

APPENDIX 1.

Expert Judge Sheet

Instrument: Blueprint Try-Out Post Test

Expert Judge 1: Prof. Dr. Nyoman Padmadewi. M.A.

Number of Item	Responses		Suggestions
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
24	√		
25	√		

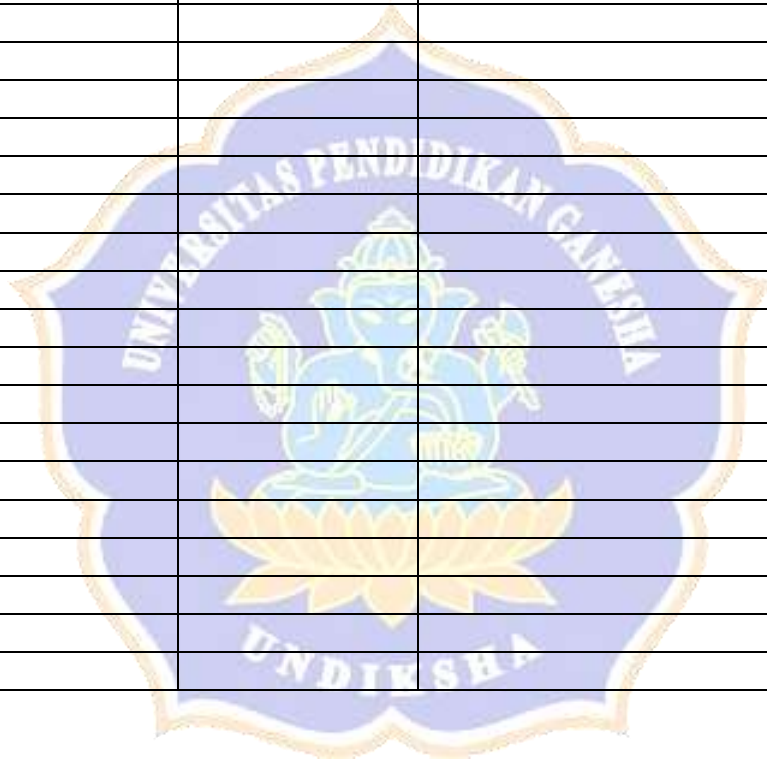


Expert Judge Sheet

Instrument: Blueprint Try-Out Post Test

Expert Judge 2: I Nyoman Pasek Hadisaputra, S.Pd., M.Pd.

Number of Item	Responses		Suggestions
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
24	√		
25	√		



APPENDIX 2

Open Ended Questionnaire Result

1 st Question :		What do you think about the use of video game in English class ?		
No.	Answers	Codes	Subcodes	Themes
1.	Sangat menyenangkan dan sangat seru	Enjoyment Excitement	happy, exciting	Player satisfaction, Player engagement
2.	Sangat menyenangkan dan memberikan banyak motivasi bagi saya	Enjoyment Motivation	happy, to feel motivated	Player satisfaction, Player engagement
3.	Pendapat saya tentang penggunaan video game dalam kelas bahasa inggris yakni,sangat ² bagus,saya pribadi sangt senang dalam belajar,jika di fasilitasi video game,di samping menyenangkan ,saya juga bisa tukar pendapat dengan teman .	Enjoyment Self-confident	happy, to be confident to share opinion	Player satisfaction , Personal development
4.	Bagi saya game yang sangat menyenangkan dan menjadi tau lebih banyak kosa kata bahasa Inggris.	Enjoyment, Self-improvement	happy, to be able to gain new English vocabulary	Player satisfaction Personal development

5.	Pendapat saya tentang video game di kelas bahasa Inggris yaitu sangat menyenangkan dan memberikan banyak kosa kata yang mudah dipahami	Enjoyment, Self-improvement	happy, to be able to gain new English vocabulary	Player satisfaction Personal development
6.	Sangat menyenangkan namun karena beberapa kendala jadi saya hanya bisa bermain pada saat sudah akhir pertemuan tapi menurut saya game dikelas itu sangat menarik dan menyenangkan.	Enjoyment Enthusiasm	fun, interesting	Player satisfaction, Player engagement
7.	Menurut saya penggunaan video game di kelas bahasa Inggris sangat menyenangkan . Karena saya dapat bermain sekaligus belajar.	Enjoyment	fun	Player satisfaction
8.	Saya pikir, sangat menyenangkan , kita bisa belajar sambil bermain.	Enjoyment	fun	Player satisfaction
9.	Pendapat saya tentang penggunaan video game dikelas sangat bermanfaat banyak bagi siswa , selain sebagai acuan untuk belajar ada manfaat lain seperti, mengasah otak melalui video game, belajar kosakata baru , melatih siswa agar fokus dan masih banyak	Enjoyment Self-improvement Excitement	very beneficial, fun, exciting, to be able to gain new vocabulary, to be focus,	Player satisfaction Flow Player engagement Player development

	lagi dan tidak lupa pula sangat seru menggunakan vidio game untuk belajar walaupun agak berfikir keras namun sangat menyenangkan .		challenging	Participant self-report on the benefit
10.	Saya sangat senang karena dalam video game selain kita bisa bermain,kita juga bisa belajar bahasa Inggris dengan seru dan menarik dan dari game tersebut juga kita belajar memecahkan masalah serta belajar dengan hal-hal yang baru .	Enjoyment Enthusiasm Self-improvement	fun, interesting, exciting, to be able to solve problem, to be able to study a new things	Player satisfaction, Player development Player engagement
11.	Menurut saya Vidio game yang di adakan di kelas sangat bermanfaat sekali bagi kita selain untuk melatih kita cara menyelesaikan masalah orang" permainan tersebut juga sangat menyenangkan dan menguji semangat kita agar bisa berbahasa Inggris dengan baik	Enjoyment Self-improvement Benefit	fun, challenging, to be able to solve problem, very beneficial	Player satisfaction, Player development Participant self-report on the benefit
12.	Pendapat saya, game ini banyak membawa hal positif bagi saya dan mungkin begitu juga bagi teman"saya, banyak pelajaran dan ikmah yang dapat	Positiveness	happy	Participant self-report on the benefit

	saya ambil dari kegiatan ini			
13.	Menurut pendapat saya menggunakan video game di kelas bahasa Inggris mengapa demikian? karena belajar dengan menggunakan alat seperti video game membuat siswa semangat untuk belajar dan juga belajar dengan itu juga membuat pelajaran tidak terasa bosan melainkan terasa menyenangkan.	Enjoyment Motivation Excitement	Happy, fun, Less boring	Player satisfaction, Player engagement Flow
14.	Menurut pendapat saya penggunaan video game dikelas sangat bermanfaat karena saya dan teman teman dapat belajar bahasa Inggris bersama dan dapat menambah kekompakan di dalam kelas	Benefit, Self-improvement	Togetherness, teamwork, beneficial	Player development , Participant self-report on benefit
15.	menurut pendapat saya adanya penggunaan video dalam pembelajaran Bahasa Inggris membuat saya makin senang dan mudah mempelajari materi.	Enjoyment	happy	Player satisfaction
16.	penggunaan video dalam pembelajaran Bahasa Inggris membuat saya senang, semangat dan mudah mempelajari materi.	Enjoyment Enthusiasm Self-improvement	Happy, passionate, easier to study	Player satisfaction, Player engagement,

				player development
17.	Video gamenya yang bagus membuat saya tertarik memainkannya. Dan dalam mempelajari Bahasa Inggris juga tidak terkesan membosankan.	Enthusiasm Excitement	Interesting, not boring	Player engagement
18.	Video gamenya sangat bagus dan itu membuat saya semangat.	Enthusiasm	passionate	Player engagement
19.	Pendapat saya yaitu adanya peran pembantu saya dalam belajar memecahkan masalah secara kritis, berhati-hati dan teliti dalam menggunakan Bahasa Inggris.	Self- improvement	Problem solving, to be more careful	Player development
20.	Pendapat saya yaitu game video ini sangat memudahkan saya dalam mempelajari materi Bahasa Inggris.	Benefit	Make study easier	Participant self-report on benefit
21.	Menurut saya penggunaan video game di kelas bahasa Inggris sangat menyenangkan , karena saya dapat bermain dengan santai sekaligus belajar dengan serius.	Enjoyment	Fun, relaxing, serious	Player satisfaction Player engagement
22.	Menurut saya video game ini sangat menyenangkan sekaligus mendidik dengan cara yang apik.	Enjoyment	fun	Player satisfaction
23.	Menurut saya video game ini sangat	Enjoyment	Fun,	Player

	menyenangkan sekaligus membantu saya dalam memahami pelajaran Bahasa Inggris.	Benefit	understandabl e	satisfaction
24.	Menurut saya penggunaan video game di kelas bahasa Inggris sangat membuat saya merasa antusias dan semangat , karena saya dapat bermain dengan teman-teman dan saling berkompetisi dalam menjawab.	Enthusiasm Excitement Self- improvement	Enthusiast, passionate, challenging, competitive	Player engagement, player development , flow
25.	Menurut saya penggunaan video game di kelas bahasa Inggris sangat menyenangkan dan juga seru karena ada banyak pertanyaan.	Enjoyment, entusiasm	Fun, challenging	Player satisfaction, player engagement,
26.	Pendapat saya, game ini membawa hal yang baik dan dapat diterapkan di kehidupan nyata seperti membantu orang lain.	Benefit	Very beneficial	Participant self report on benefit
27.	Pendapat saya terhadap game ini yaitu game yang sangat sederhana dan menyenangkan serta tidak ribet , namun penuh dengan pembelajaran.	Gameplay	simple	Flow
2 nd Question		In your own words, what is Scribblenauts Unlimited?		
No.	Answers	Codes	Subcodes	Themes
1.	Kita menjadi super hero atau	Gameplay	Superhero,	Flow

	membantu untuk memecahkan masalah orang lain.	Self-improvement	help others, problem solving	Player Development
2.	Menurut pendapat saya video game Scribblenauts Unlimited saya seperti superhero dengan membantu orang yang sedang ada masalah.	Gameplay Self-improvement	Superhero, help others, problem solving	Flow Player Development
3.	Setahu saya,game ini adalah game yg mana ,membantu mengenali masalah,menemukan masalah serta menyelesaikan masalah dengan logika,dimana kita akan memberi beberapa opini,dari sekian opini nanti kita akan memilih satu opini untuk membantu menyelesaikan problem	Gameplay Self-improvement	Recognizing problem, finding problem, solving problem	Flow Player Development
4.	Menurut saya video game scribblenatus unlimited : saya seperti super hero yang membantu seseorang memecahkan masalah.	Gameplay Self-improvement	Superhero, help others, problem solving	Flow Player development
5.	Menurut pendapat saya video game scribblenauts unlimited : saya seperti super Hero yang membantu seseorang memecahkan masalah.	Gameplay Self-improvement	Superhero, help others, problem solving	Flow Player development
6.	Seperti game memecahkan masalah seseorang di game itu dengan solusi	Gameplay Self-	Finding solution, help	Flow Player

	solusi kritis dari si pemain dan membantu orang di game itu menyelesaikan masalahnya.	improvement	others, problem solving	development
7.	Menurut saya game ini berisi tentang bagaimana cara kita untuk membantu seseorang dalam menyelesaikan masalahnya dengan menggunakan Noun and Adjective. Dan di game ini kita berperan sebagai seorang pahlawan atau hero.	Gameplay Self-improvement	Superhero, help others, problem solving, learning noun & adjective	Flow Player development
8.	Video Game Scribblenauts Unlimited adalah game teka teki (menebak kata sifat/kata benda), dimana kita sebagai "Hero" harus membantu orang-orang untuk memecahkan masalah, dan jawaban yang logis/masuk akal lah yang menjadi pemenangnya.	Gameplay Self-improvement	Superhero, help others, problem solving, learning noun & adjective	Flow Player development
9.	Menurut saya video game Scribblenauts Unlimited adalah game yang menyuruh kita untuk menyelesaikan setiap masalah yang ada atau membantu orang - orang dalam menyelesaikan setiap masalah lewat Hero Maxwell.	Gameplay Self-improvement	Superhero, help others, problem solving	Flow Player development
10.	Menurut saya video game scribblenauts unlimited adalah pembelajaran bahasa	Gameplay Self-	Finding solution, help	Flow Player

	<p>Inggris berbasis game ,di mana di dalam game tersebut kita di ajarkan untuk memecahkan sesuatu masalah dan menemukan ide ide yang logis / masuk akal serta ide ide yang kreatif serta pembelajaran ini membuat para siswa tidak merasa bosan belajar bahasa Inggris.</p>	<p>improvement Enthusiasm</p>	<p>others, problem solving, not boring</p>	<p>development Player engagement</p>
11.	<p>Vidio game yang menguji kita untuk membantu setiap permasalahan yang di alami orang" yang ada di dalam Vidio game tersebut dan membantu mereka mencari jalan keluar nya.</p>	<p>Gameplay Self-improvement</p>	<p>Finding solution, help others, problem solving</p>	<p>Flow Player development</p>
12.	<p>Permainan pemecahan masalah yang menggunakan logika, atau bisa dikatakan dengan mencari jalan keluar masalah dengan alasan yang logis</p>	<p>Gameplay Self-improvement</p>	<p>Finding solution, help others, problem solving</p>	<p>Flow Player development</p>
13.	<p>Video game scribblenauts unlimited itu merupakan sebuah game dimana kita menjadi seorang pahlawan yang bisa memecahkan suatu teka-teki atau permasalahan yang sangat mengasah otak.</p>	<p>Gameplay Self-improvement</p>	<p>Superhero, help others, problem solving, challenging</p>	<p>Flow Player development</p>
14.	<p>Game tentang cara memecahkan</p>	<p>Gameplay</p>	<p>Solving</p>	<p>Flow</p>

	masalah		problem	
15.	video game Scribblenauts Unlimited adalah video game yang berisikan permainan yang berbahasa inggris.	Gameplay	Using english	Flow
16.	video game Scribblenauts Unlimited adalah video game yang berisikan permainan yang berbahasa inggris yang berdasarkan penyelesaian masalah.			
17.	Video game Scribblenauts Unlimited bagi saya merupakan video game tentang memecahkan masalah dalam Bahasa inggris	Gameplay Self- improvement	Finding solution, help others, problem solving	Flow Player development
18.	Video game Scribblenauts Unlimited bagi saya merupakan video game tentang memecahkan masalah dalam Bahasa inggris dengan cara yang unik.	Gameplay Self- improvement	Finding solution, help others, problem solving	Flow Player development
19.	Video game tentang cara memecahkan suatu masalah.	Gameplay	Solving problem	Flow
20.	Video game tentang pemecahan suatu masalah yang menggunakan Bahasa inggris	Gameplay	Solving problem	Flow
21.	Menurut saya game ini berisi tentang	Gameplay	Finding	Flow

	bagaimana cara kita untuk membantu seseorang dalam memecahkan masalahnya dengan menggunakan Noun and Adjective	Self-improvement	solution, help others, problem solving	Player development
22.	Menurut saya game ini berisi tentang bagaimana cara kita untuk membantu seseorang dalam memecahkan masalahnya dengan menggunakan Bahasa Inggris seperti Noun and Adjective	Gameplay Self-improvement	Superhero, help others, problem solving, learning noun & adjective	Flow Player development
23.	Menurut saya game ini berisi tentang bagaimana cara kita untuk membantu seseorang untuk menyelesaikan masalah dengan bantuan memberikan kata berupa giving dan asking opinion	Gameplay Self-improvement	Finding solution, help others, problem solving	Flow Player development
24.	Menurut saya game ini berisi tentang bagaimana cara kita untuk membantu menyelesaikan masalah dengan bantuan petunjuk yang sudah tersedia pada video game tersebut	Gameplay Self-improvement	Finding solution, help others, problem solving	Flow Player development
25.	Menurut saya game ini berisi tentang permasalahan yang menuntut kita untuk memecahkannya dengan bantuan petunjuk	Gameplay Self-improvement	Finding solution, help others, problem solving	Flow Player development

26.	Permainan yang mengandalkan daya nalar berpikir supaya dapat memecahkan masalah tersebut	Gameplay Self-improvement	Finding solution, help others, problem solving	Flow Player development
27.	Game ini merupakan game yang sangat sederhana namun berisi pembelajaran	Gameplay	Simple, beneficial	Flow
3 rd Question		What is your first impression when studying English using Scribblenauts Unlimited?		
No.	Answers	Codes	Subcodes	Themes
1.	Agak sulit namun menyenangkan	Enjoyment Enthusiastic	Fun, challenging	Player satisfaction Player engagement
2.	Kesan pertama saya pada pertama kali saya merasa sangat sulit namun setelah itu saya sangat mengerti permainan tersebut dan sangat menyenangkan	Enjoyment Enthusiastic	Fun, challenging	Player satisfaction Player engagement
3.	Sangat menyenangkan	Enjoyment	Fun, challenging	Player satisfaction
4.	Saat pertama kali mengikuti game saya merasa sangat sulit, tapi setelah saya mencoba beberapa kali dan akhirnya saya mengerti.	Enjoyment Enthusiastic	Fun, challenging	Player satisfaction Player engagement

