

DON JUAN: A 3D PLATFORMER GAME

**A Capstone Project
Presented to the Faculty of the
Information and Communications Technology Program
STI College Global City**

**In Partial Fulfilment
of the Requirements for the Degree
Bachelor of Science in Information Technology**

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ENDORSEMENT FORM FOR ORAL DEFENSE

TITLE OF PROJECT: DON JUAN: A 3D PLATFORMER GAME

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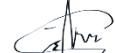
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In conclusion, we would want to give thanks to God for guiding us from all the challenges that we faced. His direction has been clear to us from moment to moment. It was thanks to him that we were able to maintain our sanity while working on this capstone project. We shall continue to put our faith in you regarding our future.

ABSTRACT

As with everything else in the modern world, the gaming industry is getting better and better as technology keeps getting better and better all over the world. Time has led to the creation of a lot of games, which gives digital natives, especially those who are really interested in the gaming industry, a constant way to have fun. Everything in the modern day, including the gaming industry, improves as a result of the progression of technology around the world.

The epic poem Ibong Adarna is mandatory reading for students in Grade 7 of Junior High School in the Philippines, and the proposed project is to create a 3D platformer video game based on the poem. The storyline of Ibong Adarna will be followed by the game, with the player taking on the role of Don Juan, the story's protagonist, and focusing on his mission to find and capture the Adarna bird. The game will also take place in the same world as the novel.

The main goal of this research is to make a 3D platformer game that will help the Grade 7 students in the Philippines to learn about Ibong Adarna, which is an important piece of literature from the Philippines. Students will be able to feel as though they are a part of the plot when a video game based on the aforementioned literary work is developed so that they can take control of and communicate with the characters.

The people who made the game were able to reach their goal of making it an educational tool for Grade 7 students in the Philippines who are studying the poem of Ibong Adarna. The results of the survey show that the participants were interested in learning more about the story. In addition to that, students had fun playing games while learning new words to add to their Filipino vocabulary.

PREFACE

This capstone project “Don Juan: A 3D Platformer Game” is developed to fulfill the requirement for the Degree Bachelor of Science in Information and Technology. The developers started designing the game in March and continuously develop and polish the game until November 2022.

The developers challenge themselves and test their skills in game development and 3D designing to bring the literature Ibong Adarna into a gamified learning and an immersive 3-Dimensional environment. Along with the progress of developing the game, as a developer, we gained new knowledge on how to build a project from scratch; gained new experience in collaboration and teamwork as we began planning the flow during the and started implementing everything while starting a new semester; And, gained new lesson that every struggles and problem we encounter are all part of the process in order to improve our project and also improve ourselves as an individual who are preparing for the industry.

Finally, in this project are the blood, sweat, and tears of the developer to provide a motivational tool for learning and entertainment for their target grade 7 students studying the literature Ibong Adana in their Filipino subject.

INTRODUCTION

Project Context

As the world's technology is constantly developing, everything in the modern era is also improving, including the gaming industry. There are many games that were being developed as years went by, and it was continuously entertained by the digital natives, especially those people who are really into the gaming field. As the world's technology advances, everything in the modern day improves, including the gaming industry. Many games have been developed over the years, and they have kept digital natives, particularly those who are deeply involved in the gaming industry, entertained. A game is a piece of software code intended to entertain or educate a user. According to Riad Chikhani (2015), the game "Brown Box" was the first game released by Ralph Baer and his team in 1967. However, it took nearly three decades for the first game system geared for commercial home usage to appear. The "Brown Box" was a vacuum tube circuit that could be attached to a television set and allowed two people to control cubes on the screen that followed each other. The "Brown Box" could be configured to play ping pong, checkers, and four sports games, among other things.

Today, computer gaming is a multibillion-dollar industry with millions of games available to individuals of all ages. Nevertheless, this world has had to contend with many misconceptions and misleading assertions throughout the years. One of the most damaging of these assertions is the media's attribution of violence and other crimes to the influence of video games. Many people consider video games to be simplistic or the province of slackers, but what we do not realize is that there are many aspects of these virtual worlds that have real-world applications. Healthy brain stimulation, problem-solving skills development, and stress release are just some benefits of video games for both children and adults.

By learning to cope with repeated failures in games, children might develop emotional resilience that they can use in their everyday life. According to Lisa

Bowen (2014), playing video games can assist youngsters develop problem-solving abilities. According to long-term research released in 2013, the more teenagers reported playing strategic video games, such as role-playing games, the more their problem-solving skills and school grades improved the following year. Playing any type of video game, even violent games, increased children's creativity, but not when they used other types of technology, such as a computer or mobile phone, according to an earlier study.

Most young Filipinos in today's era are unfamiliar with several sophisticated Tagalog terms found in poetry, such as Filipino literature. Most young Filipinos nowadays are unfamiliar with some sophisticated Tagalog phrases used in poetry and other forms of Filipino literature. They may not comprehend the genuine meaning of some Filipino terms in some cases. The developers produced the notion of creating an academically aligned game to make the experience more enjoyable. We all know that studying anything is easier when it relates to entertainment. Game-based learning is a teaching approach that employs the power of games to establish and reinforce learning objectives. Educational games with features like engagement, instant rewards, and healthy competition are used in a GBL context to accomplish this. All of this is done in order to keep pupils interested in learning while they are having fun (Nisbet, 2021).

The developers gathered information on who would be the appropriate respondents for this project. According to Ms. Bernadette Pearl Victoria, a Licensed Professional Filipino Teacher at Arellano University Pasig City, the Department of Education (Dep-Ed) requires that Ibong Adarna must be taught in Grade 7 during their fourth grading period. The Department of Education (Dep-Ed), according to Ms. Bernadette Pearl Victoria, a Licensed Professional Filipino Teacher at Arellano University Pasig City, requires that Ibong Adarna be taught in Grade 7 during their fourth grading period. As a result, grade 7 students were chosen as responders by the developers since they are appropriate for this project.

Ibong Adarna is based on classic Filipino folklore about a sick king who dispatches his three sons on a quest to find the Ibong Adarna "Adarna bird" as it is the only remedy for his illness, with the promise that whoever captures the bird and brings it to him will inherit the throne. Each of the princes embarked on his own journey. The Author of this story is José de la Cruz; the first time Ibong Adarna was released was in 1941. There are no definitive dates for when it appeared.

The developers chose "Ibong Adarna" as the game adaptation to assist pupils in grasping the relevance of Philippine literature. It will also educate them about some essential Filipino vocabulary words frequently used in Filipino poetry. Moreover, it will give knowledge about the profound Filipino vocabulary words commonly found in Filipino poetry. The project's goal is to create a game-like recreation of Filipino literary work to pique students' interest in learning the subject's tale. Allowing the student to play the character, participate in a direct adventure, and not be restricted to the pages of the school's literature. Allowing the student to take on the role of the character, participate in a firsthand adventure, and not be limited to the pages of the school's literature.

Purpose and Description of the Project

The developed project is a 3D platformer game based on the epic poem Ibong Adarna studied by Grade 7 Junior High School students as part of their curriculum by DepEd. Ibong Adarna is the foundation of this project since it is the first narrative introduced to secondary education in the Philippine literature that tackles heroic and extraordinary adventures. The developers approach the platformer game with a 3-dimensional style to bring emphasis to the exploration of the story's environment, allowing the players to have an immersive experience on the epic poem.

The game follows the plot of Ibong Adarna while taking the perspective of Don Juan as the protagonist of the story and focusing on his journey in discovering and

catching the Adarna bird. The game follows the scenario of Ibong Adarna from the point of view of Don Juan, the protagonist of the story, and focused on his quest to discover and capture the Adarna bird. The plot of the game is derived directly from the epic poem. As the player progresses, the game will describe the characters, objects, and other artifacts that the player will encounter, as well as their significance. After finishing a platformer challenge of the game, the player will answer a quiz - type question that relates to the critical aspect of the phase they completed to proceed to the next stage. This is intended to gain feedback on what the students have gained from completing the stage. Additionally, the project is designed to be a tool for students to learn the literary work, which is part of the Filipino subject, entertaining to ease the pressure of reading literature.

Overall, this capstone project aims to provide a reinterpretation of Filipino Literature in the form of a game to stimulate the motivation of the students to learn the narratives discussed in Filipino the subject. Students will take the role of the protagonist to undergo an extraordinary adventure of finding the Adarna bird. This allows the students to gain experiential learning of the story and absorb the lessons beyond the pages of their textbooks. Also, the developers aim to assist students who are not able to commit fully to reading literatures in the Filipino subject.

Objectives of the Study

General Objective

The main objective of this study is to create a 3d platformer game that will aid Grade 7 junior high school students in understanding Ibong Adarna, which is an important literature in the Philippines. The main objective of this research is to develop a 3D platformer game that will assist Grade 7 junior high school students in learning Ibong Adarna, a significant work of literature in the Philippines. By creating a game adaptation of the said literature, students will be able to experience the tale as they control and interact with the characters of the story.

Specific Objectives

- To design and develop a feature that will illustrate the story of Ibong Adarna through an immersive-gamified experience.

The users will interact with objects and places, follow a variety of tasks assigned by NPCs (non-player characters) and have control of their characters' movements to grasp the story and explore the world of the epic poem Ibong Adarna.

- To develop and establish the narration and dialogues of the characters from the stanzas of the epic poem Ibong Adarna as a guide and narrative for the users.

The users will play the sequences of the story and witness the original lines of the poem in the dialogues of the NPCs, narration, and tutorials, as some are derived directly from the epic poem itself. The users will be able to play the story sequences and witness the original lines of the poem in the NPC dialogues, narration, and tutorials, since some are extracted directly from the epic poem itself.

- To develop a quiz - type mechanic that will assess the learnings of the students. Score/percentage.

The users will take a test regarding vocabulary and happenings of the story after each chapter is finished before the game allows the user to proceed to the next chapter. After each chapter is completed, the users will be required to pass a vocabulary and story-related events test before the game permits them to advance to the next chapter.

Scope and Limitations of the Study

Scope (Features of the Developed System)

This study focuses on making a game adaptation of Ibong Adarna by helping the students to learn firsthand about the poem. The duration of this study would be from March of the year 2022 until November of the same year, wherein the developers will randomly select Grade 7 junior high school students S.Y. 2022 - 2023 as the targeted users for the game since that is the grade level at which the story of Ibong Adarna is taught by the Filipino teachers. Through this game, students will increase their engagement and analysis of the story, as well as their level of excitement while playing the game and experience the story by playing the character of Don Juan.

The game features include:

1. profound words learning that will help them develop a deeper understanding of Philippine literature, and as the students play the game, they will also understand the meaning of those words.
2. a non-player character (NPC) that will give the necessary tools and teach the students how to capture the Ibong Adarna;
3. since the poem is about going on an adventure to obtain the Ibong Adarna, the game will include a level map to guide the students so they will know what levels they have already finished in the game; And,
4. the students can enhance their gaming experience by bringing the story to life through collective objects through missions, synopsis, and game mechanics while acquiring a thorough understanding of Philippine literature.

Limitations

Students can access the game only through computers since it is the device that most schools use. Furthermore, despite the expensive cost that frequently accompanies it, the use of computers in schools has expanded to the point that it is rare to see schools without it. Using computers in schools gives a wide range of benefits in the classroom and beyond, including information access, interactive

lessons, virtual courses, and instructor resources. Moreover, through the computer in schools, the students can access the game, and the teachers can make it their activity during their lessons. The game will only focus on the first arc of the epic poem Ibong Adarna. It will be the only storyline covered in the game since it will be feasible for the developers and will pique the students' interest to anticipate the next chapter of the game. Additionally, the developers would like to encourage future developers to make the game accessible to mobile phones and include the second arc of the poem in their study for the sake of accessibility, better improvement of the game, and provide new learning experiences for the students.

REVIEW OF RELATED LITERATURE/SYSTEMS

Review of Related Literature

Local Literature/s

“Gamification in the Academic Performance of Students”

Caballero, L. et al. (2022)¹ stated in their study that there are several factors involved in the academic performance and motivation of the student to learn. One positive connection in the students' performance in their learnings is engagement, which suggested that the greater engagement of the student in class the “more likely they are to excel academically (Caballero, L. et al., 2022)². Moreover, there has been a rising interest in the game-based teaching processes and gamification techniques in the education system as it gives an alternative approach to “engaging and motivating students during the learning process”. According to Samortin (2020), the game-based approach in the Philippines is common in basic education as it can be used to encourage students to learn and solve problems via creative thinking; Also, can be used in a variety of ways with or without the use of devices or technology. Gamification exhibits positive outcomes as it boosts the students' academic performance, motivation, and dynamics in the classroom. According to the findings of Caballero, L. et al. (2020), students who participated in gamified learning supported its use in the classroom because it improved their mood and motivation to learn. It has also developed their critical abilities, encouraged their active participation, and identified the strength and limitations of the subject matter.

“The amazing library race: Developing students' media and information literacy skills through games”

According to Yap, J. et al. (2020), the focus of this research is an investigation into how games are embraced and used in academic libraries as an interactive technique

to entice students to develop critical Media and Information Literacy (MIL) competencies. It demonstrates how games can be a viable method for delivering information literacy training in a collaborative environment and effectively engaging and attracting students to use library resources and services due to their participation. Using the example of a library race challenge shows how two academic libraries in the Philippines and Kazakhstan could instill MIL skills in their staff members. Furthermore, this research explains the concrete procedures, observations, and assessments that were taken while developing the game. Other libraries may benefit from this by gaining insights and practicing guidelines on using this strategy to advocate for MIL in their communities and expand its reach.

“The Acceptance of Mobile Games to Improve Filipino and English Vocabulary among Children from Urban and Rural Areas”

This study is about the game-based learning tool that is used to improve the Filipino vocabulary words of the students. The developers developed a game called “*Ibigkas*” wherein, it improves the student's Filipino vocabulary words. Also, it determines how broad the students' knowledge is when it comes to Filipino language. According to (Felipe et al., 2021), the students liked the games (5.4/7.0), felt they were fascinating (5.8/7.0), and found them entertaining to play (5.9/7.0). The respondents admitted being frightened when they had to speak the languages in class, but they also believed that studying the languages was beneficial. When used in a game-based learning tool, learning English and Filipino vocabulary terms may be fun. The utilization of “*Ibigkas*” has a great deal of assurance. As demonstrated by the students' Game- Based Learning or GBL, mobile games can help pupils improve their Filipino and English vocabulary engagement.

