repeatedly until they move to quiz sections. Quizzes were created to test or evaluate the children knowledge from what they have learned from the game.

On the first attempt, a final test was included to test or evaluate their whole knowledge while playing the game. However, after some discussion, my supervisor did not agree with the idea of putting the final test in the game. He mentioned that the sequences would take too long to play for the children if the final test was included. He was worried that the children will get bored before completing the game. Therefore, following the advice, I eliminated the final test when completing the application.

The images below are the examples of phases and quizzes sections that were taken from the game.

**Image 1**

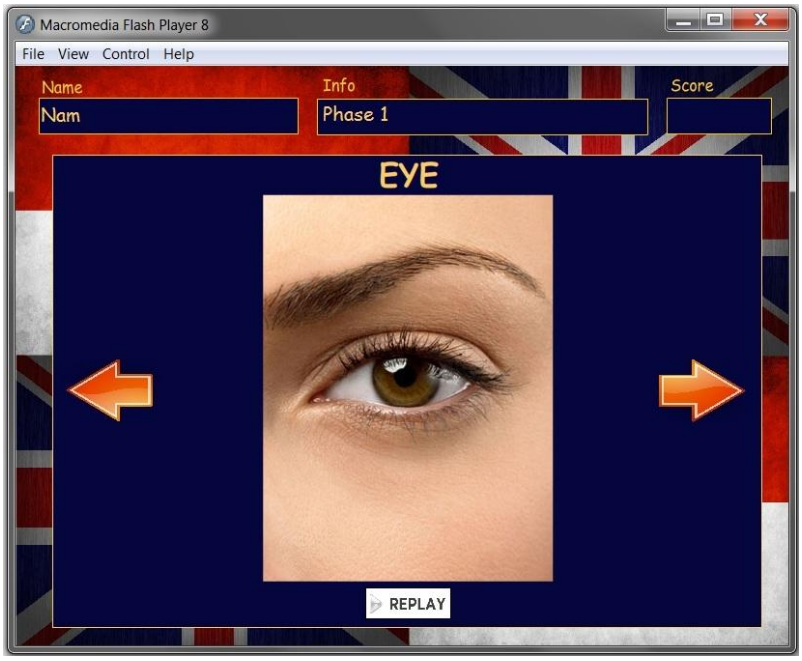


Image 1 is a representation of phase section as the learning center of the game. As mentioned before that the game was designed to help children improve their english, especially their pronounciation, the game has pictures and audio as supporting features. The players can take their time to learn, familiarize and memorize the given materials in this phase section. As can be seen from the pictures, this section has forward and backward arrows button to help player in choosing the materials that they would like to learn or just simply for progressing forward to the quiz section. Meanwhile, the replay button is for helping the player in familiarizing themselves on pronouncing the given words.

**Image 2**



Image 2 is a representation of quiz section as the evaluation center of the game. Similar to phase section, quiz section has pictures and audio features only without the word related to the theme. In this section, the players are expected to test or evaluate their knowledge after passing the phase section. The players have to play the sound by clicking play button to hear the audio related to the theme before choosing the right answer. The players can continue the test by clicking go button until the last part of this section.

**Image 3**




Image 3 is the scoreboard of the game. This part shows how many total score the player would get after finishing quiz section. Although, it is still part of

quiz section, this part only has a total score number and two buttons. The total score number shows how many right answers that player's get and then converted to a score number. The retry button is for players that want to repeat the sequence from phase section, while the next button is for advancing towards next sequence.

In addition to that, the table below illustrate the complete or final data about sequences, including themes and sections.

**Data**

| **Sequences** | |
|---|---|
| **Themes** | **Sections** |
| Body Parts | Phase 1 |
| | Quiz 1 |
| Fruits | Phase 2 |
| | Quiz 2 |
| Vegetables | Phase 3 |
| | Quiz 3 |
| Kitchen Set | Phase 4 |
| | Quiz 4 |
| Furniture | Phase 5 |
| | Quiz 5 |

### 2.2.3 Scoring system

I used a scoring system as a reward to avoid the problem that the children will get bored while playing the game. The scoring system I used is quite simple. There are five questions in each quiz and every correct answer will get one point, which will be multiplied by ten for total point, and two as a bonus will multiply the player's total point if the player gets all-correct answers for the final score. However, when the player misses a question, the point remains multiplied by ten in final score.

**Example:**

Themes: Body's part

Quiz section: 5 questions (5 points)

If the player answers the entire question correctly, the score is:

5 x 10 x 2 (bonus) = 100

Else,

4 x 10 = 40

| | |
|---|---|
| All-correct answers | Points x 10 x 2 = final score |
| Missed answer | Points x 10 = final score |