5.	Kesan pertama yang saya alami dalam mengikuti game scribblenauts unlimited yaitu saya merasa bahwa game ini sangat sulit namun setelah itu saya sangat mengerti permainan tersebut dan sangat menyenangkan	Enjoyment Enthusiastic	Fun, challenging	Player satisfaction Player engagement
6.	Cukup sulit pada awalnya tetapi setelah di lakukan dengan senang hati itu sangat menyenangkan atau bahkan membuat kita ketagihan untuk bermain.	Enjoyment Enthusiastic	Fun, addicting, challenging	Player satisfaction Player engagement
7.	Kesan pertama saya saat belajar bahasa Inggris menggunakan Scribblenauts Unlimited adalah saya merasa sangat senang karena saya dapat bermain game tanpa melupakan pelajaran. Di game ini saya mendapatkan banyak ilmu-ilmu baru dan pengalaman baru. Saya dapat menambah pengetahuan tentang asking and giving opinion. Dan yang paling penting saya sangat berterimakasih kepada Miss anugrah karena telah mengenalkan sistem pembelajaran yang sangat menyenangkan ini, dan belajar tidak hanya dari membaca buku melainkan	Enjoyment Enthusiasm Self- improvement Euphoria	Fun, exciting, new knowledge new experience, learning asking and giving opinion	Player satisfaction Player engagement Player development Flow

	juga dari video game yang pastinya sangat seru dan menghibur dan juga mendapatkan banyak pengetahuan baru			
8.	Kesan Pertama Saya : Sangat menyenangkan. Membuat saya semakin semangat dan tidak berfikir bahwa pelajaran bahasa inggris itu susah.	Enjoyment Enthusiastic	Fun, passionate, challenging	Player satisfaction Player engagement
9.	Kesan pertama saya saat pertama kali mengguakan Scribblenauts Unlimited,awalnya saya belum mengerti akan game ini tetapi setelah dijelaskan dengan Miss Anugrah saya menjadi paham apa maksud dari game ini,walaupun saya kurang paham dengan kata kerja dan kata sifat.	Self- improvement	Understandabl e	Player development
10.	Kesan pertama kali saya belajar menggunakan metode game ini sangat luar biasa,karena ini pertama kali nya saya dapat belajar bahasa Inggris dengan metode game,di mana game tersebut sangat seru dan menarik menurut saya	Enjoyment Enthusiastic	Fun, exciting,	Player satisfaction Player engagement
11.	Mungkin awalnya saya merasa bingung tetapi setelah di beri arahan	Enjoyment Self-	Fun, exciting, understandabl	Player satisfaction

	sedikit demi sedikit saya menjadi paham dan sangat menyenangkan karena kita bisa membantu orang" yang memerlukan pertolongan dan membantu mereka.	improvement	e	Player engagement Player development
12.	Ragu, takut menjawab, dan takut salah	Unconfident	Doubt, afraid	Flow
13.	Kesan saya pertama kali belajar bahasa Inggris menggunakan Scribblenauts unlimited itu sangat mengejutkan sekali karena di game tersebut kita hanya bisa memilih jawaban yang logis dan masuk akal , artinya kita tidak bisa menjawab nya dengan asal"an karena ada beberapa step yang harus di lakukan agar kita bisa menjawab itu dengan tepat. Walaupun seperti itu game ini sangat membantu otak saya bekerja karena kita disini saat bermain harus berpikir keras mencari solusi.	Enthusiasm Self-improvement	Surprising, solving problem, think hard	Player engagement, player development
14.	Kesan pertama saya bermain game tersebut agak kebingungan dikarenakan baru pertama kali bermain game seperti itu tetapi disaat hari kedua dan seterusnya saya dapat memahami game tersebut	Self-improvement	understandable	Player development

15.	kesan saya, adanya video game ini menjadi suatu yang baru dari sebeumnya dalam pembelajaran	Enthusiasm	new experience	Player engagement
16.	Kesan saya terhadap video pembelajaran ini adalah mampu membantu saya dalam mempelajari Bahasa Inggris dengan cara yang sederhana namun menyenangkan	Enjoyment	Fun, simple	Player satisfaction
17.	Kesan saya terhadap video pembelajaran ini adalah senang dan gembira	Enjoyment	Happy, cheerful	Player satisfaction
18.	Kesan saya terhadap video pembelajaran ini adalah memudahkan saya dalam memahami materi. Selain itu meningkatkan ketertarikan saya dalam mempelajari Bahasa Inggris.	Excitement	interesting	Player engagement
19.	Kesannya video game ini mempermudah saya dalam memahami kosakata yang terdapat dalam video game tersebut	Self-improvement	Gaining new vocabulary	Player development
20.	Kesan yang saya rasakan yaitu adanya perbedaan cara mengajar dengan yang dilakukan oleh kebanyakan guru.	Enthusiasm	New experience	Player engagement
21.	Kesan pertama saya saat belajar bahasa	Enjoyment	Happy	Player

	<p>Inggris menggunakan Scribblenauts Unlimited adalah saya merasa sangat senang karena saya dapat bermain game namun tetap mendidik</p>			satisfaction
22.	<p>Kesan pertama saya saat belajar bahasa Inggris menggunakan Scribblenauts Unlimited adalah saya merasa sangat senang dan antusias serta semangat karena saya dapat bermain game namun masih tetap mendidik</p>	<p>Enjoyment Enthusiasm</p>	<p>Happy, excited</p>	<p>Player satisfaction, Player engagement</p>
23.	<p>Kesan pertama saya saat belajar bahasa Inggris menggunakan Scribblenauts Unlimited adalah saya merasa sangat gembira, senang, dan ceria karena ini pertama kalinya saya mengikuti kelas dengan permainan seperti ini dalam suatu pembelajaran.</p>	<p>Enjoyment</p>	<p>Happy, joyful, cheerful</p>	<p>Player satisfaction</p>
24.	<p>Kesan pertama saya saat belajar bahasa Inggris menggunakan Scribblenauts Unlimited adalah sudah pasti senang dan semangat karena saya baru kali ini mendapat pelajaran yang dibarengi dengan bermain game.</p>	<p>Enjoyment Enthusiasm</p>	<p>Happy, excited</p>	<p>Player satisfaction, Player engagement</p>

25.	Kesan pertama saya saat belajar bahasa Inggris menggunakan Scribblenauts Unlimited adalah merasa senang kemudian tertantang untuk menjawab pertanyaannya	Enjoyment Enthusiasm	Happy, challenging	Player satisfaction, Player engagement
26.	Kesan pertama kalinya saya gugup, senang namun takut menjawab karena takut salah	Enjoyment Unconfident	Happy, doubt	Player satisfaction, Flow
27.	Kesan pertama saya yaitu sangat senang karena saya secara langsung mengikuti game ini bersama teman-teman saya di kelas	Enjoyment	Happy	Player satisfaction
4 th Question		What's the difference between these activities (playing Scribblenauts Unlimited) in this class and the kind of activities you used to do before?		
No.	Answers	Codes	Subcodes	Themes
1.	Lebih seru bermain scribblenauts unlimited karena bisa belajar dengan vidio dan mendapat suasana baru dalam belajar.	Benefit	More fun, new athmosphere	Participant self-report on benefit
2.	Kalau bermain Scribblenauts Unlimited permainan ini seperti belajar sambil bermain sedangkan aktivitas kelas seperti biasa saja (bosan).	Gameplay	Studying while playing, less boring	Flow

3.	Bedanya, Di game kita bisa menggunakan berbagai hal yg mungkin tidak saya bisa gunakan jika saya lakukam biasanya.	Gameplay	Can do various things	Flow
4.	Bermain scribblenatus unlimited (belajar sambil bermain) aktivitas belajar di kelas sebelum jarang untuk pertemuan tatap muka jadi sedikit membosankan.	Gameplay	less boring	Flow
5.	Kalau bermain scribblenauts unlimited permainan ini seperti belajar sambil orang lain sedangkan aktivitas kelas seperti biasa saja (sedikit jenuh)	Gameplay	less boring	Flow
6.	Kalau dikelas itu kita lakukan bersama sama dan bersaing dalam mencari solusi terbaik dalam masalah itu	Excitement	Challenging, competitive	Player engagement
7.	Perbedaannya yakni saya semakin bersemangat dan antusias untuk belajar bahasa Inggris. Dulu saya sering merasa malu dalam pelajaran bahasa Inggris tapi setelah mengikuti game ini saya menjadi lebih percaya diri.	Enthusiasm Self-improvement	Passionate, enthusiast, confident	Player engagement, player development
8.	Jika menggunakan video game, siswa lebih mudah mencerna materi, karena belajar sambil bermain, juga melatih	Enjoyment	Easier to learn, more focus, more	Player satisfaction, Flow

	kefokusan. Sedangkan jika belajar biasa, siswa cenderung lebih tegang/kurang fokus terhadap materi yang disampaikan		relax	
9.	Perbedaannya : Jika menggunakan video game siswa dapat melatih langsung ke fokus dalam belajar. Sedangkan dalam belajar biasa siswa agak kurang dalam melatih ke fokus karena siswa akan lebih cenderung berbicara dibanding mendengarkan dan berfikir	Enjoyment	more focus, think more	Player satisfaction, player development Flow
10.	Perbedaan menurut saya yaitu kalau bermain menggunakan game lebih seru dan menarik, serta membuat kita tidak bosan dan tidak mudah mengantarkan saat belajar, dibanding belajar tanpa game/ belajar seperti biasa :)	Enjoyment Excitement	Fun, interesting, less boring	Player satisfaction Player engagement
11.	Mungkin kita belajar bagaimana membantu orang dengan mencari jalan keluar nya	Gameplay	Help other	Flow
12.	Sangat berbeda, karena sebelumnya saya tidak pernah belajar bahasa Inggris secara sengaja di rumah, atau mengikuti	Self- improvement	Learn more	Player development

	kegiatan yang berkaitan dengan bahasa inggris			
13.	Perbedaan terletak pada ke asikan saat belajar dan keseruannya menurut saya belajar saat di kelas di hari biasa menyenangkan dan mengasikan tetapi belajar bahasa Inggris sambil bermain game scribblenauts unlimited lebih menyenangkan	Enjoyment	More fun	Player satisfaction
14.	Biasanya aktivitas saya di kelas hanya belajar dan belajar tetapi setelah bermain game Scribblenauts Unlimited saya dapat bermain sambil belajar itu perbedaannya	Gameplay	Can play while learn	Flow
15.	perbedaannya, dalam beajar meggunakan game ini dapat meningkatkan kemauan kita untuk berusaha memahami apa yang ada dalam game tersebut	Gameplay	understadable	flow
16.	Perbedaannya, sebelumny pembelajaran terasa biasa saja sehingga saya bosan. Namun setelah adanya video game ini pembelajaran terasa seru dan menyenangkan	Enjoyment	Fun, less boring	Player satisfaction
17.	Sebelum menggunakan video game ini	Enjoyment	Fun,	Player

	pembelajaran terasa memboankan dan itu-itu saja caranya jadi saya kurang tertarik. Namun setelah ada video game ini, saya merasa semangat untuk mengikuti pembelajaran	Excitement	interesting, less boring	satisfaction Player engagement
18.	Perbedaannya , sebelumnya saya merasa kurang semangat mempeljari Bahasa inggris dengan cara yang sering dipakai oleh guru-guru lainnya. Setelah pengguaaan game video ini saya menjadi semangat untuk mempelajari Bahasa inggris	Enjoyment Excitement	Fun, interesting, less boring	Player satisfaction Player engagement
19.	Perbedaannya seperti adanya peningkatan minat kita mempelajari Bahasa inggris setelah digunakannya ame video ini	Enjoyment Excitement	Fun, interesting, less boring	Player satisfaction Player engagement
20.	Perbedaannya yaitu, sebelum pengguaan video game ini saya merasa kurang semangat dan focus jadi pemahaman saya kurang. Dan setelah digunakannya video game ini, saya menjadi terpacu untuk terus berlatih menggunakan Bahasa inggris terutama dalam memecahkan masalah	Enjoyment Excitement Self- improvement	Fun, interesting, more focus, less boring	Player satisfaction Player engagement Player development
21.	Perbedaannya adalah saat dulu saya	Self-	More	Player

	<p>masih krang yakin dan percaya diri ketika hendak menjawab dengan Bahasa Inggris, namun sekarang berkat adanya video game ini saya menjadi meningkat percaya diri saya dalam menggunakan Bahasa Inggris.</p>	improvement	confident	development
22.	<p>Perbedaannya, ketika dulu saya masih canggung menggunakan Bahasa Inggris karena saya erasa kurang, namun setelah menggunakan game ini saya menjadi mulai meningkat pengetahuan saya dalam Bahasa Inggris.</p>	Self-improvement	More confident	Player development
23.	<p>Perbedaannya adalah, sebelumnya saya masih malu-malu dan kurang percaya diri dalam menggunakan Bahasa Inggris di kelas, namun setelah digunakannya video game ini saya menjadi tidak malu lagi jika mau menggunakan Bahasa Inggris</p>	Self-improvement	More confident	Player development
24.	<p>Perbedaannya yakni adanya peningkatan niat saya dalam mengikuti pembelajaran Bahasa Inggris, sehingga saya menjadi lebih giat lagi belajarnya.</p>	motivation	engage	Player engagement
25.	<p>Perbedaannya yakni ada sesuatu yang baru dalam pembelajaran Bahasa</p>	Enjoyment	Fun, exciting	Player satisfaction

	inggris yakni menggunakan sarana belajar yang mengasyikkan dan menyenangkan sehingga saya menjadi sangat tertarik mengikuti pembelajaran ini.			Player engagement
26.	Perbedaannya, saat ebelumnya saya masih ragu-ragu dan takut dalam mempelajari dan mempraktikkan Bahasa inggris di kelas, namun semenjak adanya game ini saya menjadi percaya diri menggunakan Bahasa inggris di kelas di hadapan teman-teman	Self-improvement	More confident	Player development
27.	Perbedaannya adalah timbulnya rasa yang berbeda dalam mengikuti pembelajaran Bahasa inggris karena ini merupakan sesuatu yang baru bagi saya	Excitement	New atmosphere	Player engagement
5 th Question		What group discussion did you have when you were playing Scribblenauts?		
1.	Diskusi bagaimana untuk bisa memecahkan masalah	Gameplay	Solving problem	Flow
2.	Diskusi seperti menyelesaikan masalah	Gameplay	Solving problem	Flow
3.	Bertukar opini	Gameplay	Sharing opinion	Flow

4.	Diskusi penyelesaian masalah	Gameplay	Solving problem	Flow
5.	Diskusi seperti menyelesaikan masalah	Gameplay	Solving problem	Flow
6.	Tentang apa saja yang dapat menyelesaikan masalah itu dan perlu benda apa untuk menyelesaikannya.	Gameplay	Solving problem	Flow
7.	<p>"Yang saya diskusikan dengan kelompok saat bermain Scribblenauts yaitu:</p> <ol style="list-style-type: none"> Clarifying unfamiliar object/ mencari tahu objek yang asing atau tidak kita ketahui. Find the problem/menemukan masalah. Brainstorming/mengemukakan an atau mengumpulkan ide². Analysis/analisis. Create questions for yourself/buat pertanyaan untuk diri sendiri. Self-study/belajar sendiri. 	<p>Gameplay Self-improvement</p>	<p>Solving problem Maastricht 7 steps</p>	<p>Flow Player development</p>

	g. Reporting or report the final result/ laporkan atau melaporkan hasil akhir."			
8.	Diskusi untuk memecahkan masalah.	Gameplay	Solving problem	Flow
9.	Memberikan masukan berupa ide - ide secara logis	Gameplay	Giving logic ideas	Flow
10.	Diskusi yang saya lakukan bersama kelompok saya yaitu di diskusi dari langkah pertama - terakhir, dan dari langkah ke langkah di sana saya saling mengumpulkan ide ide / cara memecah masalah dalam game, serta mendiskusikan apakah jawaban itu logis atau tidak, dan di langkah terakhir kami memutuskan jawaban yang menurut kami benar.			
11.	berdiskusi bagaimana cara menyelesaikan masalah nya dan membuat pertanyaan dan menjawab mengapa kamu sangat yakin dengan jawaban kami sendiri	Gameplay	Solving problem	Flow
12.	Saling membantu untuk mencari jalan keluar masalah, jika menemukan jawaban yang berbeda kita diskusikan	Gameplay	Solving problem	Flow

	bersama			
13.	Diskusi mengenai permasalahan di game tersebut dan bermusyawarah untuk mencari jawaban yang tepat	Gameplay	Solving problem, teamwork	Flow
14.	Kelompok saya berdiskusi tentang cara menemukan masalah dan cara memecahkan masalah dalam game tersebut	Gameplay	Solving problem, teamwork	Flow
15.	diskusi tentang bagaimana cara memcakan masalah yang ditampilkan dalam game tersebut	Gameplay	Solving problem	Flow
16.	diskusi tentang jawaban yang tepat untuk memecahkan masalah tersebut	Gameplay	Solving problem	Flow
17.	Diskusi tentang strategi yang akan dipakai untuk memecahkan permasalahan yang terdapat dalam video game tersebut	Gameplay	Solving problem	Flow
18.	Diskusi tentang cara yang tepat untuk memecahkan masalah yang tersedi dalam video game tersebut	Gameplay	Solving problem	Flow
19.	Diskusi tentang cara dan jawaban yang tepat dipakai untuk memecahkan masalah tersebut.	Gameplay	Solving problem	Flow
20.	Berdiskusi tentang cara kami	Gameplay	Solving	Flow

	menemukan sebuah jawaban agar masalah tersebut dapat terpecahkan.		problem	
21.	Yang saya diskusikan dengan kelompok adalah tentang menganalisis objek-objek yang berkaitan dengan koa kata yang sekiranya tepat untuk nanti digunakan sebagai jawaban atas masalah yang diperlihatkan pada game tersebut.	Gameplay	Analyzing right objects, solving problem	Flow
22.	Yang saya diskusikan dengan kelompok adalah strategi ketika mencari jawaban atas pertanyaan itu	Gameplay	Solving problem	Flow
23.	Berdiskusi tentang cara mendapatkan jawaban engn bantuan pentunjuk yang tersedia	Gameplay	Solving problem	Flow
24.	Yang saya diskusikan dengan kelompok saat bermain Scribblenauts yaitu pemilihan kata benda dan sifat mana yang sebaiknya digunakan	Gameplay	Solving problem with noun or adjective word	Flow
25.	Yang saya diskusikan dengan kelompok saat bermain Scribblenauts yaitu memilihkata mana yang tepat untuk menjawab pertanyaan ini.	Gameplay	Solving problem	Flow
26.	Diskusi kelompoknya tentang	Gameplay	Solving	Flow

	mengaitkan beberapa kata noun dan adjective dengan petunjuk yang ada		problem with noun or adjective word	
27.	Diskusi kelompok yang saya lakukan saat bermain Scribblenauts di antaranya mencermati petunjuk, membuat beberapa pilihan noun dan adjective, kemudian memilih mana yang akan digunakan	Gameplay	Solving problem with noun or adjective word	Flow
6 th Question		How do you work together when you were playing Scribblenauts with your group?		
No.	Answers	Codes	Subcodes	Themes
1.	Saling mengumpulkan ide" Yg logis sebanyak"nya menepatkan satu jawaban	Gameplay	Collecting logic ideas	Flow
2.	Dengan cara memberikan pendapat masing" kelompok	Gameplay	Giving opinion	Flow
3.	Kami berbagi pendapat,dsn pendapat final kami jadikan sebagai jawaban	Gameplay	Giving opinion	Flow
4.	Dengan cara memberikan pendapat masing" kelompok	Gameplay	Giving opinion	Flow
5.	Dengan cara memberikan pendapat masing-masing kelompok	Gameplay	Giving opinion	Flow
6.	Dengan cara mencari solusi dari	Gameplay	Finding	Flow

	<p>masing masing kelompok lalu kita lakukan eksperimen dengan mencoba satu satu solusi itu solusi mana yang paling membantu maka kelompok itu yang mendapatkan poin. Seperti menggunakan tali atau jaring untuk menjangkau benda yang ingin di ambil. Lalu kita diskusikan apakah benda itu dapat menyelesaikan masalah atau tidak.</p>		<p>solution, teamwork,</p>	
7.	<p>Cara kami bekerja sama saat bermain Scribblenauts dengan kelompok yakni kami saling membantu mulai dari ada yang mencatat soal, ada yang mencari translate di kamus, kemudian mencari jawaban bersama-sama dan juga ada yang menulis jawaban serta melaporkan jawaban tersebut.</p>	Gameplay	<p>Finding solution, teamwork,</p>	Flow
8.	<p>Saling mengemukakan pendapat masing-masing, lalu memilih jawaban yang paling logis menurut kami, dan menyepakati bersama</p>	Gameplay	<p>Sharing opinion</p>	Flow
9.	<p>Memberikan masing - masing solusi disetiap permasalahan</p>	Gameplay	<p>Giving solution</p>	Flow
10.	<p>Cara kami bekerja sama saat bermain</p>	Gameplay	<p>Finding</p>	Flow