Synthesis

The proponents investigated different articles, studies, and developed projects relevant to this study. The first local literature is significant to the first objective,

which relates to an immersive gamification experience, states how it exhibits a positive outcome in the students' academic performance and favors using gamification inside the classroom as it boosts their motivation to learn (Caballero, L. et al., 2020). Moreover, the second local literature is relevant to the second objective about utilizing a quiz- type mechanic to assess the students' learnings. According to Felipe et al. (2021), a game-based learning tool is utilized to help students enhance their Filipino vocabulary terms. The developers developed a game called "*Ibigkas*" that helps students enhance their Filipino vocabulary. It also determines the breadth of the pupils' proficiency in the Filipino language. The pupils like games because they find them engaging and enjoyable to play. Learning English and Filipino vocabulary phrases may be enjoyable when combined with a game-based learning tool which grants the use of "*Ibigkas*" a high level of assurance. And lastly, the third local literature pertains to the third objective, the adaptation of literary works into games. Games are being used as an interactive method in academic libraries to educate students on important skills in the field of Media and Information Literacy (MIL). It has been demonstrated that using games to teach information literacy is a viable strategy when carried out in a collaborative setting. The participation of the students in the game indicates that games have the potential to effectively engage and motivate students to make use of the library's resources and services (Yap, J. et al., 2020).

Foreign Literature/s

“Gamification in Education”

Gamification is perceived to strengthen the prime expertise in the field of education which includes problem-solving, communication, and collaboration and comprises as an omnipotent tool in knowledge acquisition. According to the article of Rabah, J et al. (2018), gamification is introduced inside the classroom as it was built on the idea that the nature of the game and the reason behind it being interesting is what stimulates the motivation of the student to engage in school activities. Hence, the

expectation that it can overcome the recurring issue with traditional learning of making its process interesting; considering that it has become difficult to keep students motivated to learn with the development as well as the extensive usage of gadgets, online gaming, and social media. Furthermore, with game-based learning, instructors expect that the students will not only be “motivated to study but also be active and have a significant participation” in their school activities as this approach in the system promotes an active part in the students learning process (p.2). In addition to the statement, Rabah, J. et al., (2018) articulated in their findings that controversies in using a gamified method in the education system remain; However, observation on studies and literature shows that the acquired learning in this method is not only determined by the learner's motivation and engagement, but also revealed that it improves self-efficacy and information retention (p.3). Furthermore, it indicates that gamified learning reduces the anxiety of the learners about the consequences they may face in failing to perform adequately and makes the dull school task more engaging.

“Exploring Narratives in Video Games as Literary Texts”

According to Turley, A.C. 2018, the study's findings demonstrate that introducing a video game into a classroom as a work of literature enhances engagement, wherein disengaged students are activated, and literary themes are linked across all media, such as in multimodal education. We see a variety of levels, as a result; there has been a wide range of learning outcomes. The effectiveness of these investigations is exemplified by the pupils' increased excitement, involvement, and active learning after video games are introduced. This is the outcome of our kids' culture being recognized. We are realizing that they are increasingly becoming digital citizens whose lives are intertwined between the real and virtual worlds. Literature, the text, is not less influential or less important in our society. Pupil's passionate attention has been evident in these studies.

“Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review.”

According to Acquah, Emmanuel et al. (2020), as a result of their additional study, they want to build and construct a project that will assist kids in improving their reading skills. Vocabulary acquisition was the starting point, and if they continue, they will be able to expand their vocabulary even further. Applying the methods that have been learned. They also expressed an interest in learning about additional topics utilizing the Game - Based Learning program since it was a more dynamic and enjoyable approach to learning.

Synthesis

Relevant to the first objective of the study, the first piece of foreign literature shows that the developers analyzed that gamification in the classroom was introduced on the premise that the nature of a game being interesting stimulates student motivation to engage in school activities (Rajah, J. et al., 2018). Additionally, the information gathered in this proposal will exemplify how quizzes in games analyze the vocabulary of the target responders, which relates to the second foreign literature and is also one of the objectives of this study. The quizzes will be used in the study project that the developers are working on. Acquah, Emmanuel, et al. (2020) believe that a Game-Based Learning program is a more dynamic and pleasant way to learn things. In this manner, they construct a project that will aid the children in increasing their reading skills, with vocabulary study serving as the beginning point. They found that Game-Based Learning would make it easier to implement. Furthermore, in the third foreign literature, according to Turley, A.C. (2018), literary works profoundly influence our society, and it manifests in many ways. When students engage in playing games, it piques their interests and keeps their attention, both of which can lead to an increase in their engagement in the study of literary works. As a result, students become more engaged, involved, and enthused about learning.

Related Studies and/or Systems

Local Studies and/or Systems

“HiStorya: a Game Based Mobile Learning Application”

The goal of the project by Miguel, Z.G.P.R., et al. (2015) is to create an interactive mobile game that could be used as a tool in learning Araling Panlipunan, a subject for Grade 8 students in the Philippines. The students who used the application played and learned their lessons regarding the subject during and after school hours. The game's immersive, challenging, and rewarding elements motivated the students to study and learn more about the subject. Teachers used the program as well in teaching the subject since HiStorya has a feature which shows the game statistics report, which assists the instructors in evaluating the pupils' subject proficiency level.

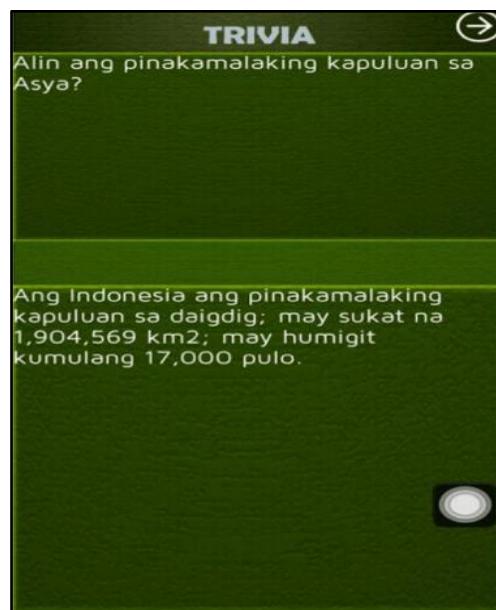


Figure 1. Screenshot of HiStorya

“Reintroducing Aliguyon Using Vogler's Adaptation of the Monomyth Through a Game Development (Descendants of the Sky: Song of Aliguyon)”

Philippine folk epics represent as an important part of development in Philippine folk literary development. Unfortunately, folk literature has been diminishing in prevalence as a result of colonialism and the change in contemporary cultural preferences. Technology and video games have emerged and are extremely popular among younger generations and can be utilized as a learning tool. The developers aim to recapture Philippine folk epics by developing a video game based on an Ifugao epic named "*Hudhud hi Aliguyon*". The principles distinguishing cultural qualities and distinct ideals that characterize Ifugao culture have been meticulously investigated so that the culture can be accurately depicted in the game's narrative, character traits, and artwork (Cajita et al., 2019).



Figure 2. Screenshot of Descendants of the Sky: Song of Aliguyon

“Pedagogy First: Vocabulary Acquisition Through Quizlet”

The language teachers attested that the Filipino youth are experiencing vocabulary difficulties in learning, retaining, and using unfamiliar words. The goal of the study is to look at the impact of using the Quizlet application as a tool for learning vocabulary for Grade 11 senior high school students. Fifty pupils from St. Augustine School-Tanza were chosen at random, and it was then divided into two

groups: a control group of 25 students and an experimental group of 25 students. The findings of the study indicated that using Quizlet enhanced vocabulary retention and usage substantially and is regarded as a practical and engaging option for teaching vocabulary before the actual class starts (Torres, 2019).

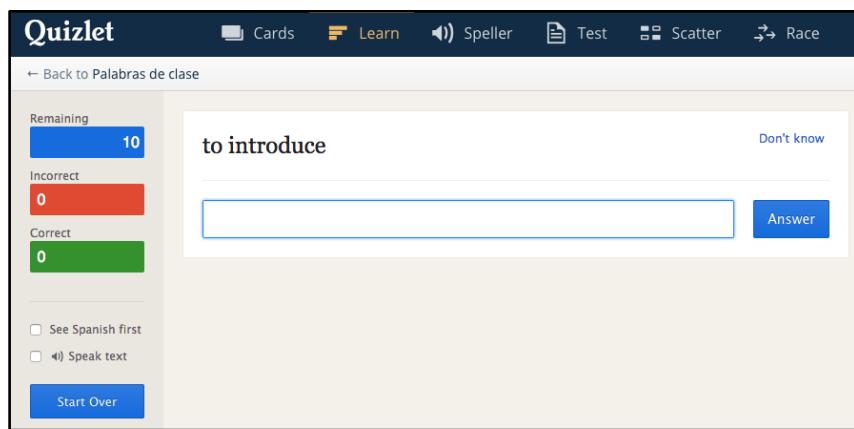


Figure 3. Screenshot of Quizlet

Synthesis

The first local study or system is about an interactive mobile game project named HiStorya which was created by Miguel, Z. et al. (2015) to be used as a tool in learning the subject Araling Panlipunan for the Grade 8 student in the Philippines. The interactive, challenging, and rewarding aspects of the game inspired the students to learn more and have a deeper understanding of the subject. There is also a local system that demonstrates that quizzes are an efficient technique for pupils to learn when it comes to expanding their vocabulary terms. G. Torres claims that (2019), language teachers acknowledged that Filipino youngsters are having difficulty learning, recalling, and utilizing foreign words. The study's findings suggested that utilizing Quizlet significantly improved vocabulary retention and usage and is viewed as a practical and entertaining choice for teaching vocabulary before the real lesson begins. Furthermore, the third local system is about a game called "Descendants of the Sky: Song of Aliguyon" which is based on Ifugao culture that played an essential role in the creation of Philippine folk literature, and

it continues to do so. Using an Ifugao epic titled "Hudhud hi Aliguyon," the developers of this game seek to bring back interest in Philippine folklore by creating a video game based on it. Technology and video games have emerged in recent years, and they can be used as educational tools.

Foreign Studies and/or Systems

"Classcraft: from gamification to ludicization of classroom management"

Classcraft is a role-playing game supported by a digital platform and a mobile application that was intended to meet the demands of high school instructors in terms of classroom management. The conclusions are based on two tests conducted in France and Quebec, and even an online poll made available on the Classcraft platform and made available to the public. These findings lend credence to the concept of gamification, which stresses the relevance of the students' own experiences rather than the game itself. They confirm that a game is consubstantial to the player's own experience. To emphasize this, they propose the term "ludicization," which refers to transforming a situation into a game rather than using elements that have a game-like aspect. Instead, they propose a non-essentialistic vision of play, which involves generating a metaphor around the situation to create a reflexive space in which the nature and meaning of interactions are modified.

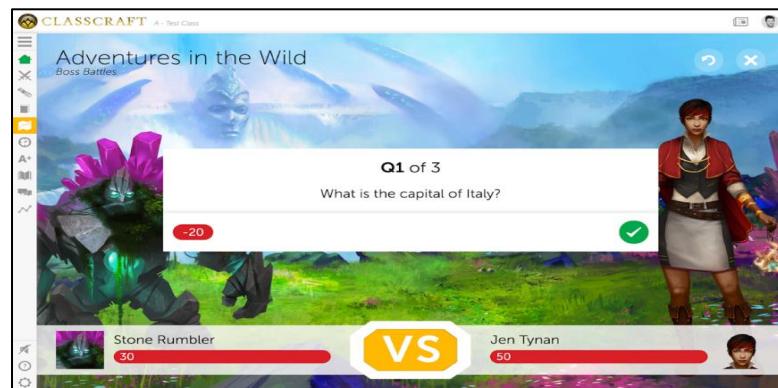


Figure 4. Screenshot of Classcraft

“Safeguarding Malaysian Folktale Through Adventure Game (*Orkid Emas*)”

Folktales are part of people's culture, and they symbolize the identity of a society. Malaysian folktales were passed down verbally from generation to generation. Despite this knowledge, the younger generations are slowly forgetting this heritage. The developers of this system aim to preserve the local folktale by developing an adventure game made for teenagers. The folktale they have chosen for the game is the "Bawang Putih Bawang Merah". The study revealed that the design and development of Emas adventure game were successful. At large, the selected teenagers gave good feedback on the game's design and development, as well as the folktale safeguarding aspects (Alwi et al., 2019).

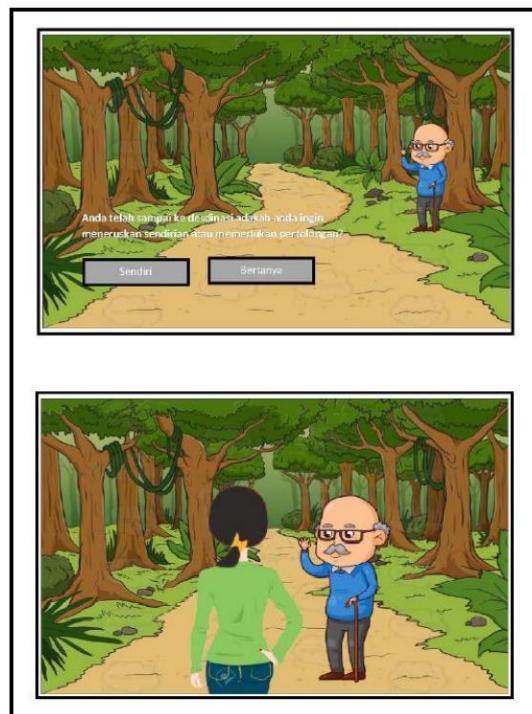


Figure 5. Screenshot of *Orkid Emas*

“Building Vocabulary Skills and Classroom Engagement with Kahoot!”