	<p>game tersebut, dengan cara membagi tugas serta setiap pendapat dari anggota " kelompok pasti kami diskusikan terlebih dahulu dengan kelompok kami dengan demikian kerjasama kami berjalan sesuai harapan</p>		<p>solution, teamwork,</p>	
11.	<p>Kami berkelompok masing" memunculkan ide" terlebih dahulu lalu berdiskusi kan nya lagi dan memilih jawaban yang paling tepat menurut kelompok kami</p>	Gameplay	<p>Finding solution, teamwork,</p>	Flow
12.	<p>Menyatukan jawaban dan memilih jawaban yang paling logis menurut dan persetujuan dari kelompok</p>	Gameplay	<p>Finding solution, teamwork,</p>	Flow
13.	<p>Dengan bermusyawarah dimana setiap anggota berhak mengemukakan pendapatnya masing</p>			
14.	<p>Kelompok saya bekerja sama dengan cara membagi tugas seperti ada yang mencari artinya di kamus dan ada yang berpikir cara menyelesaikan masalah dan ada yang mencatat permasalahan, dan juga kelompok saya mencatat semua jawaban perorangan dalam kelompok agar kami dapat</p>	Gameplay	<p>Teamwork, take a note, collecting the opinion, and giving solution, teamwork</p>	Flow

	mengumpulkan jawaban sebanyak banyaknya dan memilih jawaban yang paling cocok untuk menyelesaikan masalah tersebut			
15.	caranya dengan saling bertanya dan mengutarakan pendapat terkait cara kami memecahan masalah tersebut, dengan kolaborasi antarteman membuat berbagai pilihan yang nantinya akan dipilih sebagai jawaban yang tepat.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
16.	Caranya dengan saling memberi pemikiran-pemikiran yang dimiliki dan kemudian dirundinkan jawaban mana yang sekiranya mendekati.	Gameplay	Sharing thought	Flow
17.	Cara yang digunakan yaitu saling bertukar pendapat dengan yang lainnya agar menemukan jawaban yang pas.	Gameplay	Sharing opinion	Flow
18.	Caranya, kita saling mendukung satu sama lain dan saling bertukar opsi dan memutuskan secara brsama-sama jawaban yang akan dipakai.	Gameplay	Sharing opinion, teamwork	Flow
19.	Dengan saling bekerja sama untuk mendiskusikan jawaban yang akan dipakai.	Gameplay	Solving problem, teamwork	Flow
20.	Caranya dengan saling bertukar	Gameplay	Teamwork,	Flow

	pikiran, berusaha saling menghargai perbedaan pendapat, berusaha tetap kompak dan semangat.		sharing opinion, solving problem	
21.	Cara kelompok kami bekerja ialah mulai dengan hal-hal yang seperti mentatat soal, kemudian mencari kata-katanya pada kamus bahasa inggris, mencocokkannya dengan pertanyaan yang muncul, saling memberi pendapat.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
22.	Caranya dengan saling bertukar pikiran, saling mencatat pertanyaan secara bergantian, menjawab secara bergantian agar semuanya dapat.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
23.	Caranya dengan kami bekerja sama saat bermain Scribblenauts, saling bertukar pendapat dan masukan serta opini yang dimiliki di setiap anggota kelompok kami.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
24.	Cara kami bekerja sama saat bermain Scribblenauts dengan kelompok yakni kami saling memberikan masukan dan pendapat kemudian mendiskusikannya	Gameplay	Teamwork, sharing opinion, solving	Flow

	bersama-sama.		problem	
25.	Cara kami bekerja sama saat bermain Scribblenauts dengan kelompok yakni dengan menggunakan system giliran, ada yang mencatat, menjawab dan mentranslit secara bergantian.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
26.	Cara kelompok kami bekerja dengan mengumpulkan semua pendapat anggota kelompok kami kemudian memutuskannya dan memilih mana yang akan digunakan.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
27.	Cara kelompok kami bekerja dengan mengumpulkan semua pendapat anggota kelompok kami kemudian memutuskannya dan memilih antara noun atau adjective mana yang akan digunakan.	Gameplay	Teamwork, sharing opinion, solving problem	Flow
7 th Question		Tell me your ideas contribution to your group in brainstorming steps!		
No.	Answers	Codes	Subcodes	Themes
1.	Mengumpulkan ide"	Gameplay	Collecting ideas	Flow
2.	Mengumpulkan ide"	Gameplay	Collecting ideas	Flow
3.	Di brainstorming ,saya pribadi	Gameplay	Collecting	Flow

	memberi beberapa gagasan yg menurut saya masuk akal ,lalu saya tanyakn pada teman ² di kelompok ,dan pernah juga ide saya di jadikan sebagai final opini		ideas	
4.	Memberikan ide”	Gameplay	Collecting ideas	Flow
5.	Mengumpulkan ide"	Gameplay	Collecting ideas	Flow
6.	Mengemukakan pendapat untuk menentukan ide.	Gameplay	Collecting ideas	Flow
7.	Kontribusi ide saya kepada kelompok dalam langkah-langkah brainstorming yakni mulai dari saya memikirkan jawaban yang paling logis lalu menentukan yang mana bagian kata benda dan yang mana bagian kata sifat setelah itu saya mencatatnya kemudian saya diskusikan dengan kelompok saya.	Gameplay	Thinking about the right noun and adjective	Flow
8.	Saya membagikan opini-opini saya kepada kelompok saya, begitupun dengan kelompok saya	Gameplay	Sharing opinion, teamwork	Flow
9.	Saya membagikan opini-opini saya kepada kelompok saya, begitupun	Gameplay	Sharing opinion,	Flow

	dengan kelompok saya.		teamwork	
10.	Pertama saya dan kelompok saya memikirkan jawaban / cara pemecahan masalah dulu Lalu semua jawaban nya di tulis di buku tulis ,kemudian saya dan kelompok saya mendiskusikan kembali dan memilih jawaban yang paling benar	Gameplay	Sharing opinion, teamwork	Flow
11.	Saya memunculkan banyak ide ke teman" saya dari segi pertanyaan dan jawaban, awalnya saya kurang mengerti lalu saya selalu berdiskusi dengan teman" saya lalu saya menjadi lebih memahaminya.	Gameplay	Sharing opinion, teamwork	Flow
12.	Pertama kita mencari jawaban sendiri sendiri, jika sudah kita beritahu jawaban kita kepada teman satu kelompok kita dan memberikan alasan yang logis kenapa kita memilih jawaban itu. Lalu kelompok akan menyetujui jawaban yang akan digunakan dan paling logis.	Gameplay	Sharing opinion, teamwork	Flow
13.	Pertamanya saya mengemukakan jawaban dan menulisnya setelah itu saya berdiskusi mencari jawaban	Gameplay	Sharing opinion, teamwork	Flow

	dengan kelompok saya.			
14.	Dalam kontribusi saya dalam langkah langkah brain storming dalam kelompok saya,saya ikut memberikan pendapat saya untuk menyelesaikan problem yang ada,bahkan juga pernah ide saya di pakai dalam final opini untuk menyelesaikan masalah tersebut.	Gameplay	Sharing opinion, teamwork	Flow
15.	kontribusi saya dalam langkah langkah brain storming dalam kelompok saya, saya ikut memberikan pendapat saya untuk memecahkan masalah.	Gameplay	Sharing opinion, teamwork	Flow
16.	Kontribusi saya yaitu membantu mencari jawaban dengan menggunakan kamus Bahasa Inggris	Gameplay	Sharing opinion, teamwork	Flow
17.	Kontribusi saya adalah dengan memberi dukungan dan semangat serta ikut mencari jawaban yang pas agar dapat dipakai untuk memecahkan masalah yang ada.	Gameplay	Sharing opinion, teamwork	Flow
18.	Kontribusi saya dengan ikut memberi jawaban pilihan dengan kemampuan yang saya miliki.	Gameplay	Sharing opinion, teamwork	Flow
19.	Kontribusi saya yaitu memberi pendapat dan ikut membantu meneukan	Gameplay	Sharing opinion,	Flow

	jawaban tas permasalahan yang ditampilkan di video gamenya.		teamwork	
20.	Kontribusi saya dengan menjaga kelompok saya tetap kompak meski jawabannya masih kurang tepat disbanding dengan kelompok lain.	Gameplay	Sharing opinion, teamwork	Flow
21.	Saya merasa sedikit berdebar karena untuk pertama kalinya saya mendapat pengalaman beajar seperti ini di kelas.	Gameplay	Sharing opinion, teamwork	Flow
22.	Saya merasa sangat semangat dan berambisi untuk menjawab dengan benar semua pertanyaan yang ada.	Gameplay	Sharing opinion, teamwork	Flow
23.	Saya merasa sangat semangat dan memiliki niat yang tinggi untuk mengemukakan ide ide saya walau dalam kalimat yg sangat sederhana.	Gameplay	Sharing opinion, teamwork	Flow
24.	Ide saya sangatlah unik namun kurang logis.	Gameplay	Sharing opinion, teamwork	Flow
25.	Saya memberikan ide ide kepada teman dalam bentuk noun / adjective	Gameplay	Sharing opinion, teamwork	Flow
26.	Kontribusi saya dalam kelompo saya adalah membantu menelaah petunjuk yang diberikan	Gameplay	Sharing opinion, teamwork	Flow

27.	Kontribusi saya ialah membantu anggota lainnya dalam menerjemahkan kata yang dirasa sulit.	Gameplay	Sharing opinion, teamwork	Flow
8 th Question		What do you feel you learn after doing these activities? Give me an example of something that you learned playing Scribblenauts!		
No.	Answers	Codes	Subcodes	Themes
1.	Senang, seru, agak rumit mencari solusi yg tepat,,yg paling saya suka contohnya saat membantu anak yang ingin mengambil bola di halaman kakek" Tersebut tanpa harus menyentuh halaman itu sangat sulit hingga tidak terduga jalan solusinya yaitu mencarikan si kakek tersebut pasangan	Enjoyment Excitement	Happy, fun, challenging	Player satisfaction Player engagement
2.	"Sangat bermotivasi Contoh : saat menyelesaikan masalah terakhir."	Motivation	motivated	Player engagement
3.	Saya belajar untuk lebih menggunakan logika	Self-improvement	Thinking logical	Player development
4.	Sangat memotivasi saat menyelesaikan masalah terakhir	Motivation	motivated	Player engagement
5.	"Sangat memotivasi	Motivation	motivated	Player engagement
6.	Saya belajar berbahasa inggris dengan	Enthusiasm	Confident,	Player

	seru tanpa rasa canggung atau rasa bosan		less boring	engagement
7.	"Senang, gembira, dan agak sedikit deg-degan. Yang saya pelajari saat bermain Scribblenauts adalah saya menjadi lebih tertarik dalam bahasa Inggris. Dan juga mulai berani untuk berbicara di depan serta cara berkomunikasi menggunakan bahasa Inggris. Sebagai contoh dulu saya kurang tertarik dengan pelajaran bahasa Inggris dan malu saat berbicara bahasa Inggris karena takut salah, tetapi dengan adanya game ini saya menjadi lebih tertarik dan lebih percaya diri saat berbicara walaupun terkadang masih salah dalam pengucapan maupun penulisan.	Enjoyment Excitement Self-improvement	Happy, cheerful, confident, excited	Player satisfaction Player engagement Player development
8.	Yang saya rasakan adalah wawasan saya menjadi lebih meningkat. awalnya saya kurang tahu beberapa kata kerja, kata sifat, dan kata benda. Dan di game Scribblenauts Unlimited saya bisa mengenal kata kerja, kata sifat, dan kata benda yang kurang saya ketahui.	Self-improvement	Improving knowledge about noun, adjective, verb	Player development

9.	<p>"Yang saya rasakan wawasan saya menjadi sedikit berkembang awalnya saya tidak tau beberapa kata kerja dan kata sifat namun di game ini saya akhirnya bisa mengenal beberapa diantaranya. Contoh :</p> <p>Ada sebuah permasalahan dimana kita disuruh membantu laki - laki tersebut yang ingin berkencan dengan pacarnya,ia merupakan pria yang tidak bisa berpenampilan. Singkat saja disana saya memberikan ide untuk memberi dia Baju. Namun saya salah menuliskan kalimatnya . Kalimat yang saya tulis "" Clothes"" yang artinya adalah Baju - baju. Lalu Miss Anugrah memberitahukan bahwa penulisan yang benar itu adalah "Cloth" bukan "Clothes"</p>	Self-improvement	Improving knowledge about noun, adjective, verb	Player development
10.	<p>Yang saya rasakan Sangat senang karena dalam game tersebut kita dapat belajar mencari ide ide yang logis secepat mungkin dengan demikian otak berkerja lebih keras 🤖 contoh nya dalam game tersebut kita di suruh</p>	Enjoyment Excitement	happy, thinking hard, challenging	Player satisfaction Player engagement

	memecahkan masalah dengan demikian otomatis otak berpikir keras			
11.	Saya merasa sangat senang bisa mengenal materi baru seperti bermain game ini, satu contoh yang bisa saya pelajari dari permainan ini adalah saya mempelajari tentang ajektif dan non ajektif	Enjoyment Self-improvement	Happy, adjective	Player satisfaction Player development
12.	Senang karna banyak pelajaran yang yang bisa saya pelajari lebih lanjut			
13.	Yang saya rasakan sejujurnya lelah berfikir tetapi lelah ini bukan berarti saya tidak suka game ini sebaliknya lelah berfikir ini membuat saya senang karena game ini membuat otak saya berfikir logis dan juga membuat saya terhibur karena bisa bermain dengan teman kelas,saling mengemukakan ide" ke anggota kelompok intinya dari kegiatan bermain game ini saya belajar betapa pentingnya kita menghargai satu sama lain dimana kita tidak boleh egois karena semua anggota kelompok berhak mengemukakan pendapatnya	Enjoyment Excitement Self-improvement	happy, thinking hard, challenging, not selfish, teamwork	Player satisfaction Player engagement Player development
14.	sangat seru, itu yang dapat saya rasakan	Enjoyment	Fun,	Player

	<p>saat mengikuti game ini.Saya dapat berfikir lebih dalam lagi dalam menyelesaikan masalah,dan ternyata dalam menyelesaikan 1 masalah,terdapat banyak solusi ,itu yg dapat sy pelajari</p>	Excitement	challenging	<p>satisfaction</p> <p>Player engagement</p>
15.	<p>yang saya rasakan yaitu raa tegang, rasa keinginan untuk bagaimana caranya agar awaban saya tepat, rasa bersaing dengan kelompok lain. Dan sesuatu yang saya pelajari saat bermain yaitu permainan tersebut membangkitkan otak saya agar berpikir keras memecahkan masalah yang ditampilkan.</p>	<p>Excitement</p> <p>Enjoyment</p> <p>Gameplay</p>	<p>Tense,</p> <p>competitive,</p> <p>teamwork,</p> <p>thinking hard</p>	<p>Player satisfaction</p> <p>Player engagement</p> <p>Flow</p>
16.	<p>Yang saya rasakan yaitu tertantang untuk memecahkan masalah yang terdapat dalam game tersebut. Dan sesuatu yang saya pelajari adalah bagaimana kita mampu bekerjasama bersama kelompok kita agar bersatu dalam memecahkan masalah.</p>	<p>Enjoyment</p> <p>Excitement</p>	<p>thinking hard,</p> <p>challenging,</p> <p>teamwork</p>	<p>Player engagement</p> <p>Player</p>
17.	<p>Yang saya rasakan yaitu merasa tertantang agar bias memecahan masalah tersebut dengan jawaban yang</p>	<p>Enjoyment</p> <p>Excitement</p>	<p>thinking hard,</p> <p>challenging,</p> <p>teamwork</p>	<p>Player engagement</p> <p>Flow</p>

	pas.			
18.	Yang saya rasakan adalah kesenangan, kebersamaan, persaingan.	Enjoyment	Happiness, togetherness, competition	Flow Player satisfaction
19.	Saya merasakan kebersamaan dan persaingan.	Enjoyment Excitement	togetherness, competition	Player satisfaction
20.	Saya merasakan persaingan yang kompetitif dan positif.	Enjoyment Excitement	togetherness, competition	Player engagement
21.	Yang saya pelajari dalam video game ini adalah saya dilatih untuk percaya diri dan yakin akan jawaban yang kita miliki.	Self-improvement	Confident, optimist	Player development
22.	Yang saya pelajari dari video game ini adalah bagaimana cara kita agar tetap berpikir kritis dalam memecahkan masalah. Kemudian bagaimana kita menggunakan noun dan adjective pada waktu tertentu.	Self-improvement	Critical thinking, problem solving	Player development
23.	Yang saya pelajari dari video game ini adalah kita agar lebih teliti lagi dalam memilih noun dan adjective.	Enjoyment	Happiness, togetherness, competition	Flow Player satisfaction
24.	Yang saya pelajari saat bermain Scribblenauts adalah bagaimana kita bekerjasama dengan kelompok dalam memecahkan masalah yang disediakan	Enjoyment	Happiness, togetherness, competition	Flow Player satisfaction

	di game.			
25.	Yang saya pelajari saat bermain Scribblenauts adalah cara kita bekerjasama dengan tim agar dapat memecahkan permasalahan itu.	Gameplay	togetherness, problem solving	Flow Player satisfaction
26.	Yang saya rasakan yaitu rasa greget dan semangat. Yang dapat saya pelajari dari game ini tentunya dari segi materinya yaitu kapan saatnya kita menggunakan noun dan adjective.	Excitement	Fun, passionate	Flow Player satisfaction
27.	Yang saya rasakan adalah rasa senang, rasa greget, ambisi, dan semangat. Kemudian yang dapat saya pelajari dari game ini yaitu cara kita bekerja sama dan saling membaaur dengan yang lain.	Enjoyment Engagement Self- improvement	Happiness, ambition, passionate, togetherness, competition	Flow Player satisfaction Player development Player engagement
9 th Question		How does Scribblenauts Unlimited support your learning achievement in English?		
No.	Answers	Codes	Subcodes	Themes
1.	Sangat bisa karena semua yg ada di vidio menggunakan bhs inggris jadi kami juga harus menjawab dengan bahasa inggris juga	gameplay	Using english	flow
2.	Sangat mendukung	motivation	supporting	Player

				engagement
3.	Membantu .sangat membantu,sebagai contoh kecil ,yg dulu saya tidak bisa berbicara bhs.inggris apabila introducing saat akan presantasi kini saya bisa	motivation	supporting	Player engagement
4.	Sangat mendukung	motivation	supporting	Player engagement
5.	"Sangat mendukung	motivation	supporting	Player engagement
6.	Sangat bagus. Karena dengan bermain game itu bahasa inggris jadi menyenangkan	enjoyment	Fun learning	Player satisfaction
7.	Scribblenauts Unlimited mendukung prestasi belajar bahasa Inggris saya dengan cara menambah pengetahuan tentang Asking and giving opinion serta saya merasa lebih percaya diri saat berbicara didepan menggunakan bahasa Inggris	Motivation Self-improvement	Supporting Confident	Player engagement Player development
8.	Dengan adanya Game Scribblenauts Unlimited, membuat otak saya lebih terasah dalam memecahkan sebuah masalah, melatih menyebutkan kata-	Self-improvement motivation	Critical thinking, problem solving,	Player development , player engagement

	kata bahasa Inggris dalam mengemukakan opini/pendapat, menambah kosa kata baru, dan membuat saya termotivasi untuk belajar bahasa inggris		pronounciatio n, gaining vocabulary, motivated	
9.	Dalam hal mengembangkan atau mempelajari berbagai macam kata sifat atau kata kerja	Self- improvement	Learning adjective & verb	Player development
10.	Menurut saya karena game ini menarik pasti para siswa makin semangat untuk belajar bahasa Inggris, dengan demikian pasti prestasi belajar bahasa Inggris akan sedikit demi sedikit meningkat	Enthuiasm	Interesting	Player engagement
11.	Sangat mendukung sekali saya yang awalnya rada susah belajar bahasa Inggris, dan dengan game ini saya merasa bahwa bahasa Inggris adalah hal yang menyenangkan	Enjoyment	happy	Player satisfaction
12.	Sangat baik	enjoyment	good	Player satisfaction
13.	Sangat mendukung,karena di sana kita belajar bahasa Inggris sedikit demi sedikit tentang kata" benda, kata kerja,kata"sifat	Self- improvement	Learning noun, verb, adjective	Player development