According to Taylor, B et al. (2018), Kahoot is a great approach to get language learners excited about learning and to keep them engaged. Long-term retention and language acquisition Kahoot allows learners to study in a fun and meaningful way. Setting that, if carefully and regularly executed, enhances the chance of language acquisition among students learning English as a second language. More study is needed to evaluate Kahoot's effectiveness in the classroom. In 2018, research was done at a South Korean institution in which all incoming first-year students participated. A diagnostic test (10 multiple-choice questions and a timed writing exercise) is used to assign pupils into levels. According to Marsonet, pupils who scored in the worst 30% of their class were penalized. The worst 40% of pupils were put in Level A classes, the middle 40% in Level B classes, and the top 30% in Level C classes. Students who failed the university diagnostic test were automatically placed in Level B (personal). The students that took part in the pilot project were all in Level 1. B-level courses.

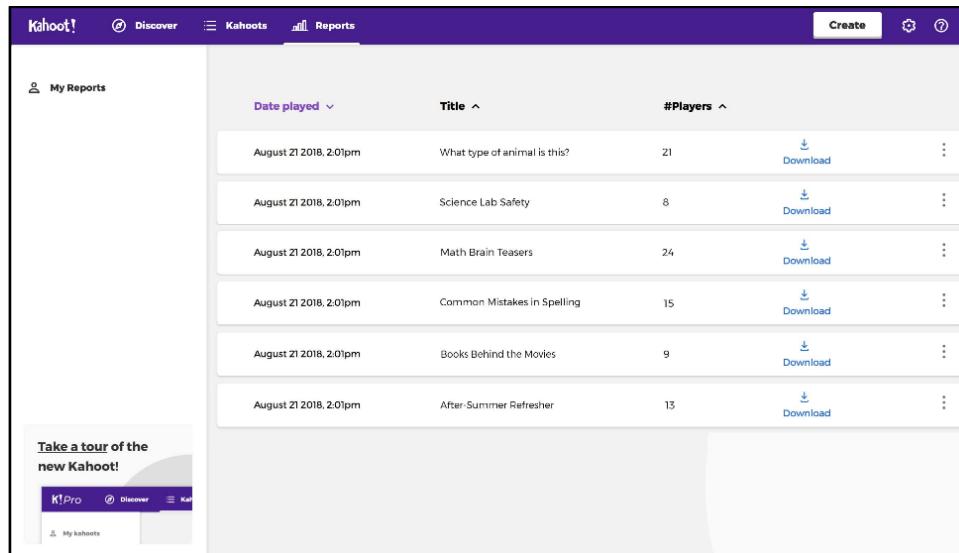


Figure 6. Screenshot of Kahoot!

Synthesis

The first foreign study is about the game called Classcraft. According to Sanchez, E. et al. (2017), the primary purpose of the game is to meet the demand of high school instructors in managing the classroom. The study's findings support the idea of gamification, which places more emphasis on the significance of the experiences that the students have had rather than on the game itself. In addition, there are comparable systems as well as games which demonstrate that quizzes are successful when it comes to measuring pupils' vocabulary. The second foreign study is Kahoot! which is a wonderful way to make language learners enthused about studying and keep them engaged, according to Taylor, B et al. (2018). Kahoot allows students to learn in a pleasant and relevant way, which improves long-term retention and language acquisition. Consequently, when properly and consistently implemented, it increases the likelihood of language acquisition among students studying English as a second language. More research is required to adequately assess Kahoot's usefulness in the classroom. Furthermore, the third foreign study is about the game titled "Orkid Emas" which is based on the Malaysian folktales passed down orally from one generation to the next for centuries. The developers of this system hope to preserve the local folktale by creating a game for teenagers that will educate them about it. Most of the selected teenagers provided positive feedback on the design and development of the game.

TECHNICAL BACKGROUND

Overview of Current Technologies to be Used in the System

The development of Don Juan: A 3D Platformer Game requires technologies that will be used to achieve the goal of this study.

Unity Game Engine is the primary tool that will be used in developing the game. Unity has distinctive features, including built-in animation, designing of 3D model objects, and Visual Studio integration. Developers will be using all the said features to accomplish different tasks simultaneously.

Unity also connects with Visual Studio, which will be the system's development environment. C# is the programming language that will be used to develop the controls and actions in this video game.

Blender is a free open-source computer graphics software tool for creating animated visual effects used by the developers to render 3D models and objects to be converted as an asset for the game environment.

Krita is an open-source design software that focuses on digital painting selected by the developers in generating a narrative used as a guideline to depict the correct sequencing of the game and concept illustration to provide the visualization of the expected environment of the game. Also, this assists the developers in adding important elements to the storyboard so that they can comprehend all the game's content.

Entity Relationship Diagram

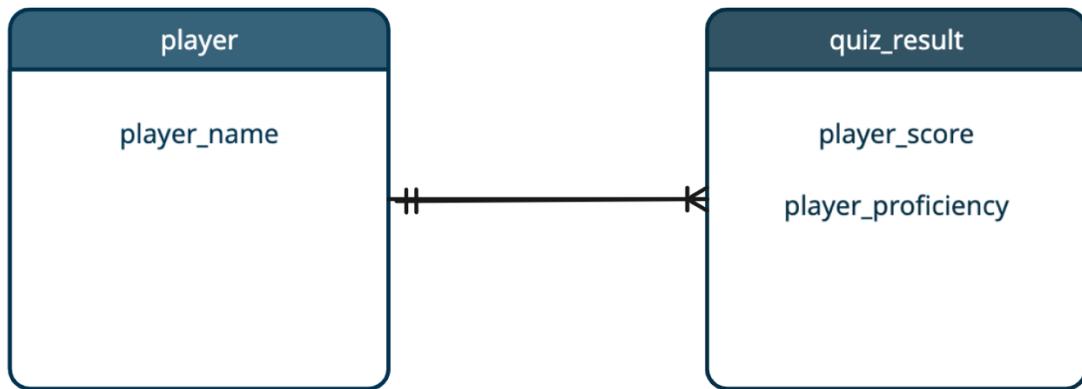


Figure 7: Physical ERD

Calendar of Activities

The Gantt chart depicts the developers' summary tasks to accomplish the game that has been submitted to the instructor. On the first week of March, the developers began brainstorming topics that they will propose to their IT capstone professor on March 18, 2022. The developers began conceptualizing and gathering information about the game during the third and fourth week of March. It covers information including the target respondents, the materials that will be utilized, and the type of environment that will be used to develop the game. During the third week of March until the first week of April, the developers completed Chapter 1. It entails identifying all the game's unique issues that must be addressed. After identifying problems, the developers devised a set of objectives to solve the problems they discovered. In the second to third week of April, the developers started to do the Review of Related Literature as well as the Synthesis of each objective of the game. The third chapter was initiated during the first week of May and completed in its second week. However, the prototype design, which included the storyboard, began in March, and was completed by the third week of May. All the activities mentioned were part of the Analysis phase which identifies the project's strengths and weaknesses to assess its overall feasibility.

In the design phase, the storyboard was created between the first and third week of April, as recommended by our adviser, in order to provide the game's suitable visuals and sequence. When the title was approved by the Capstone Coordinator in the second week of March, the developer began prototyping the game in order to address the various aspects of game development, such as designing models, characters, and the game environment. In this type of project, the design of the game requires strong attention as it will occupy the given time of development.

The phase of implementation contains two activities such as coding and testing. The Gantt Chart below shows that the developers allocated about five months of coding, as it was the secondary part of development that needs to be focused on. Lastly, the testing stage can be implemented after the game has been fully developed

Table 1. Gantt Chart of Activities

MONTH	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
ACTIVITY										
PLANNING PHASE										
Data Gathering										
Conceptualizing										
Title proposal										
ANALYSIS PHASE										
*Determining Specific problems										
*Identifying objectives of the game										
*Creating mechanics										
*Gathering Related Literature and Systems										
*Synthesizing										
Chapter 3										
DESIGN PHASE										
Storyboard										
Prototyping										
IMPLEMENTATION PHASE										
Coding										
Testing										

Resources

- **Hardware**

Upon developing the game, the developers will use a personal computer that has a processor Core i5-6400 and an installed storage capacity of 8.00GB RAM, NVIDIA GTX 2060 for GPU. Moreover, for the hard drive, unity only requires 1GB minimum to allocate storage in order to execute the game rendering in the most efficient way.

- **Software**

The developers planned to create an asset in Blender 3D, which is commonly used to create animated characters and 3D printed models. The developers will also make use of the Unity Pro Builder, a feature of Unity, to render additional design meshes and objects for the game. Extra assets such as the game environment were obtained on the Unity Store Website. Unity application will be used in developing the game. Krita is used in creating the storyboard for the game.

Don Juan: A 3D Platformer Game can be played in Windows operating system 8 or above. Furthermore, it must have a minimum of 8 GB RAM with a processor of Core i5-6400. In order to run smoothly, we highly recommend higher specs for the computer since this game is a 3D type of game.

METHODOLOGY, RESULTS, AND DISCUSSION

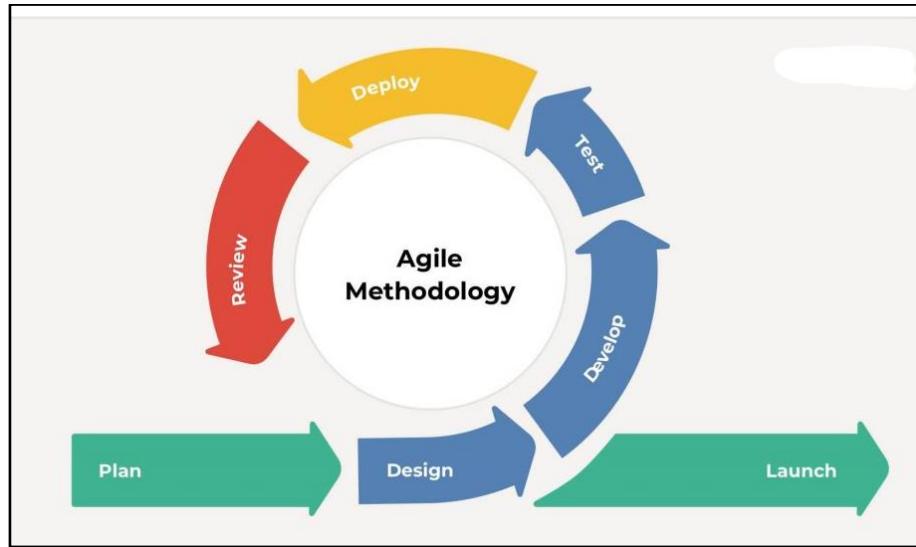


Figure 8. Agile Methodology

The Agile methodology was utilized by the developers to create Don Juan: A 3D Platformer Game. This is evident from the fact that the first stage is to establish an iterative framework to allow for rapid development. The process begins with identifying the scope within which one must work; an early implementation of this notion would be the setting of requirements by the respondents' curriculum. Then comes requirement analysis and design to ensure that it meets the objectives that were specified. A proper strategy must be developed at each stage in order to avoid problems following SDLC, which could stem from misconceptions or incorrect assumptions established earlier in the process.

This method was chosen by the developers because the collection of techniques was used to build and design software together. Developers are focused on releasing working software on a regular basis; this entails several different stages, each of which is a cycle. Each cycle will include steps that must be fulfilled before the next cycle can begin. One cycle took the developers one month to complete.

This technique of delivering working software on a regular basis helps validate developers' capacity to fulfill deadlines, enhance efficiency and effectiveness, and reduce risk. It

underlines the importance of developers working together and communicating effectively in order to produce validated solutions rapidly.

Requirements Analysis

The respondents in this study are Grade 7 Junior High School Students, as that is the grade level at which Filipino teachers are required to teach Ibong Adarna's poem. The aforementioned poem will be studied by Grade 7 students because it is part of their DepEd curriculum.

Don Juan: A 3D Platformer Game is based on Ibong Adarna's poem. Grade 7 students will improve their engagement, analyzing, and vocabulary skills in Tagalog by playing this game, since they must read and analyze thoroughly in order to advance to the next level.

Don Juan: A 3D Platformer Game can be played by the grade 7 students on computers that run the Windows operating system because this is the platform that is most commonly utilized in educational institutions. Schools now have access to a wealth of information, which enables the delivery of interactive lessons, virtual classes, and other teaching tools. And with this, Don Juan can be played by grade 7 students on the school's computers, and teachers will be able to use it in the classroom to make the poem Ibong Adarna a more engaging experience for their students.

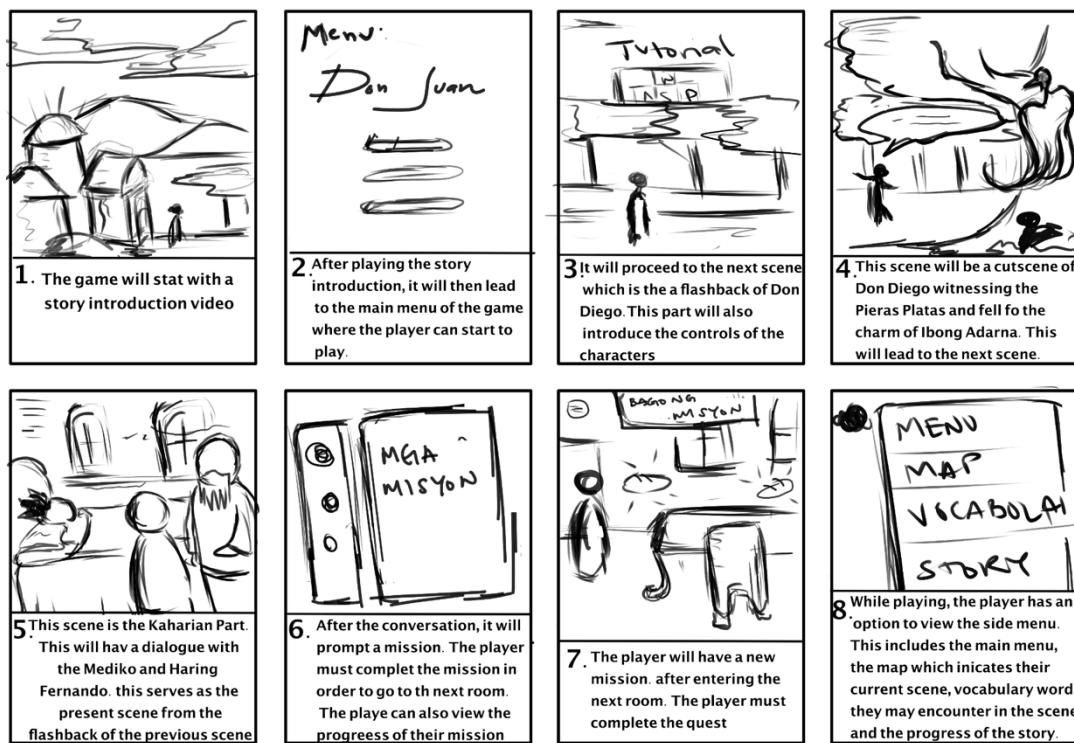
The developers started working on the Don Juan prototype during the second week of March 2022 and finished the project by the second week of November of the same year. After the prototype was completed, the developers asked the Grade 7 students to test the game, and after the testing was over, the developers asked those students to complete a survey questionnaire to provide feedback on the game.