14.	dari game ini saya sangat dibantu ,apalagi dalam presentasi,sebagai contoh,dulu saya belum bisa ,bagaimana untuk mempresentasikan sesuatu,namun dengan mengikuti game ini bersama kelompok,saya dapat meningkatkan tutur bahasa saya ketika presentasi.dan itu sangat luar biasa untuk saya	Self-improvement	Talking, presentation	Player development
15.	dari game ini saya menjadi lebih percaya diri dalam menggunakan Bahasa inggris dan mulai sedikit paham dengan kosakata-kosakata Bahasa inggris.	self-improvement	Confident, gaining new vocabulary	Player development
16.	Game ini memudahkan saya dalam memperlajari kosakata, noun, adjective, dan membangkitkan rasa percaya diri dalam berbahasa inggris di depan teman-teman.	self-improvement	Confident, gaining new vocabulary	Player development
17.	Game ini membuat saya mudah dalam mempelajari kosa kata Bahasa inggris	self-improvement	Confident, gaining new vocabulary	Player development
18.	Game ini menurut saya sebagai jembatan saya dalam mempelajari Bahasa inggris.	motivation		Player engagement

19.	Menurut saya game ini membuat saya tidak bosan mempelajari materi Bahasa Inggris.	excitement	Less-boring	Player engagement
20.	Game ini membuat saya tidak sedang dalam belajar namun masih mendidik dengan caranya yang khas.	gameplay	Studying while playing	flow
21.	Scribblenauts Unlimited mendukung prestasi belajar bahasa Inggris saya dengan cara menampilkan materi tentang giving opinion dan dikemas dengan game yang membuat pembelajaran menjadi tidak begitu berat.	gameplay	Understandable, asking giving opinion	Flow
22.	Caranya dengan saling mengutarakan isi pikiran dan pendapat serta memilih jawaban yang sudah disediakan oleh anggota kelompok	Self-improvement	Sharing thought, teamwork	Player development
23.	Scribblenauts Unlimited mendukung prestasi belajar bahasa Inggris saya dengan cara menambah pemahaman saya tentang materi asking and giving opinion.	Self-improvement	Asking & giving opinion	Player development
24.	Scribblenauts Unlimited mendukung prestasi belajar bahasa Inggris saya dengan cara menambah ilmu tentang	Self-improvement	Asking & giving opinion, noun,	Player development

	aking and giving opinion dan penggunaan kata benda dan sifat.		adjective	
25.	Scribblenauts Unlimited mendukung prestasi belajar bahasa Inggris saya dengan cara menggunakan suatu permasalahan dengan menuntut kita untuk menggunakan kata benda dan kata sifat untuk memecahkannya. Dengan begitu saya sambil belajar menggunakan kata benda dan sifat tersebut.	Self-improvement	Asking & giving opinion, noun, adjective, problem solving	Player development
26.	Game ini selain menyenangkan tentunya memberi saya pengetahuan tambahan tentang noun dan adjective.	Enjoyment Self-improvement	Fun, noun & adjective	Player satisfaction, player development
27.	Game ini memberi saya pengetahuan tambahan tentang noun dan adjective.	Self-improvement	Asking & giving opinion, noun, adjective,	Player development
10 th Question		What was the most challenging thing about playing this game?		
No.	Answers	Codes	Subcodes	Themes
1.	Mencari jalan solusi yang kadang di luar pikiran saya.	gameplay	Finding solution	flow
2.	Pada saat memberikan alasan.	gameplay	Giving reason	Flow

3.	Saat brainstorming,kadang tercipta keraguan akan opini sendiri,namun sangat menantang.	gameplay	Doubt, challenging	flow
4.	Pada saat memberikan pendapat tentang ide".	gameplay	Giving opinion	
5.	Pada saat memberikan alasan.	gameplay	Giving reason	Flow
6.	Yang paling menantang atau lebih tepatnya adalah hal yang paling membuat deg degan adalah disaat solusi kita diuji coba.	gameplay	tenseful	flow
7.	Hal yang paling menantang dalam memainkan game ini adalah saat brainstorming atau mengumpulkan ide ² . Karena disini kita dituntut untuk mengumpulkan ide sebanyak-banyaknya namun harus logis agar dapat membantu menyelesaikan masalah seseorang tetapi hanya menggunakan Noun and Adjective.	gameplay	Challenging, finding ideas	flow
8.	Memilih jawaban yang tepat untuk memecahkan masalah.	gameplay	Finding right answer, challenging	flow
9.	Memikirkan kosakata yang benar (Baik Kata Sifat Maupun Kata Kerja) agar	gameplay	Thinking about the right	Flow

	Maxwell bisa membantu orang yang dalam masalah.		noun / adjective	
10.	Hal yang paling menantang menurut saya kita harus mencari cara memecahkan masalah dengan secepat mungkin,yang membuat otak harus berputar dan karena harus mendapatkan jawaban secepat mungkin terkadang otak ngeblang tak bisa berpikir logis 😞	gameplay	Problem solving	flow
11.	Menantang nya tentang bagaimana kami menyelesaikan masalah" yang ada dan membatu mereka.			
12.	Beradu argumentasi dan pendapat dengan kelompok lain.	gameplay	Argumenting, sharing opinion	flow
13.	Sangat menantang otak karena waktu kita mengemukakan pendapat dan ada team anggota lain bertanya di situlah saya merasa tertantang.	gameplay	Challenging, sharing opinion	flow
14.	Yang paling menantang menurut saya ialah saat memeriksa hasil pemecahan masalah atau jawaban dari masalah tersebut.	gameplay	Checking the answer	flow
15.	hal yang menantang menurut saya	gameplay	Problem	flow

	adalah mencari jawaban yang tepat agar masalah tersebut tepecahkan dengan bantuan clue-clue yang diberikan.		solving	
16.	Hal yang paling menantang adalah mencari jawaban yang pas untuk menyelesaikan masalah tersebut agar bisa ke tahap selanjutnya.	gameplay	Problem solving	flow
17.	Hal yang paling menantang ialah saat menjawab namun ternyata jawabannya masih kurang tepat.	gameplay	Problem solving	flow
18.	Hal yang paling menantang adalah berlomba mencari jawaban yang pas unuk memecahkan permaalahan.	gameplay	Problem solving	flow
19.	Yang paling menantang adalah berebut menjawab untk bisa memecahkan permasalahan.	gameplay	Problem solving	flow
20.	Yang paling menantang ialah ketika lawan lebih dulu mengetahui jawaban yang tepat dan kelompok saya juga menjawab hal yang sama.	gameplay	Problem solving	flow
21.	Hal yang paling menantang adalah kita dituntut untk meneukan kata yang tepat untk menjawab pertanyaan agar bias memecahkan masalah ersebut.	gameplay	Problem solving	flow

22.	Hal yang paling menantang adalah kita dituntut untuk memilih kata yang tepat untuk memecahkan masalah yang dihadapi oleh karakter pada video game itu.	gameplay	Problem solving	flow
23.	Hal yang paling menantang adalah ketika mengumpulkan berbagai ide kemudian memilih ide sebagai jawaban yang tepat menurut kelompok kami.	gameplay	Problem solving	flow
24.	Hal yang paling menantang dalam memainkan game ini adalah saat berlomba-lomba mencari ide untuk menjawab pertanyaan tersebut.	gameplay	Problem solving	flow
25.	Hal yang paling menantang dalam memainkan game ini adalah mencari kata yang tepat untuk menjawabnya dan berusaha untuk mendahului kelompok lain untuk menjawab.	gameplay	Problem solving	flow
26.	Hal yang paling menantang ialah saat ada pertanyaan sulit yang muncul.	gameplay	Problem solving	flow
27.	Hal yang paling menantang ialah saat ada pertanyaan sulit yang muncul dan kami kesulitan mencari jawabannya.	gameplay	Problem solving	flow

APPENDIX 4

DOKUMENTASI

1. PRE-TEST



2. TREATMENT





Can they help the Office to take the bill without trouble the Wilson class?

Check some materials used - also some material they have prepared before this case.

From last, Yonah, Dora, Nurhasanah, Rizki, and the others see into further steps should.

Of course, because to help Wilson, we will set the bill can be taken.

1. Clarify operation right.
2. Define Policy
3. Case opening
4. Analyse
5. Solution - Learning Object
6. Bill Draft
7. Payment

Why do we want the bill?

Answer - Bill form	Maksud yang Diker Maksudnya
Law case of	

Help the Street Director develop his power to monitor!

Answer: We have electric guitar.
To my opinion the best solution for these problem is an Electric Guitar, because it's their change as a process.

Why should the use of Electric Guitar?
Because Electric Guitar have a best sound and are simple for making also are other musical instruments such as drums or horn in a band.

Will you help set our bill? We depend on to touch the problem later!
(Walaupun begitu)

To my opinion the best solution for these problem is guitar, because the simple that to used to make the best sound, because the old new class.

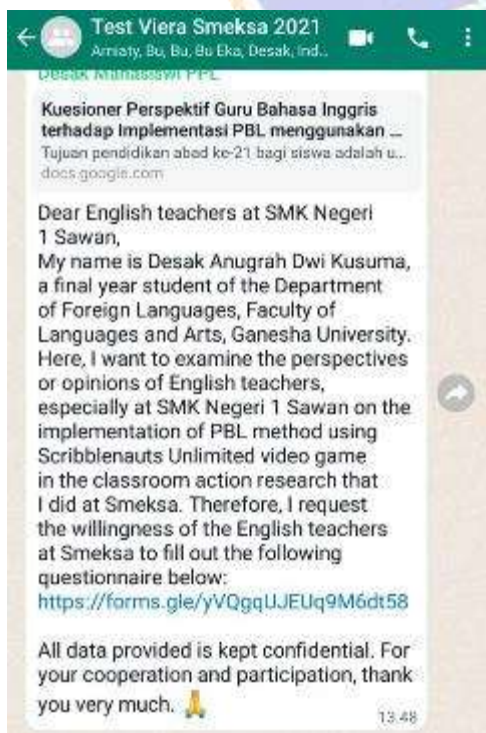
3. POSTTEST



4. OPEN ENDED QUESTIONNAIRE



5. LIKERT-TYPE QUESTIONNAIRE



6. SEMI STRUCTURED INTERVIEW



APPENDIX 5.



RESEARCH ACTIVITIES WITH XI AK 2 STUDENTS

Meeting(s)	Date	Times	Activities	Methods	Goal / Output	Roles	
1	January 15 th 2022	14.00 – 15.38	Opening & Introduction (Silene, praying, giving instruction) *6 minutes	Instructions were given orally.	Pre-test answer sheets submission	Researcher	Students
		WITA	Pre-test (90 minutes)	Pre-test were given in the form of Google Form.		Instructing	• attending
			Closing (2 minutes)	Silence		Facilitating	the meeting
2	January 17 th 2022	14.00 – 15.44	Opening (Silence, praying, giving instruction & introduction) *12	Instructions and introduction were given in detail because this is the first treatment phase.	Solving the chosen problems in Edwin's	Organizing	• attending
		WITA				Instructing	the meeting
						Facilitating	on time.
						Operating	the rules & instruction.

			minutes		Farm chapter.	Guiding	<ul style="list-style-type: none"> • doing their best. • Following the rules & instruction. • Problem-solver • Contributor
			Teaching by using Scribblenauts Unlimited video game (90 minutes)	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students are divided into 4 groups which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. <p>When the game was played, the researcher played as an operator who</p>			

				<p>moved the game character according to the input and decisions of the students who play asynchronously simultaneously in their contribution. Thus, the progress of problem solving in the game was completely determined by the students.</p>			
			<p>Closing (2 minutes)</p>	<p>Silence</p>			
3	<p>January 18th 2022</p>	<p>14.00 – 15.44 WITA</p>	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase started.</p>	<p>Solving the chosen problems in Capital City chapter.</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best. • Following

			<p>Teaching by using Scribblenauts Unlimited video game (90 minutes)</p>	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. When the game was played, the researcher played as an operator who moved the game character according 			<p>the rules & instruction.</p> <ul style="list-style-type: none"> • Problem-solver • Contributor
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				<p>to the input and decisions of the students who play asynchronously simultaneously in their contribution.</p> <p>Thus, the progress of problem solving in the game was completely determined by the students.</p>			
			<p>Closing (2 minutes)</p>	<p>Silence</p>			
4	January 19 th 2022	14.00 – 15.44 WITA	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase</p>	<p>Solving the chosen problems in Capital City Run-off chapter.</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best.

			started.				
			<p>Teaching by using Scribblenauts Unlimited video game (90 minutes)</p>	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. When the game was played, the 			<ul style="list-style-type: none"> • Following the rules & instruction. • Problem-solver • Contributor

				<p>researcher played as an operator who moved the game character according to the input and decisions of the students who play asynchronously simultaneously in their contribution. Thus, the progress of problem solving in the game was completely determined by the students.</p>			
			<p>Closing (2 minutes)</p>	<p>Silence</p>			
5	<p>January 20th 2022</p>	<p>14.00 – 15.44 WITA</p>	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase</p>	<p>Solving the chosen problems in The Virgule Gallery chapter.</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best.

				started.			
			Teaching by using Scribblenauts Unlimited video game (90 minutes)	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. 			<ul style="list-style-type: none"> • Following the rules & instruction. • Problem-solver • Contributor
			Closing (2 minutes)	<ul style="list-style-type: none"> • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. When the game was played, the 			

				<p>researcher played as an operator who moved the game character according to the input and decisions of the students who play asynchronously simultaneously in their contribution. Thus, the progress of problem solving in the game was completely determined by the students.</p>			
6	January 21 th 2022	14.00 – 15.44 WITA	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase started.</p>	<p>Solving the chosen problems in Capital City Firehouse Chapter.</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best. • Following

			<p>Teaching by using Scribblenauts Unlimited video game (90 minutes)</p>	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. When the game was played, the researcher played as an operator who moved the game character according 			<p>the rules & instruction.</p> <ul style="list-style-type: none"> • Problem-solver • Contributor
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				<p>to the input and decisions of the students who play asynchronously simultaneously in their contribution.</p> <p>Thus, the progress of problem solving in the game was completely determined by the students.</p>			
			<p>Closing (2 minutes)</p>	<p>Silence</p>			
7	January 24 th 2022	14.00 – 15.44 WITA	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase started.</p>	<p>Solving the chosen problems in The Underline chapter</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best. • Following

			<p>Teaching by using Scribblenauts Unlimited video game (90 minutes)</p>	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. <p>When the game was played, the researcher played as an operator who moved the game character according</p>			<p>the rules & instruction.</p> <ul style="list-style-type: none"> • Problem-solver • Contributor
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				<p>to the input and decisions of the students who play asynchronously simultaneously in their contribution.</p> <p>Thus, the progress of problem solving in the game was completely determined by the students.</p>			
			<p>Closing (2 minutes)</p>	<p>Silence</p>			
8	January 25 th 2022	14.00 – 15.44 WITA	<p>Opening (Silence, praying, giving instruction & introduction) *12 minutes</p>	<p>Instructions and introduction about Maastricht's 7 Steps model with PBL in teaching and learning process using Scribblenauts Unlimited video game were always given to the students before the treatment phase started.</p>	<p>Solving the chosen problems in St. Asterisk chapter.</p>	<p>Organizing Instructing Facilitating Operating Guiding</p>	<ul style="list-style-type: none"> • attending the meeting on time. • doing their best. • Following

			<p>Teaching by using Scribblenauts Unlimited video game (90 minutes)</p>	<ul style="list-style-type: none"> • PBL approach with Maastricht's seven-step procedure which was already adapted to the needs of the research was used in teaching process. • 27 students were divided to the same group as previous meeting which then contribute to solve chosen problems in this level with the 7 steps of Maastricht. • The video game was operated only on one device (laptop) which had been connected to the LCD projector. When the game was played, the researcher played as an operator who moved the game character according 			<p>the rules & instruction.</p> <ul style="list-style-type: none"> • Problem-solver • Contributor
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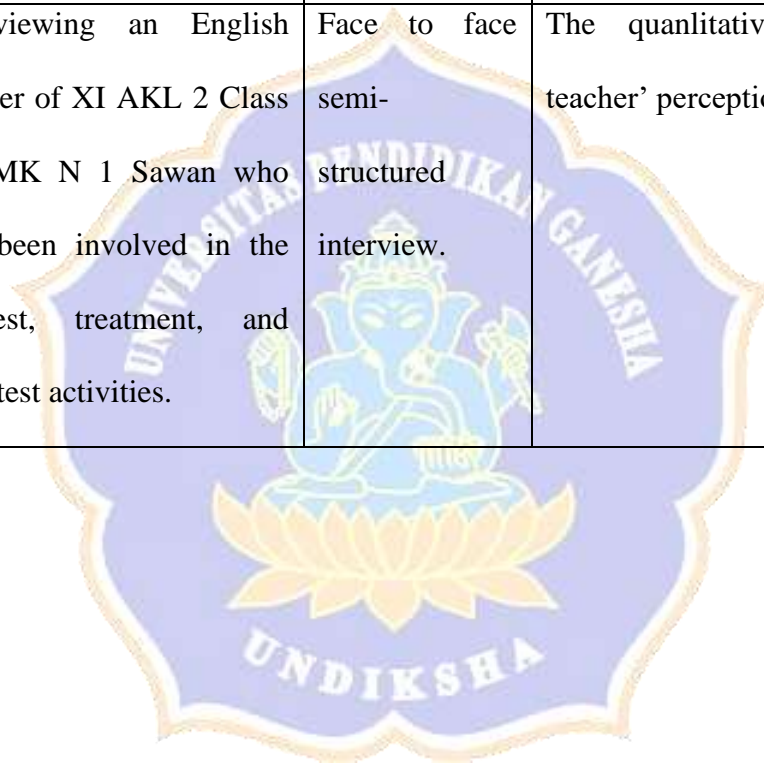
				to the input and decisions of the students who play asynchronously simultaneously in their contribution. Thus, the progress of problem solving in the game was completely determined by the students.			
			Closing (2 minutes)	Silence			
9	January 26 th 2022	14.00 – 15.38 WITA	Opening & Introduction (Silence, praying, giving instruction) *6 minutes	Instructions were given orally in front of the class.	Post-test answer sheets submission	Instructing Facilitating Supervising Organizing	attending the meeting on time. doing their best. Following the rules & instruction.
			Post-test (90 minutes)	Post-test were given in the form of Google Form.			
			Closing	Silence			

			(2 minutes)				
10	January 27 th 2022	14.00 – 15.38 WITA	Opening & Introduction (Silence, praying, giving instruction) *6 minutes	Instructions were given orally in front of the class.	Open-ended questionnaire answer sheets submission	Instructing Facilitating Supervising Organizing	attending the meeting on time. doing their best. Following the rules & instruction.
			Open-ended questionnaire (90 minutes)	Post-test were given in the form of Google Form.			
			Closing (2 minutes)	Silence			

Research Activities with an English Teacher

No.	Date	Times	Activities	Methods	Goal / Output	Roles	
						Researcher	Teacher
1.	January, 28 th	1 week of	Sharing google form link to	Online, WAG	The quantitative data about	Instructor Facilitator	Respondent

	2022	submission	WAG that includes an English teacher of XI AKL 2 Class at SMKN 1 Sawan		teacher's perception is obtained	Guidance	
2.	January, 28 th 2022	10-15 minutes	Interviewing an English teacher of XI AKL 2 Class at SMK N 1 Sawan who had been involved in the pre-test, treatment, and post-test activities.	Face to face semi-structured interview.	The quantitative data about teacher's perception is obtained	Interviewer	Interviewee



APPENDIX 6.

PRETEST AND POSTTEST QUESTIONS

Pre-test Questions	
Topic (Grade XI)	<ul style="list-style-type: none"> • Asking And Giving Opinion, • Asking And Giving Offer And Suggestion
Multiple Choice Test Questions	
Instructions	Please choose the most reasonable opinion and/or suggestion to solve the problems given!
Number	
1.	<p>Your seatmate looks sad because she fails the final test. You want to make her happy and laugh, but you don't have a good sense of humor. What will you do?</p> <p>A. I'll play her favorite stand-up comedy show video on Youtube.</p> <p>B. I'll hire a popular musician she loves to entertain her.</p> <p>C. I'll say "I think, you don't have to take everything seriously. Be happy."</p> <p>D. I'll buy chocolates, pizza, candies and share some with her.</p> <p>E. I'll suggest her to take a rest at home and watch Spongebob.</p>
2.	<p>Vina invites Tania to come to her new cabin in West Bali Forest which is 100 km away from the city. While Vina is waiting for Tania's arrival, Vina gets a chat with Tania.</p> <p style="text-align: center;"><i>Dear Vina,</i></p> <p style="text-align: center;"><i>I am on my way to your cabin. But, my car tires got stuck in a puddle of mud. I am alone in the middle of a forest near the destination. Could you give me a hand?</i></p> <p>What should Vina reply?</p> <p>A. Sure. I will call the police to help you.</p>

	<p>B. Certainly. I suggest you step on the gas pedal hardly now.</p> <p>C. Of course. I am preparing the ropes and car to release you.</p> <p>D. Yes. I am calling the tow cars rental now.</p> <p>E. You should be calm. Don't be panic.</p>
3.	<p>You, in Bali, have to visit your brother in Lombok with your mother. But, unfortunately, your mother has a phobia of high.</p> <p>A. I should find a doctor to cure my mother.</p> <p>B. I should sail the sea by a waterproof car.</p> <p>C. I have to sail across the sea by a raft.</p> <p>D. I should go to Lombok by ship.</p> <p>E. I will ask my brother to come to Bali.</p>
4.	<p>Dhira and you go to school on foot. On the way, the sky is so cloudy, and finally, it rains. You don't want to be wet and late. What will you say to Dhira?</p> <p>A. "May I help you?"</p> <p>B. "I think, we should wait for the Sun."</p> <p>C. "Let's run together and enjoy the rain."</p> <p>D. "We should borrow an umbrella from the random passer-by."</p> <p>E. "In my mind, we should rent an online car driver."</p>
5.	<p>When you are going to school, you see a dying cat in the street. The cat seems to need your help immediately. Luckily, your mother has put a first aid kit in your bag.</p> <p>A. I should bring this cat to the vet that is 10 km away.</p> <p>B. I should apply the antiseptic to relieve its wound.</p>

	<p>C. I should ask the nearest people to get any help.</p> <p>D. I should cover its wound by using my bare hands.</p> <p>E. I should use everything inside the first aid kit to perform surgery.</p>
6.	<p>Miss Anugrah is in danger and she calls your best friend because your best friend is the only one who can help her. But your best friend also has to take care of her little brother.</p> <p>The best suggestion for your best friend will be ...</p> <p>A. You should help Miss Anugrah and ask your relatives to take care of your little brother for a while.</p> <p>B. It would be better if you take care of your little brother and forget about Miss Anugrah.</p> <p>C. You should suggest Miss Anugrah call another person.</p> <p>D. You should pray for Miss Anugrah and continue taking care of your little brother.</p> <p>E. You should help Miss Anugrah and forget about your little brother.</p>
7.	<p>Your friend should be the first speaker in the presentation. Unfortunately, she doesn't feel good because of severe toothache. But, she doesn't want to miss the chance. Your best suggestion is...</p> <p>A. It would be better if you make sure you are healthy a day before the presentation.</p> <p>B. Why don't you go to the dentist now?</p> <p>C. You should smile and be happy so you will forget the misery.</p> <p>D. How about buying toothache medicine in the school canteen? You still have time.</p>

	E. If I were you I would ask for permission to postpone the presentation.
8.	<p>Suartini must use a mirror in the school toilet. But she can't see her reflection because it is very dirty. What would Suartini possibly do?</p> <p>A. She goes to the canteen to buy soap to furnish the mirror.</p> <p>B. She cleans the mirror by using water and newspaper.</p> <p>C. She asks for a sponge and a small pack of detergent to clean the mirror.</p> <p>D. She buys a pretty mirror in the supermarket.</p> <p>E. She asks school staff to replace the mirror in the school toilet.</p>
9.	<p>Dina must use the digital weight scale in UKS urgently. But it does not work well and is seemingly run out of energy. What will Dina should possibly do?</p> <p>A. Dina hires a professional electrician to fix the weight scale.</p> <p>B. Dina wishes the school staff will replace it with the new one.</p> <p>C. Dina puts a new battery to the digital weight scale.</p> <p>D. She cleans the digital weight scale by using a rust remover.</p> <p>E. She discovers a powerful battery for the digital weight scale.</p>
10.	<p>In front of a bookstore, you see a nomad homeless who wants to buy a popular book but she looks broke. You are so sorry to her, but you don't have enough money too. What will you possibly do?</p> <p>A. I will give her a lot of money from my early adulthood saving.</p> <p>B. I will buy a popular book she wants and give it to her.</p> <p>C. I will ask the owner of the bookstore to put a 50% discount.</p> <p>D. I will politely suggest she learns a new skill and get a job.</p> <p>E. I will save my money to buy a book she wants and give it to her one day.</p>
11.	<p>Your neighbor burns a pile of plastic wastes near your sophisticated house. The smoke has already filled every space in the rooms until you hardly</p>

	<p>breathe and see something. What should you do?</p> <p>A. I should make the smoke away by turning on all of the fans and AC in the rooms.</p> <p>B. I should get out of the house and extinguish the fire using an extinguisher.</p> <p>C. I should politely ask my neighbor to stop burning plastic wastes.</p> <p>D. I should call the firefighter to rescue me from the smoke inside my house.</p> <p>E. I should close all doors and windows in my house so the smoke won't come in.</p>
<p>12.</p>	<p>Diana : "Can I talk to you about something?"</p> <p>Metri : "Sure. What is it?"</p> <p>Diana : "I want to be a guitarist. But, I don't have a guitar. What do you think?"</p> <p>Metri : " _____ "</p> <p>What is the suitable response to complete the dialogue ?</p> <p>A. "In my opinion, owning a guitar is the first step in chasing your dream."</p> <p>B. "It seems to me that you cannot be a guitarist because you don't have a guitar."</p> <p>C. "To my mind, you should hire a guitar tutor and start practicing."</p> <p>D. "I strongly believe that you can be a guitarist because you are so talented."</p> <p>E. "Well, I reckon that you will not become a guitarist."</p>
<p>13.</p>	<p>Lisa and Odin play badminton. Lisa hits the shuttlecock too hard until it sticks on the top of a tall tree branch. Sadly, they don't have money to buy a new shuttlecock. But, their spirit to play badminton cannot be stopped. What should they do?</p> <p>A. They should climb the tree using a big ladder to take the shuttlecock.</p>

	<p>B. They should use an arrow to shoot the shuttlecock down.</p> <p>C. They should throw a small rock at the shuttlecock so it would fall.</p> <p>D. They should use a long bamboo stick to push the shuttlecock.</p> <p>E. They should fly a helicopter and take the shuttlecock on the top of the tree.</p>
<p>14.</p>	<p>Kartini : "I couldn't sleep well last night because the café near my house plays music so loudly almost every day! Could you give me any suggestions, please?"</p> <p>Ayu : "How about sleeping in my house?"</p> <p>Kartini : "Good idea, but unluckily my parents don't allow me to stay outside."</p> <p>Ayu : " _____ "</p> <p>What is the suitable response to complete the dialogue?</p> <p>A. Why don't you ask your parents to move to a new house?</p> <p>B. If I were you, I would use earplugs to mute the loud music.</p> <p>C. I suggest you put room silencers on your bedroom walls.</p> <p>D. You had better adapt to the loud music so you will be used to hearing it.</p> <p>E. I recommend you to complain to the café company.</p>
<p>15.</p>	<p>Putu : "Made, why do you look sad?"</p> <p>Made : "People say I have mental issues because I can't control my anger. Who do you think can help me?"</p> <p>Putu : " _____ "</p> <p>What is the suitable response to complete the dialogue?</p> <p>A. I think the only one who can help you is yourself.</p> <p>B. In my view, the beauty of nature can refresh your mind.</p>

	<p>C. I think a psychiatrist can help you out of this situation.</p> <p>D. I believe that your parents can help you control your anger.</p> <p>E. I feel that a general practitioner can cure your mental illness.</p>
16.	<p>Oni : "The exam will start in 3 minutes. May I help you, Jay?"</p> <p>Jay : "Yes, please. I am so hungry but this vending machine is empty. I can't answer the exam with an empty stomach!"</p> <p>Oni : " _____ "</p> <p>Jay : "Thank you so much, Oni!"</p> <p>What is the best possible response to complete the dialogue?</p> <p>A. Here's a chocolate bar for you. Don't worry, please take it. I am enough.</p> <p>B. Let's go to the restaurant now. I will treat you, Jay!</p> <p>C. Let me help you to find another vending machine.</p> <p>D. Let me call the staff to fill this vending machine.</p> <p>E. I will hire an engineer to open this vending machine now.</p>
17.	<p>Wijaya brings her mother to the hospital in hurry. His mother gets severe asthma. But the traffic is terrible. Wijaya tries to get over that hectic traffic and he successfully arrives at the hospital on time. What does Wijaya do?</p> <p>A. Wijaya carries her mom to go to the hospital on foot.</p> <p>B. Wijaya uses a jetpack to fly along with his mom to the hospital.</p> <p>C. Wijaya buys an oxygen tube for his mom.</p> <p>D. Wijaya calls an ambulance to pick up his mom.</p> <p>E. Wijaya puts an emergency siren on the car hood.</p>
18.	<p>Intan : "Have you finished reading the ABC Murders book you borrowed from me yesterday?"</p> <p>Joe : "Yes, I have."</p>

	<p>Intan : "What do you think about it?"</p> <p>Joe : "I think it is a fantastic book! But the last chapter of the book seems to be ripped. So that, I can't read it completely. I am eager to know the ending right now. What should you suggest I do?"</p> <p>Intan : " _____ "</p> <p>What is the best possible response to complete the dialogue?</p> <p>A. Have you thought about inviting the writer to tell the story for you?</p> <p>B. You'd better search for the book spoiler in Google right now.</p> <p>C. If I were you, I would go to the bookstore to buy a new one.</p> <p>D. I think you should take me home because maybe the rips were left on the bookshelf</p> <p>E. I suggest you listen to me carefully because I will tell you the last chapter.</p>
19.	<p>Widya : "I feel bored with English."</p> <p>Sinta : "I think _____. Then, English will be fun again."</p> <p>The suitable expression to complete the dialogue is...</p> <p>A. If I were you, I will go to the mountain and quit school.</p> <p>B. You should take a rest from English for a while and enjoy your life.</p> <p>C. I should take a rest from English for a while and enjoy my life.</p> <p>D. You should go to the doctor to heal your boredom with English.</p> <p>E. You should drink a glass of water every day.</p>
20.	<p>Complete the following dialogue!</p> <p>Owi : "Are you thirsty?"</p> <p>Suar : "A little bit."</p> <p>Owi : " _____ "</p>

	<p>Suar : “I am good. Thanks for the offer!”</p> <p>Owi : “Alright.”</p> <p>A. Would you like ice cream?</p> <p>B. Are you up for some appetizers?</p> <p>C. May I offer you some desserts?</p> <p>D. How about a burger with extra chees?</p> <p>E. Can I get you a cup of coffee or tea?</p>
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Essay Questions

Instructions	Give your reasonable opinions and/or suggestion on the cases below!
Number.	
1.	Putu does not have enough money to buy a laptop.
2.	The fire is spreading everywhere while Eka cooks fried chicken for lunch.
3.	Gede forgets to bring stationery while the final test is going to start.
4.	Roni is sad because he fails in practical exam.
5.	Ani attends a graduation event. Unfortunately, her high heels break before the event is started.

Pre-test Questions

Topic (Grade XI)	<ul style="list-style-type: none"> • Asking And Giving Opinion, • Asking And Giving Offer And Suggestion
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Multiple Choice Test Questions

Instructions	Please choose the most reasonable opinion and/or suggestion to solve the problems given!
Number	
1.	Dhira and you go to school on foot. On the way, the sky is so cloudy, and finally, it rains. You don't want to be wet and late. What will you say to

	<p>Dhira?</p> <p>A. “May I help you?”</p> <p>B. “I think, we should wait for the Sun.”</p> <p>C. “Let’s run together and enjoy the rain.”</p> <p>D. “We should borrow an umbrella from the random passer-by.”</p> <p>E. “In my mind, we should rent an online car driver.”</p>
<p>2.</p>	<p>When you are going to school, you see a dying cat in the street. The cat seems to need your help immediately. Luckily, your mother has put a first aid kit in your bag.</p> <p>A. I should bring this cat to the vet that is 10 km away.</p> <p>B. I should ask the nearest people to get any help.</p> <p>C. I should cover its wound by using my bare hands.</p> <p>D. I should apply the antiseptic to relieve its wound.</p> <p>E. I should use everything inside the first aid kit to perform surgery.</p>
<p>3.</p>	<p>Vina invites Tania to come to her new cabin in West Bali Forest which is 100 km away from the city. While Vina is waiting for Tania’s arrival, Vina gets a chat with Tania.</p> <p><i>Dear Vina,</i></p> <p><i>I am on my way to your cabin. But, my car tires got stuck in a puddle of mud. I am alone in the middle of a forest near the destination. Could you give me a hand?</i></p> <p>What should Vina reply?</p> <p>A. Sure. I will call the police to help you.</p> <p>B. Certainly. I suggest you step on the gas pedal hardly now.</p> <p>C. Of course. I am preparing the ropes and car to release you.</p>

	<p>D. Yes. I am calling the tow cars rental now.</p> <p>E. You should be calm. Don't be panic.</p>
4.	<p>Your seatmate looks sad because she fails the final test. You want to make her happy and laugh, but you don't have a good sense of humor. What will you do?</p> <p>A. I'll play her favorite stand-up comedy show video on Youtube.</p> <p>B. I'll hire a popular musician she loves to entertain her.</p> <p>C. I'll say "I think, you don't have to take everything seriously. Be happy."</p> <p>D. I'll buy chocolates, pizza, candies and share some with her.</p> <p>E. I'll suggest her to take a rest at home and watch Spongebob.</p>
5.	<p>You, in Bali, have to visit your brother in Lombok with your mother. But, unfortunately, your mother has a phobia of high.</p> <p>A. I should find a doctor to cure my mother.</p> <p>B. I have to sail across the sea by a raft.</p> <p>C. I should go to Lombok by ship.</p> <p>D. I should sail the sea by a waterproof car.</p> <p>E. I will ask my brother to come to Bali.</p>
6.	<p>Suartini must use a mirror in the school toilet. But she can't see her reflection because it is very dirty. What would Suartini possibly do?</p> <p>A. She goes to the canteen to buy soap to furnish the mirror.</p> <p>B. She cleans the mirror by using water and newspaper.</p> <p>C. She buys a pretty mirror in the supermarket.</p> <p>D. She asks for a sponge and a small pack of detergent to clean the mirror.</p> <p>E. She asks school staff to replace the mirror in the school toilet.</p>
7.	<p>Miss Anugrah is in danger and she calls your best friend because your best</p>

	<p>friend is the only one who can help her. But your best friend also has to take care of her little brother.</p> <p>The best suggestion for your best friend will be ...</p> <p>A. You should help Miss Anugrah and ask your relatives to take care of your little brother for a while.</p> <p>B. It would be better if you take care of your little brother and forget about Miss Anugrah.</p> <p>C. You should suggest Miss Anugrah call another person.</p> <p>D. You should help Miss Anugrah and forget about your little brother.</p> <p>E. You should pray for Miss Anugrah and continue taking care of your little brother.</p>
8.	<p>Your friend should be the first speaker in the presentation. Unfortunately, she doesn't feel good because of severe toothache. But, she doesn't want to miss the chance. Your best suggestion is...</p> <p>A. Why don't you go to the dentist now?</p> <p>B. How about buying toothache medicine in the school canteen? You still have time.</p> <p>C. You should smile and be happy so you will forget the misery.</p> <p>D. It would be better if you make sure you are healthy a day before the presentation.</p> <p>E. If I were you I would ask for permission to postpone the presentation.</p>
9.	<p>In front of a bookstore, you see a nomad homeless who wants to buy a popular book but she looks broke. You are so sorry to her, but you don't have enough money too. What will you possibly do?</p> <p>A. I will politely suggest she learns a new skill and get a job.</p>