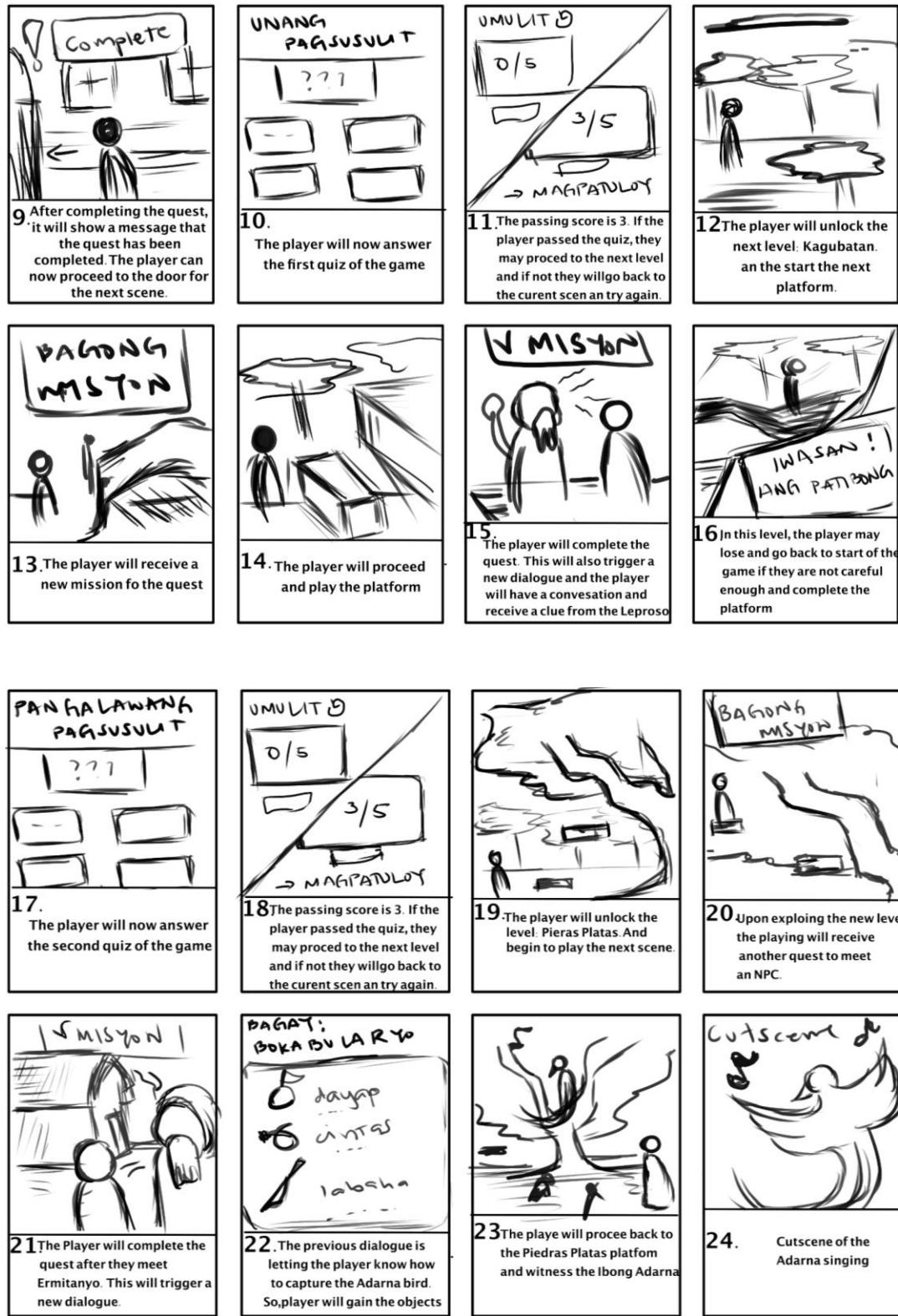
The process to develop Don Juan was long and extremely tedious. First, developers created a storyboard to provide a framework for constructing the game. Then,

through visualizations, developers mock-up some alternative approaches to the product interfaces. The developers then evaluated numerous designs and prototypes to improve its functionality and performance, as well as testing it themselves to decide which ones seemed the most intuitive and easy to use. This procedure had a number of phases, all of which had to be completed correctly in order to ensure that the finished product could be utilized for gaming and educational purposes. The idea and functionality were prototyped during the development process. These prototypes had to be evaluated on real computers, allowing the developers to make improvements and adjustments as needed before testing the game on the intended users, which is the Grade 7 students.

Requirements Documentation

Storyboard





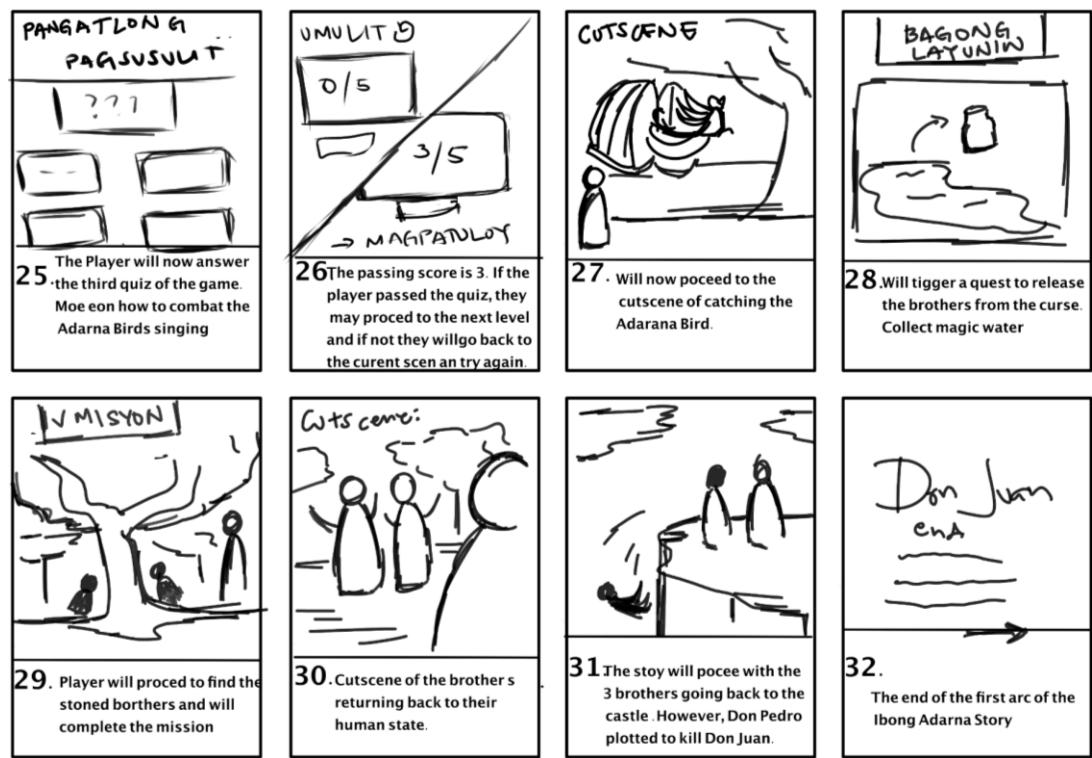


Figure 9. Storyboard

Design of Software, System, Product and/or Processes

Introduction Video

The introduction video will be the first to show in the game. It reveals what happened in the story and why the prince needs to capture the Ibong Adarna.



Figure 10. Introduction Video

Main Menu

After the introduction video, the main menu will be displayed allowing the player to select whether to play the game, view the chapters, or exit the game.



Figure 11. Main Menu

Chapters

If the player clicked the Chapters button from the main menu, it will display the levels that they would encounter if they play the game.

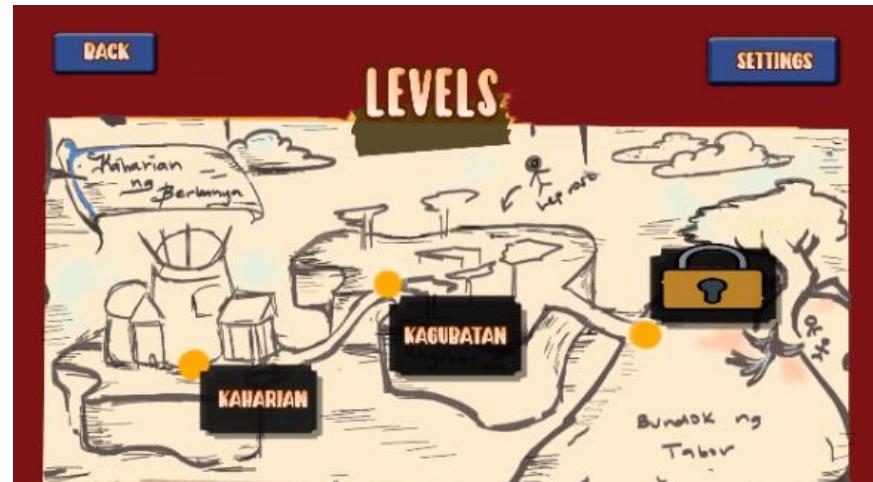


Figure 12. Chapters

Movement Tutorial

A movement instruction will appear once the player presses the play button in the main menu. This tutorial is crucial since it will demonstrate which keys to hit to carry out various tasks. For instance, pressing the key "D" will have the character go to the right.



Figure 13. Movement Tutorial

Don Diego Cutscene

The movement tutorial is followed by Don Diego's cutscene. This cutscene shows how Don Diego encountered the Ibong Adarna and became charmed with it.



Figure 14. Don Diego Cutscene

Side Menu

After the Don Diego cutscene, the player is directed to the castle level. Players will also be able to check their progress and see which levels they have already finished using a menu on the side of the screen.



Figure 15. Side Menu

Vocabulary

Players can select the vocabulary button on the side menu. Also included is a list of vocabulary terms and their descriptions that players are likely to encounter in each level.



Figure 16. Vocabulary

Don Juan talking with Mediko

The Mediko will start discussing about the disease the King was dealing with as soon as the player approached Him. The King's condition could be treated, according to hints given by Mediko.



Figure 17. Don Juan talking with Mediko

Don Juan talking with the King Fernando

The next phase is for the player to interact with the King after they completed speaking with the Mediko. This is because Don Juan needed to talk to his father before setting off on a quest to find and capture the Ibong Adarna.



Figure 18. Don Juan talking with the King Fernando

First Mission: Find the key to the Dining Room

The player must first look for the key to the dining room's door once they have finished speaking with the king before proceeding to the room, which is the dining room as they can only access the room after that.



Figure 19. First Mission: Find the Key to the Dining Room

Quest Panel

Pressing the J key will reveal the quest panel, where the player may check to see whether there are any current, finished, or failed tasks.



Figure 20. Quest Panel

Second Mission: Collect the five breads

When the player unlocks the door of the dining room and enters the room, a new mission will become available to them. The player needs to collect all five breads because Don Juan will rely on them as a source of energy during his journey to capture Ibong Adarna.



Figure 21 Second Mission: Collect the five breads

First Quiz

Once the player has collected all five breads and gone on to the next door, the first quiz will start. This quiz is meant to test the player's knowledge of the vocabulary words and events that they have come across during the castle level. They will go on to the following level if they succeed. If they fail, however, they will be sent back to the start of the castle level, and this cycle will repeat again until they succeed in completing the test.

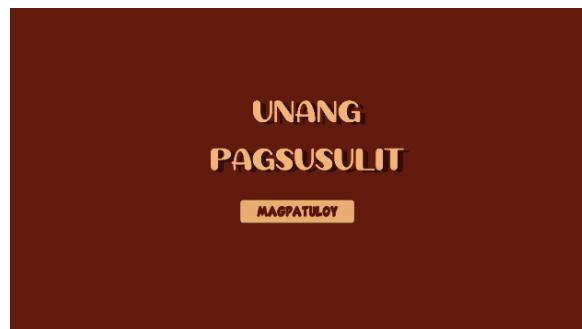


Figure 22. First Quiz

Third Mission: Look for Leproso

After the player successfully passes the quiz, they will be directed to the next level, which is the forest. And as they keep moving forward, an active mission will prompt on the screen, instructing the players to search for the Leproso.



Figure 23. Third Mission: Look for Leproso

Don Juan talking with Leproso

When the player approached Leproso, he would provide directions to where the player could meet an NPC who possessed the necessary items and knew how to capture the Ibong Adarna.