	<p>B. I will give her a lot of money from my early adulthood saving.</p> <p>C. I will buy a popular book she wants and give it to her.</p> <p>D. I will ask the owner of the bookstore to put a 50% discount.</p> <p>E. I will save my money to buy a book she wants and give it to her one day.</p>
10.	<p>Dina must use the digital weight scale in UKS urgently. But it does not work well and is seemingly run out of energy.</p> <p>A. Dina hires a professional electrician to fix the weight scale.</p> <p>B. Dina puts a new battery to the digital weight scale.</p> <p>C. Dina wishes the school staff will replace it with the new one.</p> <p>D. She cleans the digital weight scale by using a rust remover.</p> <p>E. She discovers a powerful battery for the digital weight scale.</p>
11.	<p>Diana : "Can I talk to you about something?"</p> <p>Metri : "Sure. What is it?"</p> <p>Diana : "I want to be a guitarist. But, I don't have a guitar. What do you think?"</p> <p>Metri : "_____"</p> <p>A. I strongly believe that you can be a guitarist because you are so talented.</p> <p>B. It seems to me that you cannot be a guitarist because you don't have a guitar.</p> <p>C. To my mind, you should hire a guitar tutor and start practicing.</p> <p>D. In my opinion, owning a guitar is the first step in chasing your dream.</p> <p>E. Well, I reckon that you will not become a guitarist.</p>
12.	<p>Lisa and Odin play badminton. Lisa hits the shuttlecock too hard until it sticks on the top of a tall tree branch. Sadly, they don't have money to buy a new shuttlecock. But, their spirit to play badminton cannot be stopped. What</p>

	<p>should they do?</p> <p>A. They should climb the tree using a big ladder to take the shuttlecock.</p> <p>B. They should throw a small rock at the shuttlecock so it would fall.</p> <p>C. They should use a long bamboo stick to push the shuttlecock.</p> <p>D. They should use an arrow to shoot the shuttlecock down.</p> <p>E. They should fly a helicopter and take the shuttlecock on the top of the tree.</p>
13.	<p>Your neighbor burns a pile of plastic wastes near your sophisticated house. The smoke has already filled every space in the rooms until you hardly breathe and see something. . What should you do?</p> <p>A. I should get out of the house and extinguish the fire using an extinguisher.</p> <p>B. I should close all doors and windows in my house so the smoke won't come in.</p> <p>C. I should politely ask my neighbor to stop burning plastic wastes.</p> <p>D. I should call the firefighter to rescue me from the smoke inside my house.</p> <p>E. I should make the smoke away by turning on all of the fans and AC in the rooms.</p>
14.	<p>Putu : "Made, why do you look sad?"</p> <p>Made : "People say I have mental issues because I can't control my anger. Who do you think can help me?"</p> <p>Putu : " _____ "</p> <p>A. I think the only one who can help you is yourself.</p> <p>B. In my view, the beauty of nature can refresh your mind.</p> <p>C. I think a psychiatrist can help you out of this situation.</p> <p>D. I believe that your parents can help you control your anger.</p> <p>E. I feel that a general practitioner can cure your mental illness.</p>

<p>15.</p>	<p>Oni : "The exam will start in 3 minutes. May I help you, Jay?"</p> <p>Jay : "Yes, please. I am so hungry but this vending machine is empty. I can't answer the exam with an empty stomach!"</p> <p>Oni : "_____"</p> <p>Jay : "Thank you so much, Oni!"</p> <p>A. Let me call the staff to fill this vending machine.</p> <p>B. Here's a chocolate bar for you. Don't worry, please take it. I am enough.</p> <p>C. Let me help you to find another vending machine.</p> <p>D. Let's go to the restaurant now. I will treat you, Jay!</p> <p>E. I will hire an engineer to open this vending machine now.</p>
<p>16.</p>	<p>Intan: "Have you finished reading the ABC Murders book you borrowed from me yesterday?"</p> <p>Joe : "Yes, I have."</p> <p>Intan: "What do you think about it?"</p> <p>Joe : "I think it is a fantastic book! But the last chapter of the book seems to be ripped. So that, I can't read it completely. I am eager to know the ending right now. What should you suggest I do?"</p> <p>Intan : "_____"</p> <p>A. Have you thought about inviting the writer to tell the story for you?</p> <p>B. You'd better search for the book spoiler in Google right now.</p> <p>C. If I were you, I would go to the bookstore to buy a new one.</p> <p>D. I suggest you listen to me carefully because I will tell you the last chapter.</p> <p>E. I think you should take me home because maybe the rips were left on the bookshelf.</p>
<p>17.</p>	<p>Wijaya brings her mother to the hospital in hurry. His mother gets severe</p>

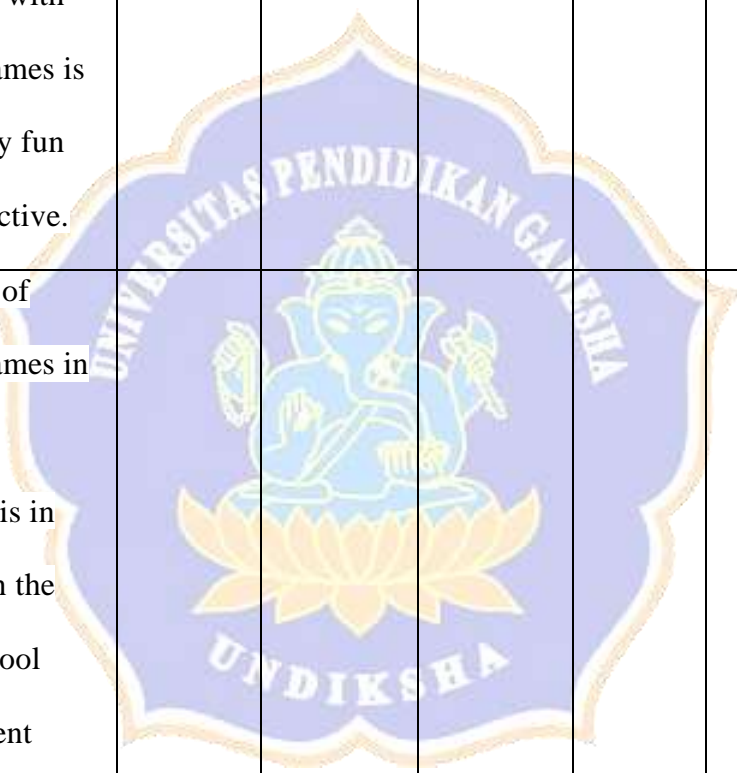
	<p>asthma. But the traffic is terrible. Wijaya tries to get over that hectic traffic and he successfully arrives at the hospital on time. What does Wijaya do?</p> <p>A. Wijaya carries her mom to go to the hospital on foot.</p> <p>B. Wijaya uses a jetpack to fly along with his mom to the hospital.</p> <p>C. Wijaya buys an oxygen tube for his mom.</p> <p>D. Wijaya calls an ambulance to pick up his mom.</p> <p>E. Wijaya puts an emergency siren on the car hood.</p>
<p>18.</p>	<p>Kartini : "I couldn't sleep well last night because the café near my house plays music so loudly almost every day! Could you give me any suggestions, please?"</p> <p>Ayu : "How about sleeping in my house?"</p> <p>Kartini: "Good idea, but unluckily my parents don't allow me to stay outside."</p> <p>Ayu : "_____"</p> <p>A. Why don't you ask your parents to move to a new house?</p> <p>B. If I were you, I would use earplugs to mute the loud music.</p> <p>C. I suggest you put room silencers on your bedroom walls.</p> <p>D. You had better adapt to the loud music so you will be used to hearing it.</p> <p>E. I recommend you to complain to the café company.</p>
<p>19.</p>	<p>Complete the following dialogue!</p> <p>Owi : "Are you thirsty?"</p> <p>Suar : "A little bit."</p> <p>Owi : "_____"</p> <p>Suar : "I am good. Thanks for the offer!"</p> <p>Owi : "Alright."</p>

	<p>A. Would you like ice cream?</p> <p>B. Are you up for some appetizers?</p> <p>C. May I offer you some desserts?</p> <p>D. How about a burger with extra chees?</p> <p>E. Can I get you a cup of coffee or tea?</p>
20.	<p>Widya : “I feel bored with English.”</p> <p>Sinta : “I think _____. Then, English will be fun again.”</p> <p>The suitable expression to complete the dialogue is...</p> <p>A. If I were you, I will go to the mountain and quit school.</p> <p>B. You should go to the doctor to heal your boredom with English.</p> <p>C. I should take a rest from English for a while and enjoy my life.</p> <p>D. You should drink a glass of water every day.</p> <p>E. You should take a rest from English for a while and enjoy your life.</p>
<p>Essay Questions</p>	
Instructions	Give your reasonable opinions and/or suggestion on the cases below!
Number.	
1.	Roni is sad because he fails in practical exam.
2.	Putu does not have enough money to buy a laptop.
3.	Ani attends a graduation event. Unfortunately, her high heels break before the event is started.
4.	The fire is spreading everywhere while Eka cooks fried chicken for lunch.
5.	Gede forgets to bring stationery while the final test is going to start.

Open-Ended Questionnaire	
Num.	Questions
1.	What do you think about the use of video game in English class ?
2.	In your own words, what is Scribblenauts Unlimited?
3.	What is your first impression when studying English using Scribblenauts Unlimited?
4.	What's the difference between these activities (playing Scribblenauts Unlimited) in this class and the kind of activities you used to do before?
5.	What group discussion did you have when you were playing Scribblenauts?
6.	How do you work together when you were playing Scribblenauts with your group?
7.	Tell me your ideas contribution to your group in brainstorming steps!
8.	What do you feel you learn after doing these activities? Give me an example of something that you learned playing Scribblenauts.
9.	How does Scribblenauts Unlimited support your learning achievement in English?
10.	What was the most challenging thing about playing this game?

Likert-type Questionnaire							
No.	Questions	Strongly Dissagree	Dissagree	Slightly Dissagree	Slightly Agree	Agree	Strongly Agree
1.	The use of technology makes it easier for teachers and						

	students in the English teaching and learning process.						
2.	Based on your experience, learning with video games is generally fun and effective.						
3.	The use of video games in learning English is in line with the Fun School Movement (Gerakan Sekolah Menyenangkan) at SMKN 1 Sawan.						
4.	The use of video games in						



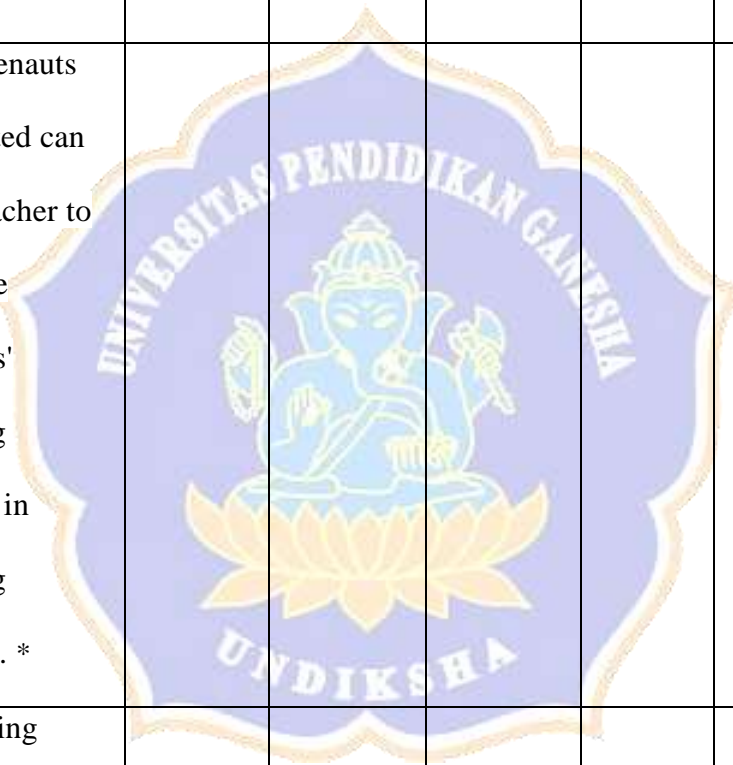
	<p>learning generally increases student motivation and participation.</p>						
5.	<p>Video games are a common medium that you use when teaching in class.</p>						
6.	<p>In the teaching and learning process, video games make it easier for you to transfer knowledge.</p>						
7.	<p>Video games generally make learning English in the classroom less boring.</p>						

8.	<p>The use of video games makes it easier for teachers and students in the teaching and learning process of English.</p>					
9.	<p>Video games is effective in English teaching and learning.</p>					
10.	<p>Scribblenauts Unlimited video games can be an interesting and effective medium for learning English.</p>					
11.	<p>PBL using Scribblenauts</p>					

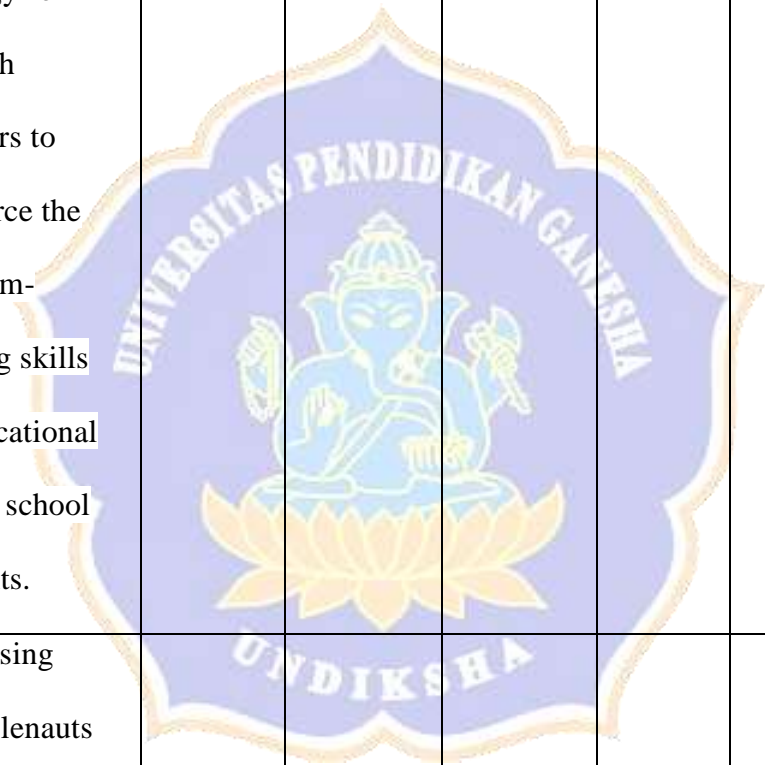


	<p>Unlimited is an engaging and meaningful teaching strategy in teaching English. *</p>						
12.	<p>Scribblenauts Unlimited may help English teacher to teach various English skills *</p>						
13.	<p>Scribblenauts Unlimited is a good choice when implementing PBL in English teaching.</p>						
14.	<p>Scribblenauts Unlimited video game is suitable for teaching</p>						

	<p>English in all Indonesian vocational public school because it has a very low PC specification requirement. *</p>						
15.	<p>Scribblenauts Unlimited can help teacher to improve students' learning interest in learning English. *</p>						
16.	<p>PBL using Scribblenauts Unlimited teaching strategy is suitable with 21st century students'</p>						



	characteristic.						
17.	<p>PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to reinforce the problem- solving skills for vocational public school students.</p>						
18.	<p>PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to</p>						



	reinforce the critical thinking skills for vocational public school students.						
19.	PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to reinforce the digital literacy for vocational public school students.						
20.	PBL using Scribblenauts Unlimited video games is relevant for						



teaching English in 21 st century especially for vocational public school students.							
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Semi-structured Interview Questions	
Num.	Questions
1.	What do you think about this research?
2.	Have you ever used video games in teaching English?
3.	How often do you use video games in teaching English?
4.	Do you feel that the use of video games in teaching English is beneficial?
5.	What do you think about PBL implementation using Scribblenauts Unlimited video games in English teaching?

APPENDIX 7.

TEACHING SCENARIOS

TEACHING SCENARIO FOR MEETING 1		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Pre-test Activity		
Students work on pre-test questions in the form of Google Forms individually with the supervision of the researcher in the classroom.		90 minutes
Closing		
<ul style="list-style-type: none"> - Students make conclusions containing their first impressions of the pre-test questions that have been submitted. - The researcher dismisses the meeting by sending class attendance in the form of a Google Form to be filled out by the students present. - Silence 		2 minutes
TEACHING SCENARIO FOR MEETING 2		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Syntax	Main Activity	
Orientation	- Introduction	6 minutes

	<p>-Students are divided into 4 groups with 5-6 students in each group.</p> <p>-The researcher starts to play Scribblenauts unlimited video game</p>	
Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes
2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in Edwin Farm.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative	20 minutes

	solutions.	
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, ‘wings’ (noun) the task might be ‘look for wings’ and the question might be ‘is it possible to human to have wings?’; ‘can human fly by using wings?’ (depending on the NPCs’ problem)	10 minutes
6) Self-study	All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <p>*A group which keywords are mostly accepted will be the winner.</p>	25 minutes

	*A group may have the same keyword with other groups, but the reason will determine which group is taken.	
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a Google Form to be filled out by the students present. - Silence 	2 minutes

TEACHING SCENARIO FOR MEETING 3

Opening		Times
-	Strengthening Character Education (to start the class with greetings and praying)	6 minutes
-	Silence	
-	Giving instruction	
Syntax	Main Activity	
Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
Teaching using		(90

Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes
2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in Capital City.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes

<p>5) Formulating learning objective</p>	<p>Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, ‘wings’ (noun) the task might be ‘look for wings’ and the question might be ‘is it possible to human to have wings?’; ‘can human fly by using wings?’ (depending on the NPCs’ problem)</p>	<p>10 minutes</p>
<p>6) Self-study</p> <p>7) Reporting</p>	<p>All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.</p> <ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <p>*A group which keywords are mostly accepted will be the winner.</p> <p>*A group may have the same keyword with other groups, but the reason will determine which group is taken.</p>	<p>10 minutes</p> <p>25 minutes</p>
<p>Closing</p>		

-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a Google Form to be filled out by the students present. - Silence 	2 minutes
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TEACHING SCENARIO FOR MEETING 4

Opening	Times
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<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 	6 minutes
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Syntax	Main Activity	
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Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
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Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
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1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes
2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in Capital City Run-off Chapter.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, 'wings' (noun) the task might be 'look for wings' and the question	10 minutes

	<p>might be ‘is it possible to human to have wings?’; ‘can human fly by using wings?’” (depending on the NPCs’ problem)</p>	
6) Self-study	<p>All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.</p>	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <ul style="list-style-type: none"> *A group which keywords are mostly accepted will be the winner. *A group may have the same keyword with other groups, but the reason will determine which group is taken. 	25 minutes
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by 	2 minutes

	<p>sending class attendance in the form of a Google Form to be filled out by the students present.</p> <ul style="list-style-type: none"> - Silence 	
TEACHING SCENARIO FOR MEETING 5		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Syntax	Main Activity	
Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not	10 minutes

	prevent students to move to the next step.	
2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in The Virgule Gallery Chapter.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, 'wings' (noun) the task might be 'look for wings' and the question might be 'is it possible to human to have wings?'; 'can human fly by using wings?' (depending on the NPCs' problem)	10 minutes

6) Self-study	All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <ul style="list-style-type: none"> *A group which keywords are mostly accepted will be the winner. *A group may have the same keyword with other groups, but the reason will determine which group is taken. 	25 minutes
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a 	2 minutes

	<p>Google Form to be filled out by the students present.</p> <ul style="list-style-type: none"> - Silence 	
TEACHING SCENARIO FOR MEETING 6		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Syntax	Main Activity	
Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes

2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in Capital City Firehouse Chapter.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, 'wings' (noun) the task might be 'look for wings' and the question might be 'is it possible to human to have wings?'; 'can human fly by using wings?' (depending on the NPCs' problem)	10 minutes

6) Self-study	All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <ul style="list-style-type: none"> *A group which keywords are mostly accepted will be the winner. *A group may have the same keyword with other groups, but the reason will determine which group is taken. 	25 minutes
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a 	2 minutes

	<p>Google Form to be filled out by the students present.</p> <ul style="list-style-type: none"> - Silence 	
TEACHING SCENARIO FOR MEETING 7		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Syntax	Main Activity	
Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes

2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in The Underline Chapter.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, 'wings' (noun) the task might be 'look for wings' and the question might be 'is it possible to human to have wings?'; 'can human fly by using wings?' (depending on the NPCs' problem)	10 minutes

6) Self-study	All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <ul style="list-style-type: none"> *A group which keywords are mostly accepted will be the winner. *A group may have the same keyword with other groups, but the reason will determine which group is taken. 	25 minutes
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a 	2 minutes

	<p>Google Form to be filled out by the students present.</p> <ul style="list-style-type: none"> - Silence 	
TEACHING SCENARIO FOR MEETING 8		
Opening		Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 		6 minutes
Syntax	Main Activity	
Orientation	<ul style="list-style-type: none"> - Introduction -Students are divided into 4 groups with 5-6 students in each group. -The researcher starts to play Scribblenauts unlimited video game 	6 minutes
Teaching using Maastricht's 7 steps model in PBL through Scribblenauts Unlimited video game		(90 minutes in total)
1) Clarifying unfamiliar terms / objects	Each group are asked to mention the uncommon terms / objects while the game is played. Those uncommon terms will be clarified together. So the lack of vocabulary knowledge will not prevent students to move to the next step.	10 minutes

2) Defining problem	Each group defines and identifies the problem of the chosen NPCs in St. Asterisk Chapter.	10 minutes
3) Brainstorming	Each member in each group shares and discusses to others about collection of ideas of suitable noun / adjective using prior knowledge and common sense to help the NPCs.	15 minutes
4) Analyzing the problem and brainstorm	Each group organizes possible keywords from brainstorm and reviews them as tentative solutions.	20 minutes
5) Formulating learning objective	Each group chooses the most possible keyword by consensus. Then formulate single question or task about it. For example, 'wings' (noun) the task might be 'look for wings' and the question might be 'is it possible to human to have wings?'; 'can human fly by using wings?' (depending on the NPCs' problem)	10 minutes

6) Self-study	All students in each group look for additional information and knowledge individually to answer the formulated learning objective so the group will have a strong scientific reason.	10 minutes
7) Reporting	<ul style="list-style-type: none"> - Each group reports their answers with the reasons and their final answers. - Only reasonable keyword (adj. and/ or noun) are accepted to help the NPCs. <p>Note:</p> <ul style="list-style-type: none"> *A group which keywords are mostly accepted will be the winner. *A group may have the same keyword with other groups, but the reason will determine which group is taken. 	25 minutes
Closing		
-	<ul style="list-style-type: none"> - Students make conclusions containing their impressions of the learning activities that have been carried out. - The researcher dismisses the meeting by sending class attendance in the form of a 	2 minutes

	<p>Google Form to be filled out by the students present.</p> <ul style="list-style-type: none"> - Silence 	
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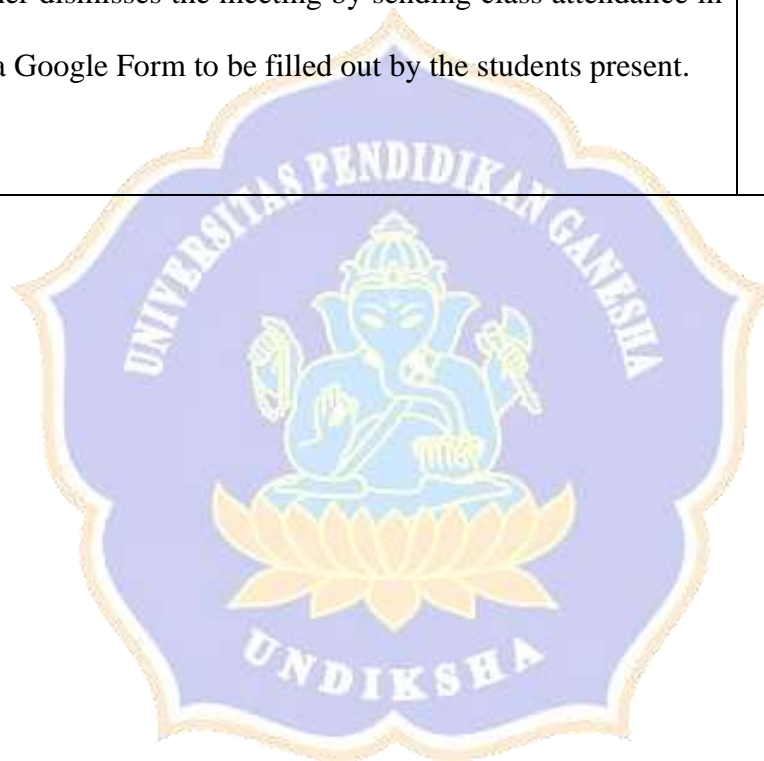
TEACHING SCENARIO FOR MEETING 9

Opening	Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 	6 minutes
Post-test Activity	
Students work on post-test questions in the form of Google Forms individually with the supervision of the researcher in the classroom.	90 minutes
Closing	
<ul style="list-style-type: none"> - Students make conclusions containing their first impressions of the post-test questions that have been submitted. - The researcher dismisses the meeting by sending class attendance in the form of a Google Form to be filled out by the students present. - Silence 	2 minutes

TEACHING SCENARIO FOR MEETING 10

Opening	Times
<ul style="list-style-type: none"> - Strengthening Character Education (to start the class with greetings and praying) - Silence - Giving instruction 	6 minutes

Administering Open-Ended Questionnaire	
Students work on open-ended questionnaire in the form of Google Forms individually with the supervision of the researcher in the classroom.	90 minutes
Closing	
<ul style="list-style-type: none"> - Students make conclusions containing their final impressions of the teaching and learning process that have been administered. - The researcher dismisses the meeting by sending class attendance in the form of a Google Form to be filled out by the students present. - Silence 	2 minutes



APPENDIX 8.

Likert-type Questionnaire Answer							
Respondent : an English Teacher of XI AKL 2 class in 2021/2022 cohort							
No.	Questions	Strongly Dissagree	Dissagree	Slightly Dissagree	Slightly Agree	Agree	Strongly Agree
1.	The use of technology makes it easier for teachers and students in the English teaching and learning process.						√
2.	Based on your experience, learning with video games is generally fun and effective.						√
3.	The use of video games in learning English is in line with the						√

	Fun School Movement (Gerakan Sekolah Menyenangkan) at SMKN 1 Sawan.						
4.	The use of video games in learning generally increases student motivation and participation.					√	
5.	Video games are a common medium that you use when teaching in class.					√	
6.	In the teaching and learning process, video games make it					√	

	easier for you to transfer knowledge.						
7.	Video games generally make learning English in the classroom less boring.						√
8.	The use of video games makes it easier for teachers and students in the teaching and learning process of English.						√
9.	Video games is effective in English teaching and learning.						√
10.	Scribblenauts Unlimited						√

	<p>video games</p> <p>can be an</p> <p>interesting and</p> <p>effective</p> <p>medium for</p> <p>learning</p> <p>English.</p>						
11.	<p>PBL using</p> <p>Scribblenauts</p> <p>Unlimited is an</p> <p>engaging and</p> <p>meaningful</p> <p>teaching</p> <p>strategy in</p> <p>teaching</p> <p>English. *</p>					√	
12.	<p>Scribblenauts</p> <p>Unlimited may</p> <p>help English</p> <p>teacher to teach</p> <p>various English</p> <p>skills *</p>						√
13.	<p>Scribblenauts</p> <p>Unlimited is a</p> <p>good choice</p>					√	

	when implementing PBL in English teaching.						
14.	Scribblenauts Unlimited video game is suitable for teaching English in all Indonesian vocational public school because it has a very low PC specification requirement. *						√
15.	Scribblenauts Unlimited can help teacher to improve students' learning interest in learning						√

	English. *						
16.	PBL using Scribblenauts Unlimited teaching strategy is suitable with 21 st century students' characteristic.						√
17.	PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to reinforce the problem- solving skills for vocational public school students.						√

18.	<p>PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to reinforce the critical thinking skills for vocational public school students.</p>					√
19.	<p>PBL using Scribblenauts Unlimited video games can be a useful teaching strategy for English teachers to reinforce the</p>				√	

	digital literacy for vocational public school students.						
20.	PBL using Scribblenauts Unlimited video games is relevant for teaching English in 21 st century especially for vocational public school students.						√

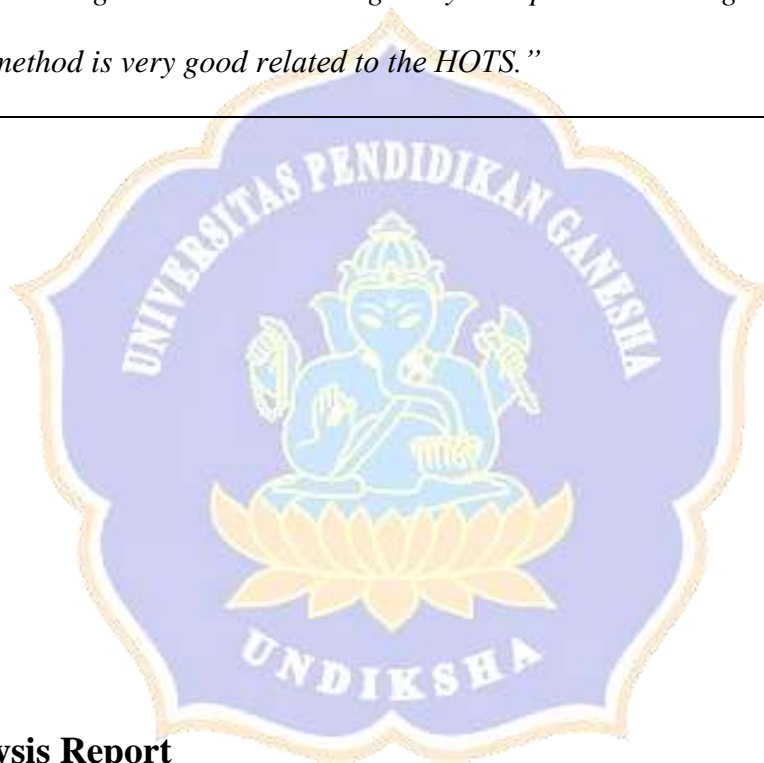
Interviewee : an English Teacher of XI AKL 2 Class at SMK Negeri 1

Sawan

Num.	A Semi-structured Interview Answer Transcription
1.	<p>What do you think about this research?</p> <p>Answer :</p> <p><i>“I think this activity is nice, it's amazing. Because we can see from the student activity during the research, they are very improved, especially vocabulary. And I think...this game also related to the HOTS (High</i></p>

	<i>Order Thinking Skill) from the students. That's all."</i>
2.	<p>Have you ever used video games in teaching English?</p> <p>Answer :</p> <p><i>"Okay. I always use game.. I usually use Kahoot, as a way to increase the vocabulary in hospitality, accounting and culinary class. In online class, because almost 2 years,.. I use many games, videos from youtube, or another application it's kahoot, and then melajah.id from the education minister, then Kejar.id the third party program. I got free charge from the school for almost 2-3 months. We use Kejar.Id to teach learning contents."</i></p>
3.	<p>How often do you use video games in teaching English?</p> <p>Answer:</p> <p><i>"Almost I use game. Because, nowadays for generation Z is very different with mine generation. Because the characteristic , how to study the student now is very different. So I'm using game, I'm using video, I'm using multimedia is that useful to make student learn English."</i></p>
4.	<p>Do you feel that the use of video games in teaching English is beneficial?</p> <p>Answer :</p> <p><i>"Of course.. game is very beneficial for the student. We can see from the activity. Today's activity, the students can be encouraged, can be motivated, very happy also. Because.. I can see the situation is very joyful."</i></p>
5.	What do you think about PBL implementation using Scribblenauts

	<p>Unlimited video games in English teaching?</p> <p>Answer :</p> <p><i>“Okay I think... this really .. really very unique and good. I am as a teacher is interesting about this problem based learning. Because, why? because nowadays the minister ask all teacher to use HOTS approach, the teacher should encouraged about how to teach the student like planning, problem solving, etc, not only using test, but we can encourage the student thinking . why? the problem solving using this method is very good related to the HOTS.”</i></p>
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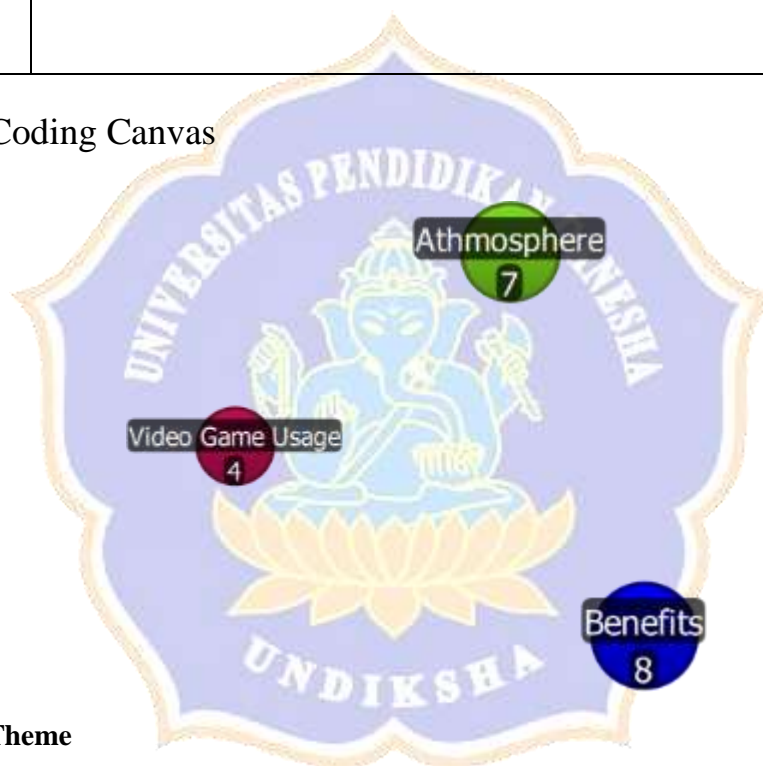


Coding Analysis Report

Themes	Description	Total Codes
Benefits	Opinions from the English teacher about the benefits of the implementation of PBL through Scribblenauts Unlimited video game in English class.	8
Athmosphere	Opinions of the English teacher about the class athmosphere during the research activity	7

Video Game Usage	Explaining about how often the English teacher uses game in the classroom.	4
TOTAL NUMBER OF CODES	19	
TOTAL NUMBER OF THEMES	3	

Coding Canvas



Text Sorted by Theme

Benefits



“...they (the students) are very improved, especially (in) vocabulary”



“...this game also related to the HOTS (High Order Thinking Skill) from the students”

“...useful to make student learn English”

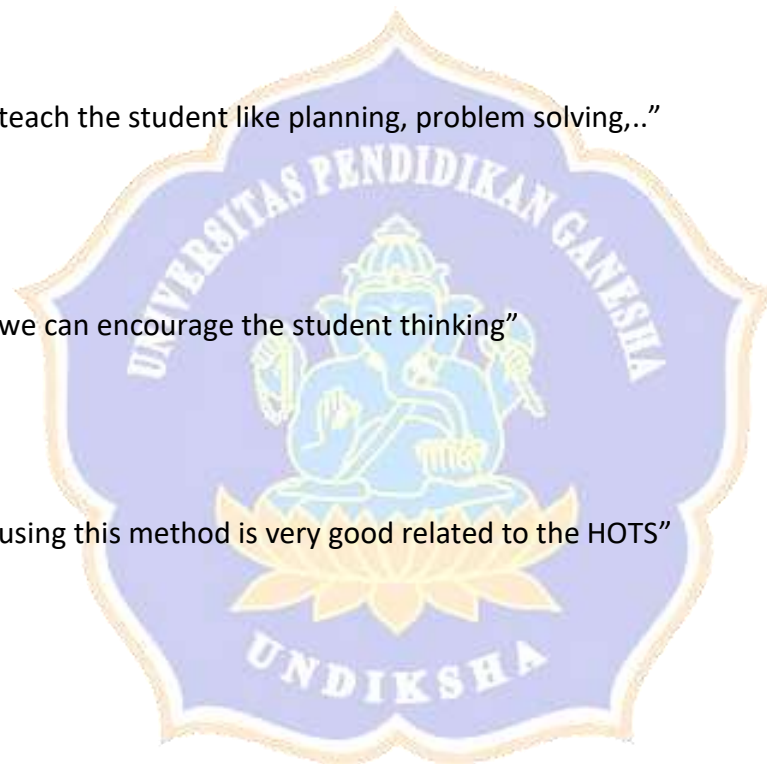
“...very beneficial”

“...the students can be encouraged, can be motivated, very happy also.”

“...teach the student like planning, problem solving,..”