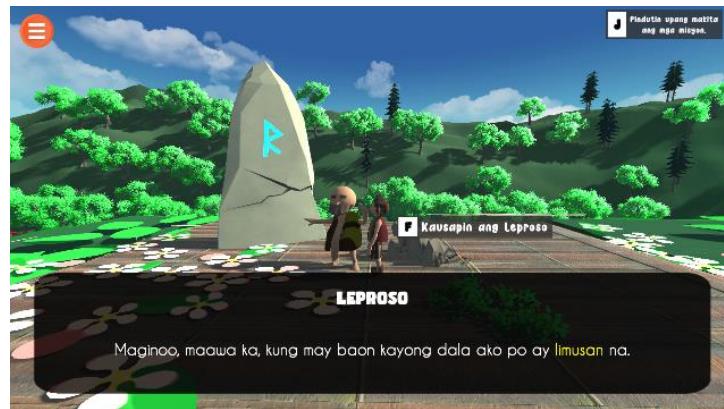


Figure 24. Don Juan talking with Leproso

Fourth Mission: Walk through the Zigzag Road

After having a conversation with Leproso, the player must continue travelling in order to search for the Ermitanyo's house. However, as the player is walking, they will come across a zigzag route, on which they must proceed with caution so that they do not fall into the quicksand. Because if they were to fall, they would have to start the forest level over again from the very beginning.



Figure 25. Zigzag Road

Second Quiz

After the player passes through the zigzag road, the second quiz will prompt on screen. Just like in the first quiz, the players need to pass the quiz in order to continue to the next level, but if they fail they will start again at forest level.



Figure 26. Second Quiz

Fifth Mission: Look for Ermitanyo

After successfully completing the second question, the player will be led to the following level, Piedras Platas. As they progress, an active mission will appear on the screen, instructing the players to look for the Ermitanyo.



Figure 27. Fifth Mission: Look for Ermitanyo

Don Juan talking with Ermitanyo

When the player approached Ermitanyo, he would provide directions and give the items that are needed to capture the Ibong Adarna.



Figure 28. Don Juan talking with Ermitanyo

Last Mission: Capture the Adarna and help his brothers

After the conversation with the Ermitanyo, the player needs to go back to the tree called Piedras Platas, where the Adarna lies in order to capture it. And after capturing the Adarna, Don Juan will help his brothers in removing the stoneness from their bodies.



Figure 29. Last Mission: Capture the Adarna and help his brothers

Third Quiz

After the player captures the Ibong Adarna, the third quiz will start. And similarly to the first two quizzes the players need to pass the quiz in order to continue to the next level, but if they fail they will start again at the beginning of the *Piedras Platas* level.

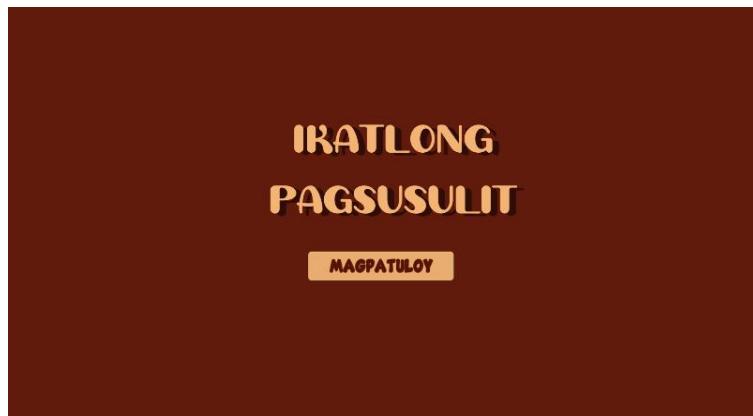


Figure 30. Third Quiz

Characters

Don Juan: Protagonist/Main Character. The youngest child of King Fernando. He's the one who captured the Ibong Adarna.



Figure 31. Don Juan

Ibong Adarna: Only cure that could save King Fernando from his illness.



Figure 32. Ibong Adarna

King Fernando: King of Berbanya. The Father of Don Pedro, Don Diego and Don Juan who got sick because of a recurring nightmare.



Figure 33. King Fernando

Don Diego: Second son of King Fernando who stops Don Pedro to betray their brother Don Juan.

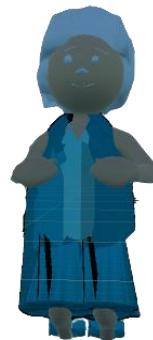


Figure 34. Don Diego

Mediko: The character who discloses the fact that Ibong Adarna is capable of curing the King of his illness.



Figure 35. Mediko

Leproso: The character who guides Don Juan on how to get to the Ermitanyo's house and Piedras Platas.



Figure 36. Leproso

Ermitanyo: The character who not only instructs Don Juan on how to capture the Ibong Adarna, but also provides him with the necessary things at the same time.



Figure 37. Ermitanyo

Don Pedro: The eldest son of King Fernando. The one who wanted to betray Don Juan



Figure 38. Don Pedro

Development and Testing

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

W = Weighted mean
w_i = Corresponding Weight
X_i = value

Table 2: Weighted mean on a Likert scale

Scale	Scale Range	Interpretation
5	4.20 - 5.00	Strongly Agree
4	3.41 - 4.19	Agree
3	2.60 - 3.39	Neutral
2	1.8 - 2.59	Disagree
1	1.00 - 1.79	Strongly Disagree

The developers had 30 grade 7 students whose Filipino curriculum included the story Ibong Adarna. The results from the survey will be applied to the weighted average system to assess if the developers' objectives were achieved. Each answer based on the objectives is tabulated to determine the weighted mean in order to obtain the result and its interpretations.

The findings of a survey taken by grade 7 students who tested the game are presented below.

Table 3: Interface Results

Interface	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The game is easy to Play	2	1	3	5	19	4.27	Strong Agree
2. The text are easy to read and, are well highlighted	1	1	3	10	15	4.23	Strongly Agree
3. Design and Color theme used is pleasant	2	0	2	11	15	4.23	Strongly Agree
4. The character designs are unique	1	0	5	10	14	4.2	Strongly Agree
5. The Buttons are easily finable and identifiable	2	0	4	9	15	4.17	Agree
6. Overall, I am satisfied with the design and interface of the game.	1	1	1	10	17	4.37	Strongly Agree
					Average	4.25	Strongly Agree

Based on the results, the testers gave a favorable response on the design and the overall aesthetic of the game. However, some respondents were neutral with the buttons of the game. That being said, the issue with the button that should be easily findable and identifiable needs to be addressed.

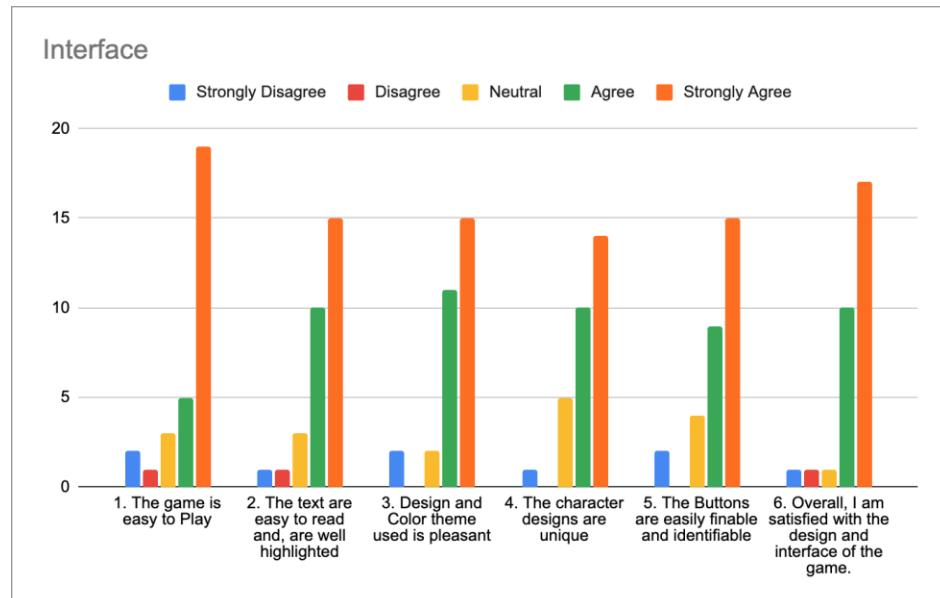


Figure 39: Interface Results Graph

Table 4: Objective 1 Results

Objective 1: To design and develop a feature that will illustrate the story of Ibong Adarna through immersive-gamified experience.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The environment of the game is pleasing and immersive	1	2	0	13	14	4.23	Strongly Agree
2. It is easy to interact with objects of the game with the help of hints.	1	1	2	8	18	4.37	Strongly Agree
3. I understood and find it easy to follow the quest and task	1	2	2	13	12	4.1	Agree
4. It is easy to understand and control the characters movement	2	1	3	10	14	4.1	Agree
5. I enjoyed playing the game while learning the story Ibong Adarna and gaining the new Filipino vocabulary from the story.	2	0	2	5	21	4.43	Strongly Agree
					Average	4.25	Strongly Agree

The survey result for objective 1 was met and received positive feedback on how amazing the game is to play, with some suggesting that the game should be rendered more. Although the objective of designing and developing a feature that will illustrate the story of Ibong Adarna through an immersive-gamified experience was attained, there are a few issues with it. Some of the respondents find it difficult to follow the quest and task and some had a hard time to understand and control the movement of the characters. Furthermore, there were few players who were unsatisfied with playing the game while learning new Filipino Vocabulary words.

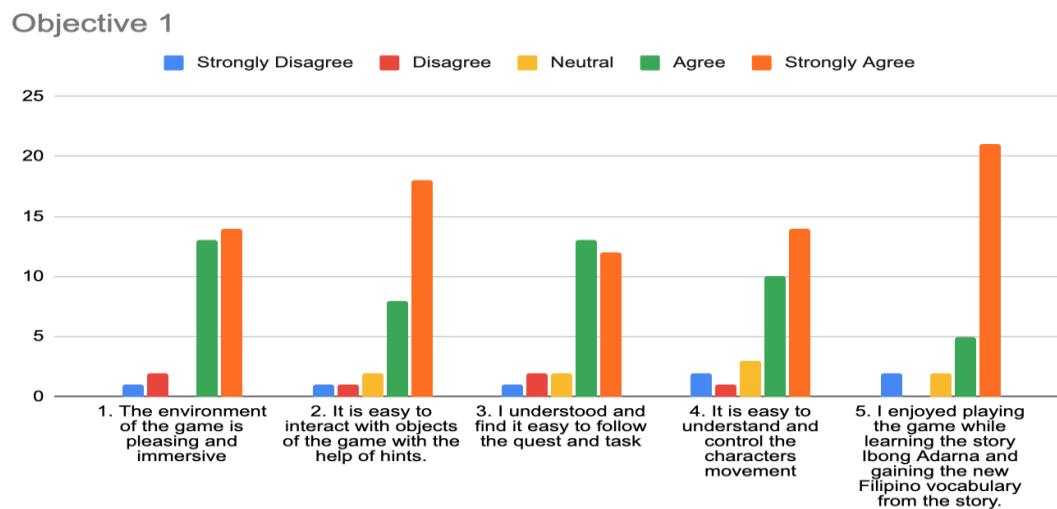


Figure 40: Objective 1 Results Graph

Table 5: Objective 2 results

Objective 2: To develop and establish the narration and dialogues of the characters from the stanza of the epic poem as a guide and narrative for the users.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The game piqued my interest to learn the story of Ibong Adarna	1	0	2	8	19	4.47	Strongly Agree
2. The narration and dialogues are interesting to read	3	0	6	8	13	3.93	Agree
3. The narration and dialogues with highlighted words guided me to understand my situation in the current scene and how to move forward to the next scene of the story in the game.	2	1	4	5	18	4.3	Strongly Agree
4. It is easy to learn new vocabulary words through the game	2	1	2	9	16	4.2	Strongly Agree
					Average	4.23	Strongly Agree

Establishing the narration and dialogues of the characters from the poem to the game has a positive result. Based on the respondents, the highlighted words were helpful to take note of the important vocabulary and it was easy to learn new vocabulary words as it was provided by the game while playing. However, it being interesting to read was an issue as it the medium of language was in Filipino and in a poetic form.

Objective 2

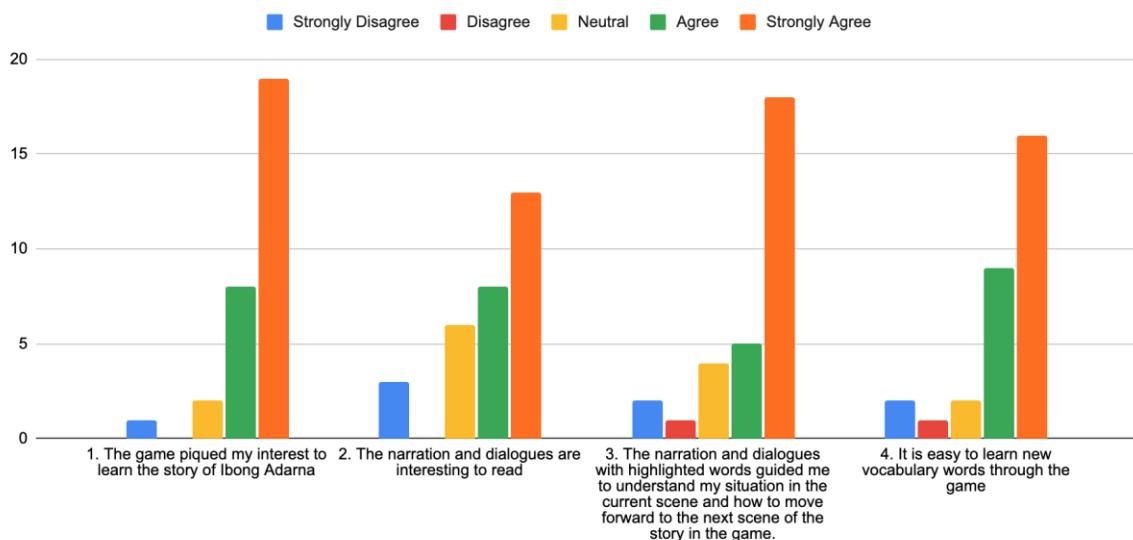


Figure 41: Objective 2 Results Graph

Table 6: Objective 3 results

Objective 3: To develop a quiz-type mechanic that will assess the learning of the students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. I can easily apply my learnings to the quizzes.	1	2	1	11	15	4.23	Strongly Agree
2. The quiz of the game is easy to answer and attain a passable score.	2	2	2	12	12	4	Agree
3. Answering the quiz is both fun and challenging.	2	2	2	10	14	4.07	Agree
4. The game motivates me to answer the quiz in order to move forward and know the scene of the story.	1	1	3	11	14	4.2	Strongly Agree
					Average	4.13	Agree

The third and last objective was attained, however the survey responses were divided. There are respondents who can quickly apply their learning to the quizzes given by the game but struggle to answer and achieve a passable score in the quiz. The results also suggest that there are few students who thought that answering the game was entertaining and challenging. However, respondents were encouraged to successfully complete the quiz in order to go to the next scene and learn what would happen next.

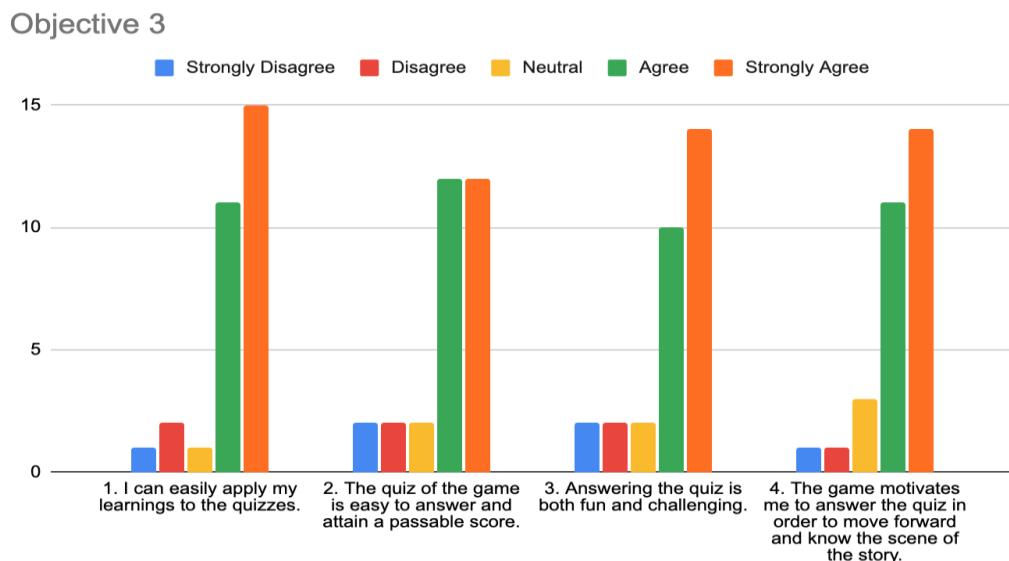


Figure 42: Objective 3 Results Graph

Table 7: Summary of Results

	Average	Interpretation
Interface	4.25	Strongly Agree
Objective 1: To design and develop a feature that will illustrate the story of Ibong Adarna through immersive-gamified experience.	4.25	Strongly Agree
Objective 2: To develop and establish the narration and dialogues of the characters from the stanza of the epic poem as a guide and narrative for the users.	4.23	Strongly Agree
Objective 3: To develop a quiz-type mechanic that will assess the learning of the students	4.13	Agree
Summary	4.22	Strongly Agree

To summarize the results of the beta test, the Interface category has an average of 4.5 which is equivalent to Strongly Agree; Objective 1 has an average of 4.25 which means that the player strongly agrees that the design and developed feature has an immersive and gamified experience; Objective 2 has an average of 4.23 which translates to strongly agree and Lastly, Objective 3 has an average of 4.13 which interprets as Agree.

Overall, the average of all the questions and objective is 4.22 which has a strongly agree as an Interpretation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the playtest, the following conclusions are drawn:

The developers have successfully met the objectives of developing a game as an educational tool for the grade 7 students in the Filipino subject that studies the literature of Ibong Adarna. According to the results of the survey, the respondents' interest in learning the story was piqued, and they are motivated to learn in order to pass the quiz and proceed to the next level. In addition, they enjoyed playing while learning new Filipino vocabulary words. However, issues were evident with some of the features of the system that needed adjustments. Upon building and playtesting the system, a few bugs were present.

Students can play the game and learn from it, although it contains a few bugs. This does not prevent them from doing either of these things. The user interface (UI) of the game was well-liked and appreciated by the students.

Recommendations

Based on the results and conclusions presented, the following recommendations are suggested:

1. Any system to be developed with the same topics should render the game more and completely polish the flow of the game to guide the users and help stimulate the students' motivation to learn Filipino vocabularies and literature.
2. The developers recommended the system to have a better game design that will highly attract the attention of the grade 7 students and have better gamification-learning experience.
3. The future developers should consider how to make the dialogue from the poem of Ibong Adarna interesting so that it appeals to the standard and understanding of the grade 7 students.

Bibliography

Terms	Definitions
<i>3Dimensional (3D)</i>	Shape that can be characterized as a three-dimensional object, a solid figure, or both.
<i>3D Platformer game</i>	The player must move a character across a series of platforms in a 3D setting
<i>C# Language</i>	Microsoft's programming language that runs on the .NET Framework.
<i>Colonialism</i>	The process through which one country gains complete or partial political control over a dependent country, territory, or people.
<i>Consubstantial</i>	The same material.
<i>Digital citizens</i>	Anyone who utilizes computers, the Internet, or digital gadgets must use technology responsibly.
<i>Game-based learning (GBL)</i>	It is creating educational activities that can introduce topics gradually, and assist users towards an ultimate objective.
<i>Gamification</i>	Adding game mechanics into nongame environments, like a website, online community, learning management system or business' intranet to increase participation.
<i>Media and Information Literacy (MIL)</i>	Enables individuals to think critically about information and usage of digital tools.

<i>Multimodal education</i>	When we use all of our senses - visual, aural, and kinesthetic - when learning, we comprehend and remember more.	
<i>Non-player characters (NPC)</i>	Any character in a game that the player cannot control.	
<i>Prototype</i>	A working but unfinished prototype of a good or service that companies may test.	
<i>Random Access Memory (RAM)</i>	A type of computer memory that permits random access and may be used to store working data and program code.	
<i>Role-playing game</i>	A role-playing game in which players take on the roles of characters in a fictitious world.	
<i>Self-efficacy</i>	Individual's confidence in his or her ability to carry out the actions required to achieve particular performance goals.	
<i>Software Development Life Cycle (SDLC)</i>	A procedure for designing, developing, testing, and deploying information systems in both hardware and software.	
<i>Unity Game Engine</i>	cross-platform game by Unity Technologies.	engine developed

APPENDICES

APPENDIX A:

REFERENCES

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APPENDIX B:

RESOURCE

PERSON/S

CERTIFICATE OF EDITING

This is to certify that the undersigned has reviewed and went through all the pages of the proposed study entitled

DON JUAN AND THE MYTHICAL SONGBIRD: A 3D PLATFORMER GAME

by the authors:
Leo Francis C. Amador
Hershey Joy C. Aviles
Hanna Daryl J. Bulawan
Kriselle S. Caballero

, aligned with the set of structural rules that govern the composition of sentences, phrases, and words in the English language.

Date Issued: **4 June 2022**



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CERTIFICATE OF EDITING

This is to certify that the undersigned has reviewed and went through all the pages of the proposed study entitled

DON JUAN: A 3D PLATFORMER GAME

by the authors:

**Leo Francis C. Amador
Hershey Joy C. Aviles
Hanna Daryl J. Bulawan
Kriselle S. Caballero**

, aligned with the set of structural rules that govern the composition of sentences, phrases, and words in the English language.

Date Issued: **8 January 2023**



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EDUCATION

2004 - 2008

UNIVERSITY OF MAKATI

Bachelor of Science in Nursing
Graduated Cum Laude

2014 - 2015

UNIVERSITY OF MAKATI

Teacher Certificate Program
Unit Earner

2017 - 2019

UNIVERSITY OF MAKATI

Master of Arts in Special Education
Major in Mental Retardation and Autism
Unit Earner

LICENSURE & CERTIFICATION

Registered Nurse | RN | 0529351

Licensed Professional Teacher | LPT | 1509272

SKILLS

- Communication Skills
- Time Management
- Problem Solving
- Sales Skills
- Basic software skills | MS Office & Google Drive
- CANVA | Graphic Design and Video Editing

SUMMARY

Working independently, I have over a decade of experience teaching English online to Korean students of various ages and skill levels.

I am interested in broadening my professional horizons through the use of my knowledge and skills in a new area, with a focus on the English language.

WORK EXPERIENCE

Home - Based Online English Instructor

(JUNE 2014 - Present)

- Administer English language competency tests to students.
- Teach Korean students conversational English through an online classroom.
- Prepare students for IELTS exams and career interviews.
- Complete all documentation necessary for monitoring and evaluating student performance.

Freelance Business English Class / ESL Teacher

Ingedata Philippines Inc. (February 17, 2021 - Present)

- Organize coursework and study materials with a concentration on Business English.
- Evaluating student progress and preparing reports.

Online English Teacher | Team Leader

Coordinator for Japanese Account

VOIM English Corp. (April 4, 2008 - June 5, 2014)

- Assist Korean students of varying ages and skill levels in communicating in English.
- Responsible for managing day-to-day activities of the team to ensure that their daily goals are achieved.
- Handle administrative responsibilities for the Japanese project manager and teachers in order to keep the classes operating smoothly.

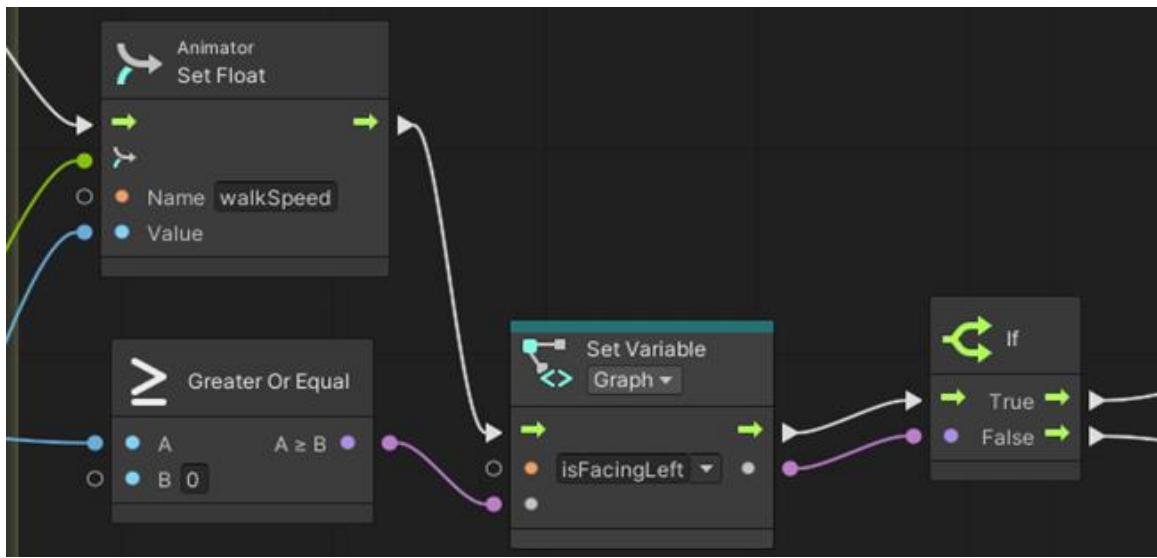
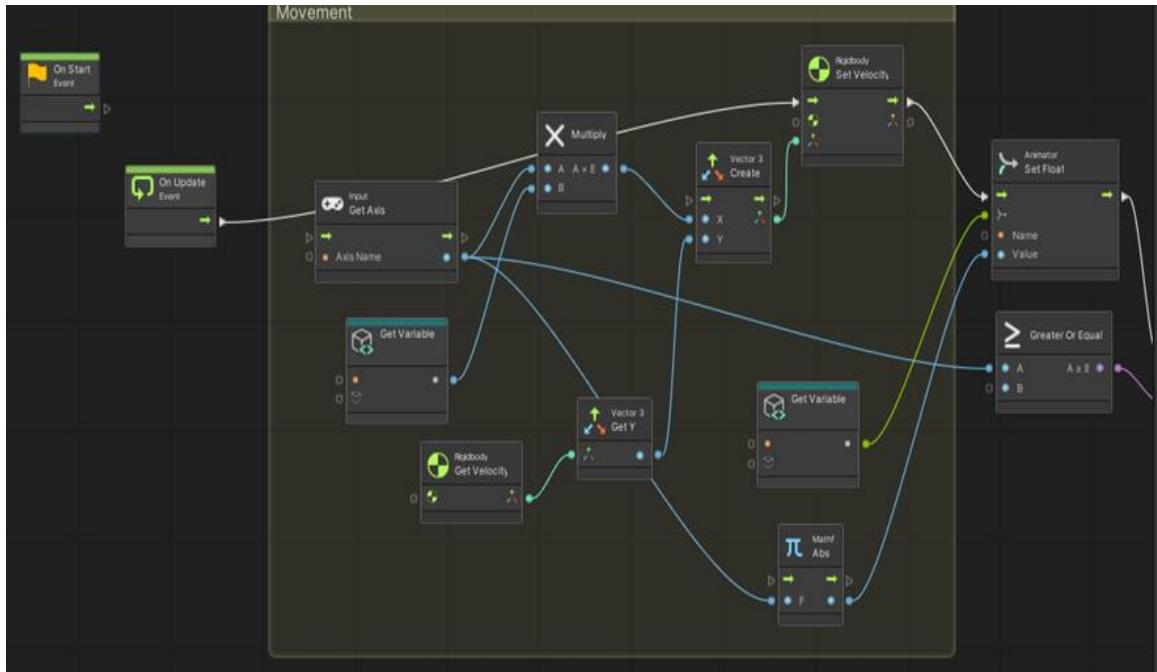
APPENDIX C:

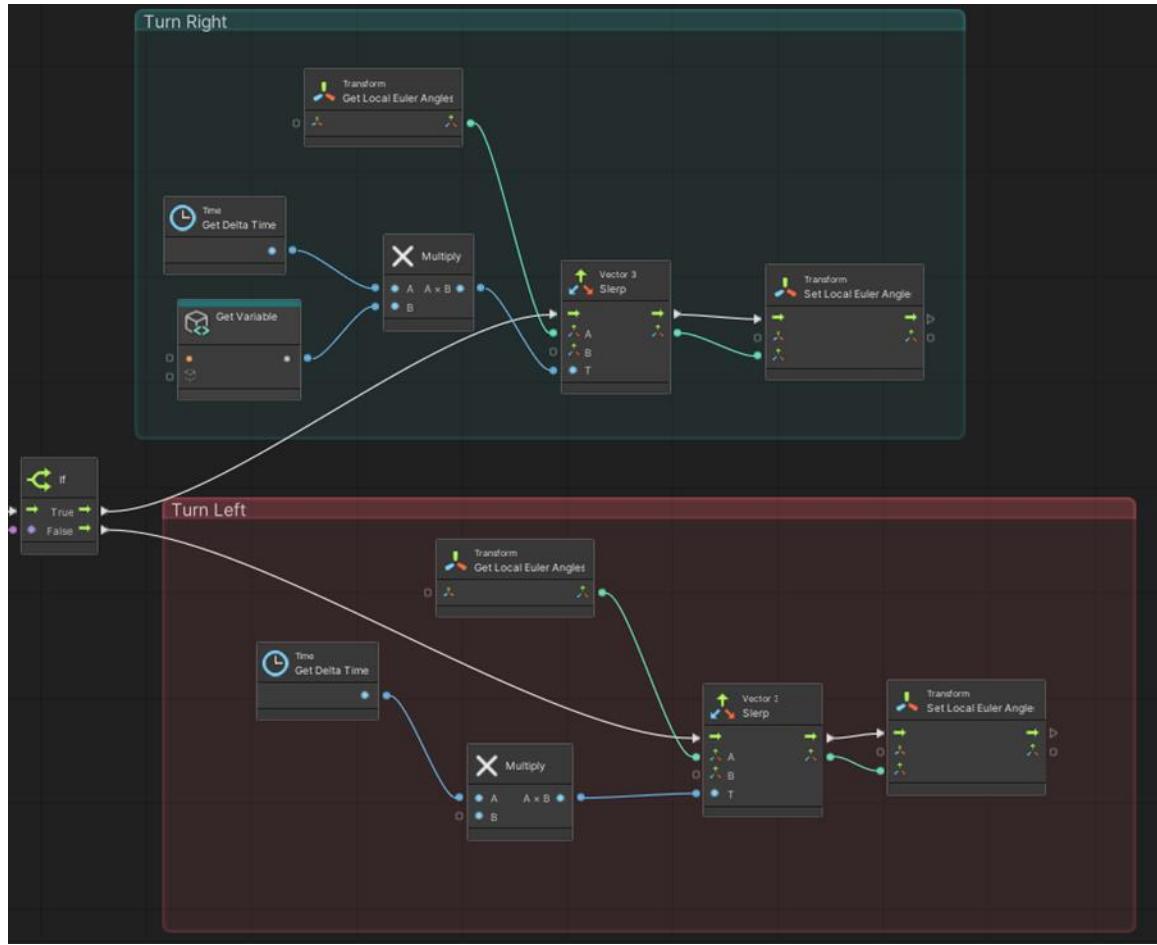
RELEVANT

SOURCE

CODE

User Movement Visual Script





Quiz Manager Script

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.UI;
using UnityEngine.SceneManagement;

public class QuizManager : MonoBehaviour
{
    public List<QuestionsAndAnswers> QnA;
    public GameObject[] options;
    public int currentQuestion;

    public GameObject QuizPanel;
    public GameObject GoPanel;

    public UnityEngine.UI.Text QuestionTxt;
    public UnityEngine.UI.Text ScoreTxt;
    public UnityEngine.UI.Text Message;
}

```

```

        public Button RetryBtn;
        public Button NextBtn;

        public GameObject buttonRetry;
        public GameObject buttonNext;

        public GameObject FlashPanel;
        public UnityEngine.UI.Text FlashText;

        private float Timer;
        private bool Answer;

        int totalQuestions = 0;
        public int score;

        private void Start()
        {
            totalQuestions = QnA.Count;
            GoPanel.SetActive(false);
            generateQuestion();
            Answer = true;
            Timer = 0;
        }

        private void Update()
        {
            Timer += Time.deltaTime;

            if (Answer)
            {
                if (Timer >= 2)
                {
                    FlashPanel.SetActive(false);
                    Timer = 0;
                }
            }
        }

        //last panel / updates
        void GameOver()
        {
            QuizPanel.SetActive(false);
            GoPanel.SetActive(true);
            ScoreTxt.text = score + "/" + totalQuestions;
        }

        //retry
        if(score <= 2){
            buttonNext.SetActive(false);
            Message.text = "Subukan Muli: Basahin mabuti ang
mga salita. Ang mga kasagutan ay manggaling sa mga Naka-
highlight.";
            Button Rbtn = NextBtn.GetComponent<Button>();
            Rbtn.onClick.AddListener(Retry);
        }

        //continue next scene
        else{
            buttonRetry.SetActive(false);
        }
    }
}

```

```

        Message.text = "Mahusay! Maaari ka nang
magpatuloy." ;
        Button Nbtn = NextBtn.GetComponent<Button>() ;
        Nbtn.onClick.AddListener(Next) ;
    }
}

//method scene changer
public void Next()
{
    SceneManager.LoadScene(SceneManager.GetActiveScene().buildIndex +
1 ) ;
}

public void Retry(){

SceneManager.LoadScene(SceneManager.GetActiveScene().buildIndex -
2) ;
}

//right wrong method

public void correct()
{
    FlashPanel.SetActive(true);
    FlashText.text = "Tama ka!";
    score += 1;
    Answer = true;
    QnA.RemoveAt(currentQuestion);
    generateQuestion();
}

public void wrong()
{
    FlashPanel.SetActive(true);
    FlashText.text = "Mali ka!";
    Answer = false;
    QnA.RemoveAt(currentQuestion);
    generateQuestion();
}

//Answers
void SetAnswers(){

for (int i = 0; i < options.Length; i++)
{
    options[i].GetComponent<AnswerScript>().isCorrect =
false;

options[i].transform.GetChild(0).GetComponent<UnityEngine.UI.Text>().
text = QnA[currentQuestion].Answer[i];

if(QnA[currentQuestion].CorrectAnswer == i)
{
}
}
}

```

```

        options[i].GetComponent<AnswerScript>().isCorrect = true;
    }
}
}

//generate randomized Questions
void generateQuestion()
{
    if (QnA.Count > 0){

        currentQuestion = Random.Range(0, QnA.Count);
        QuestionTxt.text = QnA[currentQuestion].Question;
        SetAnswers();
    }

    else {
        Debug.Log("End of Quiz");
        GameOver();
    }
}
}
}

```

Question and Answers Script

```

[System.Serializable]

public class QuestionsAndAnswers
{
    public string Question;
    public string[] Answer;
    public int CorrectAnswer;
}

```

Answer Script

```

using System;
using System.Collections;
using System.Collections.Generic;
using UnityEngine;

public class AnswerScript : MonoBehaviour
{

    public bool isCorrect = false;
    public QuizManager quizManager;

    public void Answer()
    {
        if(isCorrect)
        {
            Debug.Log("Tama");
            quizManager.correct();
        }
    }
}

```

```

        else
        {
            Debug.Log("Mali");
            quizManager.wrong();
        }
    }
}

```

Interactor

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.InputSystem;

public class Interactor : MonoBehaviour
{
    [SerializeField] private Transform interactionPoint;
    [SerializeField] private float interactionPointRadius;
    [SerializeField] private LayerMask interactableMask;
    [SerializeField] private
InteractionPromptUIinteractionPromptUI;

    private readonly Collider[] colliders = new Collider[3];
    [SerializeField] private int numFound;

    private IInteractable interactable;

    private void Update()
    {
        numFound =
Physics.OverlapSphereNonAlloc(interactionPoint.position,
interactionPointRadius, colliders, interactableMask);

        if (numFound > 0)
        {
            interactable =
colliders[0].GetComponent<IInteractable>();

            if(interactable != null)
            {
                if (!interactionPromptUI.isDisplayed)
interactionPromptUI.Setup(interactable.InteractionPrompt);

                if (Keyboard.current.fKey.wasPressedThisFrame)
interactable.Interact(this);
            }
        }

        else
        {
            if(interactable != null) interactable = null;

            if (interactionPromptUI.isDisplayed)
interactionPromptUI.Close();
        }
    }
}

```

```

        }

        private void OnDrawGizmos()
        {
            Gizmos.color = Color.red;
            Gizmos.DrawWireSphere(interactionPoint.position,
interactionPointRadius);
        }
    }
}

```

Interactables

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;

public interface IInteractable
{
    public string InteractionPrompt{ get; }

    public bool Interact(Interactor interactor);
}

```

Scene Changer

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.SceneManagement;

public class ScenChanger : MonoBehaviour
{
    void OnTriggerEnter(Collider other){

SceneManager.LoadScene(SceneManager.GetActiveScene().buildIndex +
1);

    }
}

```

Level Manager

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.UI;
using UnityEngine.SceneManagement;

public class LevelManager : MonoBehaviour
{
    int levelUnlock;
    public Button[] btn;
    public List<GameObject> Images;

    // Start is called before the first frame update

```

```

void Start()
{
    levelUnlock = PlayerPrefs.GetInt("levelUnlock", 0);
    for(int i = 0; i < btn.Length; i++) {

        btn[i].interactable = false;
    }
    for(int i = 0; i <= levelUnlock; i++){

        btn[i].interactable = true;
        if (i == 1){
            Images[0].SetActive(false);
        }
        if(i == 2){
            Images[1].SetActive(false);
        }
    }
}
//unlock scene loader
public void LoadLevel(int levelIndex) {
    if(levelIndex == 0){
        SceneManager.LoadScene("Castle_King");
    }
    if(levelIndex == 1){
        SceneManager.LoadScene("Forest");
    }
    if(levelIndex == 2){
        SceneManager.LoadScene("level_PiedasPlatas");
    }
}
}

```

Level Script

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.SceneManagement;

public class LevelScript : MonoBehaviour
{

    public void Unlock(){

        //kukunin yung currentlevel
        int currentLevel =
        SceneManager.GetActiveScene().buildIndex;
        int playerPrefsInt = PlayerPrefs.GetInt("levelUnlock");

        //mga index galing sa index nung mga quiz tas proceed sa scene
        (LevelManager.loadlevel)
        if (currentLevel < 6)
            playerPrefsInt = 0;
        else if (currentLevel < 9)
            playerPrefsInt = 1;
    }
}

```

```

        else
            playerPrefsInt = 2;
        PlayerPrefs.SetInt("levelUnlock", playerPrefsInt);
        Debug.Log("next level unlock:" + playerPrefsInt + "Unlock")
    ;
        Debug.Log(currentLevel);
    }
}

```

Menu

```

using System.Collections;
using System.Collections.Generic;
using UnityEngine;
using UnityEngine.SceneManagement;

public class MainMenu : MonoBehaviour
{
    public void PlayGame(){
    SceneManager.LoadScene(SceneManager.GetActiveScene().buildIndex + 1 );
    }
    public void QuitGame(){
        Debug.Log("QUIT!");
        Application.Quit();
    }
}

```

APPENDIX D:

EVALUATION

TOOL

Survey Questionnaire

Survey

DON JUAN: A 3D Platformer

Developers:

Francis Leo Amador, Hershey Joy Aviles, Hanna Daryl Bulawan, Kriselle Caballero

* Required

PURPOSE OF THE STUDY

You are being asked to take part in a research study. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is to develop Don Juan A 3D Platformer Game

CONFIDENTIALITY

The researchers guarantee that the information given by the respondents will only be used as data for this study. Personal information will not be maliciously spread as a form of harm towards the respondents and shall remain as the discretion of the researchers.

VOLUNTARY PARTICIPATION

The respondent agree to answer the provided questionnaire asked to provide their views and insight on the proposed Don Juan and the Mythical song bird: 3D platformer game of 3rd year BSIT students in STI Global City

**General
Questions:**

Please answer the following questions on a scale of 1-5, where **1** is **Strongly Disagree** and **5** is **Strongly Agree**. Please choose the number that represents your best answer.

Name
(Optional)
(Optional)

Short answer text

...

Student No.
(Optional)

Short answer text

School

Short answer text

1. The game is easy to play *

1

2

3

4

5

Strongly Disagree



Strongly Agree

2. The text are easy to read and, are well highlighted *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

3. Design and Color theme used is pleasant *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

4. The character designs are unique *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

5. The Buttons are easily finable and identifiable *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

6. Overall, I am satisfied with the design and interface of the game. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

7. The environment of the game is pleasing and immersive *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

8. It is easy to interact with objects of the game with the help of hints. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

9. I understood and find it easy to follow the quest and task with the help of the NPCs *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

10. It is easy to understand and control the characters movement *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

11. I enjoyed playing the game while learning the story *Ibong Adarna* and gaining the new Filipino vocabulary from the story. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

12. I can easily apply my learnings to the quizzes. *

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

13. The quiz of the game is easy to answer and attain a passable score *

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. Answering the quiz is both fun and challenging *

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The game motivates me to answer the quiz in order to move forward and know the scene * of the story.

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

16. The game piqued my interest to learn the story of *Ibong Adarna* *

1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

17. The narration and dialogues are interesting to read *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	Strongly Agree				

18. The narration and dialogues with highlighted words guided me to understand my situation * in the current scene and how to move forward to the next scene of the story in the game.