“...we can encourage the student thinking”

“...using this method is very good related to the HOTS”



Athmosphere

nice

amazing

very good



interesting



very different



very joyful



very unique

Video Game Usage



I always use game



I use many games



"I use game (for) almost



I'm using game, I'm using video, I'm using multimedia

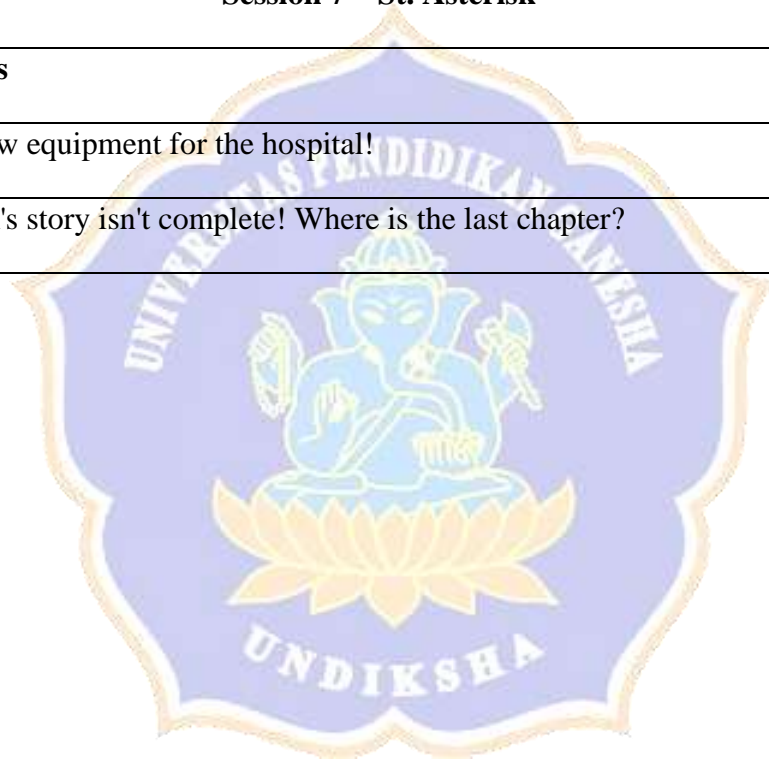


APPENDIX 9.

List of Chosen Problems in Each Session

Session 1 – Edwin’s Farm	
No.	Problems
1.	Help the sprout grow!
2.	My kitty is stuck on top of the tree! Get her for me!
Session 2 – Capital City	
No.	Problems
1.	I want someone to entertain me!
2.	I'm parked illegally!
3.	I want to sail across the sea!
4.	So unsightly!
Session 3 – Capital City-Runoff	
No.	Problems
1.	The other fish keep making fun of me! Help me scare them away!
2.	There must be a better way to dispose of this waste!
Session 4 – Virgule Gallery	
No.	Problems
1.	One of these artifacts is a fraud! Help me figure out which!
2.	I need something to connect these bones together!
Session 5 – Capital City Firehouse	
No.	Problems
1.	People say I have issues! Who can help me?
2.	She snores so loudly! I can't sleep!
3.	The fireman is almost ready to head out! Give him a tool that will help get the job

	done!
4.	Traffic is terrible! Help the car get over this traffic!
Session 6 – The Underline	
No.	Problems
1.	I'm so hungry and this machine is empty!
2.	I could earn some money if I learned some skills!
3.	I'd better clean up these puddles!
Session 7 – St. Asterisk	
No.	Problems
1.	I need new equipment for the hospital!
2.	The book's story isn't complete! Where is the last chapter?

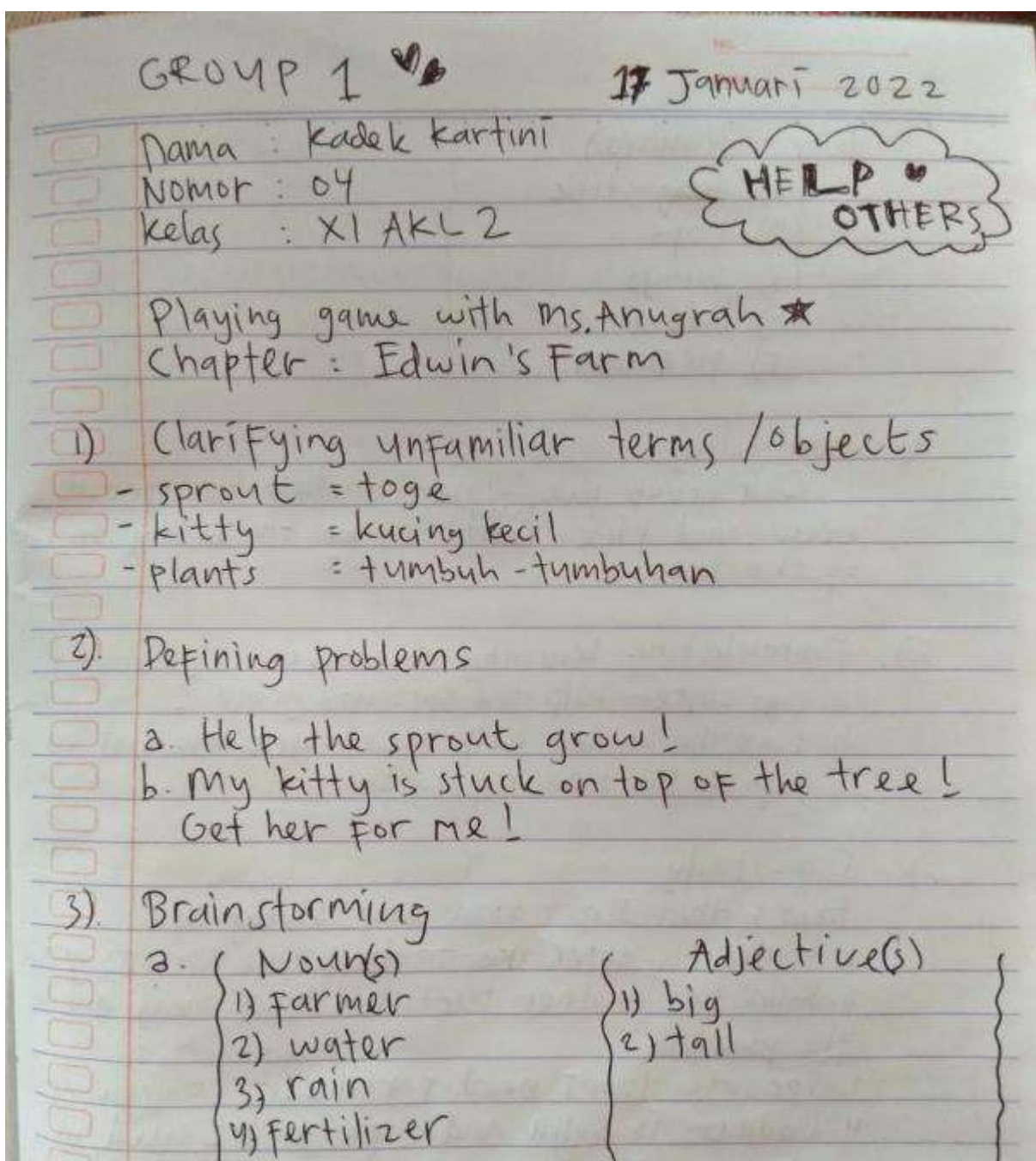


APPENDIX 10.

NOTEBOOK OF KADEK KARTINI FROM GROUP 1



Kadek Kartini got the highest score in the post-test and Group 1 won the game with the most points. She applied the expression of asking and giving opinion, and giving suggestion so well while in the brainstorming and analyzing phases. She also found several facts in self-study that worth to be discussed with the whole groups to solve and find the most rational final answers. Her notebook during learning and playing using Scribblenauts Unlimited video game is provided in this appendix.



b.	Noun(s)	Adjective(s)
	1) log stick	
	2) rope	
	3) wings	
	4) ladder	
	5) fireman	

4) Analyzing

Our group pick "water" to help the sprout grow and pick "^{ladder}~~rope~~" to ~~put~~ get the kitty on top of the tree.

5). Formulating learning objective

a. Can water help the sprouts grow?

b. Can the ladder help me to get the cat on top of the tree safely?

6). Self-study

Facts that I get from self-study are:

1. Water is effective to help the sprouts grow
2. Rain has another particles that may harm the plants
3. Sprouts donot need fertilizer to grow up.
4. Ladder is solid and safe to be used in climbing the tree

5. human don't have wings
6. stick is not safe to get the cat as well
with rope
7. fireman only help emergency things.
8. Sprout cannot be big / tall instantly

7). Reporting

For the first problem, I think the logic and effective answer is 'water'. Because water can help the sprout grow without harming the ~~sprout~~ baby sprout not like rain and fertilizer.

For the second problem, in my opinion long ladder can help Maxwell to pick the cat. Because it is safe for Maxwell and also for the cat. First, I will put the long ladder near the tree, then I climb to pick up the cat carefully and climb down safely to give the cat to the sad girl.

18 Januari 2022

Playing game!
 Chapter: Capital City

1) Clarifying unfamiliar terms/objects

- Bored boy = anak laki-laki yang bosan

- Jalopy = mobil tua

- graffiti = mural

- sail = berlayar

2) Defining problems

a. I want someone to entertain me!

b. I'm parked illegally!

c. So unsightly!

d. I want to sail the sea!

In the first problem, I have to make the bored boy happy. In second problem, I have to move the Jalopy so it is not parking illegally. In the third problem, I have to make the graffiti beautiful and likable like clean it.

3) Brain storming

a. Noun (s)

1) comedian

2) singer

3) clown

} Adjective(s)

{ 1) happy

{ 2) okay

{ 3) fine



b. Noun (s)

- 1) police
- 2) car, rope
- 3) tow truck
- 4) driver

Adjective (s)

c. Noun (s)

- 1). paint
- 2). brush
- 3). artist
- ~~4)~~

d. Noun (s)

- 1). ship
- 2) boat
- 3) surfboard

4) Analyzing

Our group choose 'comedian' to entertain the bored guy, choose 'tow truck' to move the illegally-parked Jalopy, and choose 'paint' to clean the graffiti on the wall. And choose 'ship' to help grandfather sail the sea.

5) Formulating learning objective

- a. Can a comedian make the bored ~~guy~~ boy happy?
- b. Is tow truck effective to move the Jalopy to the suitable ~~parking~~ parking area?
- c. Is the paint effective to clean the wall from graffiti?
- d. Is ship a safe transportation to sail across the sea?

6. Self-study

Facts that I get from self-study are:

- 1) Comedic performance to entertain someone can be performed almost anywhere (standup)
- 2) Not all people like clown because there is a phobia of clown namely coulrophobia.
- 3) Singer is entertaining but must have stage and other facility to not annoy other people in the road.
- 4) Tow truck is designed to move disable, improperly parked vehicles
- 5) mooring the rope in big pressure is dangerous and risky.
- 6) New-painted wall can make good mood.
- 7) Boat and surfboat are not safe to sail across the sea.

7. Reporting

For the first problem, in my point of view, comedian is the most reasonable person to help me entertain the bored boy. Because, comedian can perform anywhere without any addition facility as well not annoy other people in public road.

For the second problem, as far as I'm concerned

the Jalopy should be moved by tow truck
Because, this truck has function and feature
to move vehicle without broke it. First,
Maxwell have to spawn tow truck, then
attach the winches of the tow truck to the
front bumper of Jalopy, and drive the tow
truck to move the Jalopy to the suitable
place.

For the third problem, to my mind, paint
can make the wall clean from the graffiti.
Because the graffiti make the wall in the street
look unsightful, then Maxwell has to paint
it to clean the graffiti.

For the fourth problem, I suggest Maxwell
to spawn a ship or big ship for grandfather
to sail across the sea. Because ship is safe
transportation to a sail across the sea not
like boat that need petrol and surf board that
dangerous for grandfather.

No
19 Januari 2022

Chapter: Capital city - Runoff



1) Clarifying unfamiliar terms/objects

- blow fish = ikan mas
- toxic waste = sampah beracun

2) Defining problem

a. The other fish keep making fun of me!
Help me scare them away!

b. There must be a better way to dispose of this waste!

So in the first problem, I have to make the blow fish looks scary so that it will not be bullied by the other fishes. And for the 2nd problem, I must find a way to clean the sea from toxic waste.

3) Brainstorming

a. Noun(s)

- 1). whale
- 2). barracuda
- 3). shark

Adjective(s)

- 1). giant
- 2). obese

b. Noun(s)

- 1). Hazmat worker
- 2). bomb
- 3). diver

4. Analyzing

Our group choose 'giant' to make the ~~fish~~ blowfish looks scary, and choose Hazmat worker to clean the toxic waste.

5) Formulating learning objectives

- a. Are small fish afraid of big fish?
- b. Can hazmat worker ~~can~~ clean up toxic waste?

6). Self-study

Facts that I get after self-studying are:

1) Small fishes are afraid of big fish.

Because bigger fish eat smaller fish.

Fish prefer prey smaller than about $1/4$ to $1/3$ their own size as predators are constrained by the size of their jaw.

2). Hazmat worker disposes harmful substance and radioactive waste.

No. _____
Date: _____

7. Reporting

I think, I have to give the blowfish an adjective "giant" so it looks more scary and the smaller fish will not mock the blowfish anymore. Because, like what I have read, small fish afraid of big fish

For the 2nd problem, I'd like to point out that the right person to clean the toxic waste is 'hazmat worker'. Because, they are expert to neutralize and clean up materials that are flammable, corrosive, and toxic.

20 Januari 2022

Chapter: Virgule Gallery

1) Clarifying unfamiliar terms/objects

- archaeologist = arkeolog
- curator = konservator barang bersejarah
- fraud = penipuan

2). Defining problems

- One of these artifacts is a fraud! Help me figure out which!
- I need something to connect these bones together!

For the 1st problem, I have to help the curator to find out the fake artifacts.

For the 2nd problem, I have to help the archaeologist to fix the broken bones of an artifacts.

3). Brainstorming

a. Noun(s)

- magnifying glass
- expert
- police
-

b. noun(s)

- glue
- connector
- steel
- tape

No _____
Date _____

4. Analyzing

Our group choose 'magnifying glass' to help
 the curator and choose 'glue' to help archae-
 ologist to connect the bones.

5. Formulating learning objectives

a. Does the curator use magnifying glass to
 examine the artifacts originality?
 b. Does archaeologist fix the artifacts with
 glue?

6. Self-study

- The curator is an expert to protect artifacts
 in museum or gallery
 - Magnifying glass is a common tool for curator
 to check the painting originality.
 - The archeologist uses acid-free glue as
 ~~conservation~~ conservation adhesives for repair.

7). Reporting

In my opinion, magnifying glass is a suitable
 tool to help the curator examine the artifact.
 Because, it is a common tool for curator to check
 the originality of artifacts, in form of painting

No. _____
Date _____

I suggest Maxwell to give glue to the archaeologist to fix the broken bones. Because glue can be a conservation adhesive for repair as long as it is acid-free.

21 Januari 2022

Chapter: Capital City Firehouse

1. Clarifying unfamiliar terms / objects

- arsonist = Pembakar

- sorority girl = gadis mahasiswa

- fire truck = truk pemadam kebakaran

e. Defining problems

a. People say I have issues! Who can help me?

b. She snores so loudly! I can't sleep!

c. The fireman is almost ready to head out!

Give him a tool that will help get the job done!

d. Traffic is terrible! Help the car get over this traffic!

~~Brainstorming~~

~~Brainstorming~~

The problem the arsonist has is he looks very dirty like crazy man, I think he has mental issue. For the 2nd problem, I have to find out the way to decrease the volume of snoring so the fireman can sleep. In the 3rd problem I have to find a tool to help the fireman kill the fire. Then for the 4th problem, I have to find way so the ~~car~~ fire truck can go

from the terrible traffic.

3) Brainstorming

a. Noun(s)

- Doctor
- Psychiatrist
- fireman
- expert

b. Noun(s)

- headset
- pillow
- earplug
- earphone

4) ~~Brainstorming~~

c. Noun(s)

- extinguisher
- sands
- helicopter

d. Noun(s)

- wings
- police
- siren

4) Analyzing

Our group choose a. 'psychiatrist', b. 'earplug', c. 'extinguisher' and d. 'siren' as our temporary solutions after brainstorm and discussing

5.) Formulating learning objectives

- a. Is the psychiatrist the right person to handle people with mental issue?

- No _____
Date: _____
- b. Is it safe to use earplug while sleeping?
 - c. Is extinguisher effective to kill the fire?
 - d. ~~Do~~ people will give a way for vehicles that use siren?

6) Self-study

Facts that my group get after self-studying are:

- People with mental issues must go to psychiatrist not a doctor in general but a specialist in mental health
- Earplug has soft material that very comfortable for ears, not like headset or earphone that use solid material that can harm our ears
- Fire extinguisher has power to extinguish fire in one-point of area (not in larger area)
- ~~People~~ Siren in the vehicle's sign emergency.

7) Reporting

For the first problem, our group suggest the arsonist to be helped by the ~~psychiatrist~~ psychiatrist because a person with mental issue must go to psychiatrist not a doctor in general but a specialist in mental health

For the 2nd problem, I think Maxwell should give the fireman earplugs so he can sleep even his wife snores loudly. Ear plug is safe for ears and make the fireman comfortable while sleeping because of the soft material.

Then, for the 3rd problem, in my opinion the fire extinguisher is effective to help the fireman get done his job, because the fire in the game is only in a small area not in large area.

For the 4th problem, we think siren is good idea to help the firetruck get over the terrible traffic. Because people think that vehicle with siren is emergency vehicle so they will make way. Maxwell should put the siren on the firetruck hood or front bumper then turn it on so the firetruck in emergency mode.

25 Januari 2022

Chapter : St. Asterisk

1. Clarifying unfamiliar terms/objects
 - cracked book = buku robek
 - orthopaedist = ahli tulang

2. Defining problems

- a. I need new equipment for the hospital!
- b. The book's story isn't complete! where is the last chapter?

In this ~~pro~~ 1st problem, I have to give the orthopaedist new equipment so he can perform surgery. For the 2nd problem, the cracked book has lost pages and don't know where ~~at~~ the last chapter. I have to find out the way to complete the story.

3. Brainstorming

a. Noun (s)

- needle
- stich
- First aid kit
- ~~stich~~ MRI

b. Noun (s)

- pages
- writer
- pen
- new book

4. Analyzing

Our group choose "first aid kit" and "writer" to be the temporary answers.

5. Formulating learning objectives

a. Is first aid kit important to orthopaedist?

b. Does the writer know the last chapter of the cracked book?

6. Self-study.

- First aid kit is mandatory for everyone to have

- Writer is a person ~~write~~ book
write

7. Reporting

For the first problem, I think first aid kit can be important equipment for the hospital because it is mandatory to cure patient.

For the 2nd problem, in my opinion the lost page the cracked book lost only can be find from the writer of the book because only the writer know the last chapter that lost.