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	Strongly Agree				

19. It is easy to learn new Filipino vocabulary word through the game *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	Strongly Agree				

Share your feedback/suggestions on the game

Long answer text

Signature / Testing Stage

(Do note that it's NOT required to show your face for privacy purposes. Thank you!)

 View folder

APPENDIX E:

SAMPLE

INPUT/OUTPUT

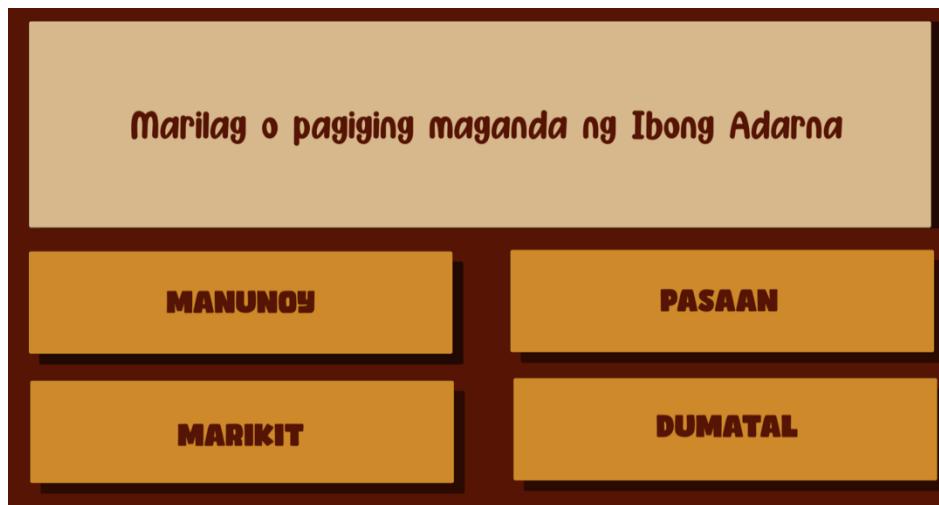
/REPORTS

Input

User will insert their name to the game before starting the quiz.



The user will pick on the selection of answers from the quiz of the game.

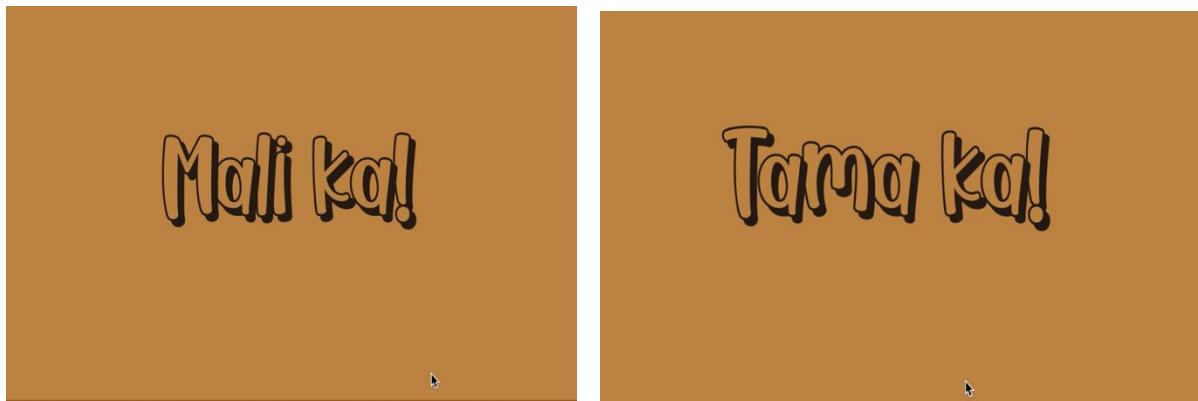


Output

The name inserted by the user will be used to present on the proficiency result after taking the quiz.

QUIZ 1 TOP 5		
NAME	SCORE	PROFICIENCY
SELLA	2	BEGINNER

The message to be shown will depend on the players' selection of answer whether it was correct or wrong.



Reports

Overall, the game will take the users' name in order to show their proficiency level and score on the proficiency list while the selection of the player in answering the question given by the quiz will determine whether they got it correct or not and display it through a pop up text.

APPENDIX F:

USER'S GUIDE

Function	Key	Icon
Main Movement	A, S, W, D Keys	 <p>A Kaliwa / Left S Atras / Back W Abante / Front D Kanan / Right</p>
Running	Shift + A, S, W, D Keys	 <p>[SHIFT + A/S/W/D] Takbo / Run</p>
Jump	Space key	 <p>SPACE Talon / Jump</p>
Interact	F Key	 <p>F New Text</p>
Obtain key object	K Key	 <p>K Kunin ang susi</p>
Show Mission	J Key	 <p>J Pindutin upang makita ang mga misyon.</p>
Slide Menu		 <p>PROGRESO</p> <p>KABANATA</p> <p>1: Kaharian Kasalukuyan....</p> <p>2: (lock icon)</p> <p>3: (lock icon)</p> <p>MAIN MENU MAPA BOKABULARYO SETTINGS</p>

APPENDIX G:

SURVEY

RESULTS

AND TALLY

Interface	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The game is easy to Play	2	1	3	5	19	4.27	Strong Agree
2. The text are easy to read and, are well highlighted	1	1	3	10	15	4.23	Strongly Agree
3. Design and Color theme used is pleasant	2	0	2	11	15	4.23	Strongly Agree
4. The character designs are unique	1	0	5	10	14	4.2	Strongly Agree
5. The Buttons are easily finable and identifiable	2	0	4	9	15	4.17	Agree
6. Overall, I am satisfied with the design and interface of the game.	1	1	1	10	17	4.37	Strongly Agree
					Average	4.25	Strongly Agree

Objective 1: To design and develop a feature that will illustrate the story of Ibong Adarna through immersive-gamified experience.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The environment of the game is pleasing and immersive	1	2	0	13	14	4.23	Strongly Agree
2. It is easy to interact with objects of the game with the help of hints.	1	1	2	8	18	4.37	Strongly Agree
3. I understood and find it easy to follow the quest and task	1	2	2	13	12	4.1	Agree
4. It is easy to understand and control the characters movement	2	1	3	10	14	4.1	Agree
5. I enjoyed playing the game while learning the story Ibong Adarna and gaining the new Filipino vocabulary from the story.	2	0	2	5	21	4.43	Strongly Agree
					Average	4.25	Strongly Agree

Objective 2: To develop and establish the narration and dialogues of the characters from the stanza of the epic poem as a guide and narrative for the users.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. The game piqued my interest to learn the story of Ibong Adarna	1	0	2	8	19	4.47	Strongly Agree
2. The narration and dialogues are interesting to read	3	0	6	8	13	3.93	Agree
3. The narration and dialogues with highlighted words guided me to understand my situation in the current scene and how to move forward to the next scene of the story in the game.	2	1	4	5	18	4.3	Strongly Agree
4. It is easy to learn new vocabulary words through the game	2	1	2	9	16	4.2	Strongly Agree
					Average	4.23	Strongly Agree

Objective 3: To develop a quiz-type mechanic that will assess the learning of the students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Mean	Interpretation
1. I can easily apply my learnings to the quizzes.	1	2	1	11	15	4.23	Strongly Agree
2. The quiz of the game is easy to answer and attain a passable score.	2	2	2	12	12	4	Agree
3. Answering the quiz is both fun and challenging.	2	2	2	10	14	4.07	Agree
4. The game motivates me to answer the quiz in order to move forward and know the scene of the story.	1	1	3	11	14	4.2	Strongly Agree
					Average	4.13	Agree

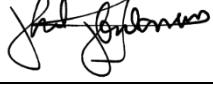
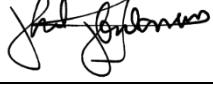
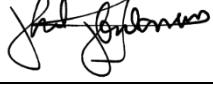
APPENDIX H:

PROJECT

INVOLVEMENTS

Don Juan: A 3D Platformer Game	
Date of Defense: December 2, 2022	Campus: STI Global City
Time: 5:00 pm – 6:00 pm	
Adviser: Joselito G. Oyao	Signature:

Amador, Leo Francis C.	Signature:	
Chapter(s)/ Sub-topic(s) written in the documentation:		
Project Context Foreign Literature Local Literature Local Studies/Systems Foreign Studies/Systems Resources		
Module(s) developed in the system:		
Main Menu Voice Over		
Topic(s) to be discussed during defense:		
Project Context		
Other Contributions:		
Consulted with a Filipino Teacher Conducted Beta Testing at a school Conducted Survey		
Aviles, Hershey Joy C.	Signature:	
Chapter(s)/ Sub-topic(s) written in the documentation:		
Objectives of the Study Local Literature		

<p>Local Studies/Systems Foreign Studies/Systems</p>				
<p>Module(s) developed in the system:</p> <ul style="list-style-type: none"> Movement Cutscenes Animations Dialogue Voice Over <p>Topic(s) to be discussed during defense:</p> <ul style="list-style-type: none"> Objectives of the study 				
<p>Other Contributions:</p> <ul style="list-style-type: none"> Purchased online courses and assets <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Bulawan, Hanna Daryl J.</td> <td style="width: 50%; text-align: center;">Signature:</td> </tr> <tr> <td colspan="2">  </td> </tr> </table>	Bulawan, Hanna Daryl J.	Signature:		
Bulawan, Hanna Daryl J.	Signature:			
				
<p>Chapter(s)/ Sub-topic(s) written in the documentation:</p> <ul style="list-style-type: none"> Scope and Limitations Foreign Literature Local Literature Local Studies/Systems Foreign Studies/Systems Design of Software, System, Product, and/or Processes 				
<p>Module(s) developed in the system:</p> <ul style="list-style-type: none"> Quest Quiz Dialogue Side Menu / Vocabulary Proficiency Voice Over Game Mechanics/Platform UI Designs 				

Topic(s) to be discussed during defense:	Scope and Limitations
Other Contributions:	
Caballero, Kriselle S.	Signature: 
Chapter(s)/ Sub-topic(s) written in the documentation:	<ul style="list-style-type: none"> Purpose and Description of the Project Foreign Literature Local Literature Local Studies/Systems Foreign Studies/Systems Storyboard Development and Testing Conclusion and Recommendation
Module(s) developed in the system:	<ul style="list-style-type: none"> Introduction Video Tutorial Side Menu Map Design / Levels to Unlock Movement Quiz Environment Art Character Art Voice Over Game Platform/Mechanics
Topic(s) to be discussed during defense:	<ul style="list-style-type: none"> Purpose and Description of the Project
Other Contributions:	<ul style="list-style-type: none"> Survey Tally

APPENDIX I:

PERSONAL

TECHNICAL

VITAE

Curriculum Vitae of
LEO FRANCIS C. AMADOR
 Barangay Rizal Makati City
 amadorleofrancis@gmail.com
 +639398981941



EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2019 – Present	STI College Global City
Vocational/Technical	2017-2019	Arellano University A. Bonifacio Campus
High School	2012-2017	Fort Bonifacio High School
Elementary	2006-2012	Fort Bonifacio Elementary School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
month year		

Listed in reverse chronological order (most recent first).

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
month year		

Listed in reverse chronological order (most recent first).

SKILLS

SKILLS	Level of Competency	Date Acquired
month year		month year
month year		month year
month year		month year

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
month year	

Curriculum Vitae of
HERSHEY JOY C. AVILES
 Barangay Pinagsama Taguig City
 hersh.aviles@gmail.com
 +639551161555



EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2019 – Present	STI College Global City
Vocational/Technical	2017 – 2019	STI College Global City
High School	2013 – 2017	President Diosdado Macapagal Highschool
Elementary	2007 – 2013	St. Bernard Academy

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
January 2019 – February 2019	On-the-Job Training: Fleet Encoder	First Five Management & Associates, Inc. % Sanofi Aventis Inc.
February 2017 – June 2019	Part time Graphic Designer	RML Enterprises

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
month year		
month year		

SKILLS

SKILLS	Level of Competency	Date Acquired
C# Programming	Intermediate	2019
3D Design (Blender)	Beginner	2020
Game Development (Unity Engine)	Beginner	2022

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
January 2020 – March 2020	First Academy of Computer Arts: 3D Animation Track
January 2018	SHS Organization: Leadership Training Program
October 2017	ONKLIK: Login; Log-out
November 2016 – January 2017	Computer Literacy Training Program

Curriculum Vitae of
HANNA DARYL J. BULAWAN

Brgy. San Martin De Porres, Parañaque City
bulawan.179565@globalcity.sti.edu.ph
+639503668631



EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2019-Present	STI College Global City
Vocational/Technical	2014-2017	Nemesio I. Yabut Senior High School
High School	2009-2014	Dr. Arcadio Santos National High School
Elementary	month year	Sun Valley National High School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
December 2018- January 2019	On-The-Job Training: Encoder	Barangay Council of Guadalupe Nuevo

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
month year		

SKILLS

SKILLS	Level of Competency	Date Acquired
Game Development (Unity)	Beginner	2022
3D Design (Blender)	Beginner	2022
C# Programming	Intermediate	2021
Java Programming	Intermediate	2020

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
month year	

Curriculum Vitae of
KRISELLE S. CABALLERO
 Milagros St. Brgy. Valenzuela, Makati City
 krisellecaballero@gmail.com
 +639999801559



EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2019-Present	STI College Global City
Vocational/Technical	2017-2019	Centro Escolar- University
High School	2013-2017	Laguna College
Elementary	2007-2013	San Pablo Central School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
November 2018	Immersion: IRD	Department of Trade Industry 361 Sen. Gil J. Puyat Ave., 1200 Makati City

SKILLS

SKILLS	Level of Competency	Date Acquired
Game Development (Unity Engine)	Beginner	2022
C# Programming	Intermediate	2019
Web Development	Intermediate	2019
Graphic Design (Inkscape)	Intermediate	2017

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
February 2019	Surge 2019: Bringing Engineering to Filipino Youth
February 2019	Computer Systems Servicing
January 2019	Buena Vista – Making Old Views Look
December 2018	Import Regulation Division, Fair Trade Enforcement Bureau