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## DEVELOPING MULTIMEDIA GAMIFICATION USING GENIALLY APPLICATION FOR TEACHING IRREGULAR PAST TENSE VERBS FOR JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

The learning process plays an important role in achieving educational goals, including in English language learning. In the modern digital era, learning media selection, such as multimedia, has become an important supporting aspect of English learning. Gamification is one method for delivering content, and one platform that can be used is Genially. Based on preliminary research conducted at SMP Negeri Madani Pekanbaru, it was found that the irregular past tense verb is a rather difficult topic, and the subject teacher has never used technological media, while the students enjoy learning through it. The objectives of the research are to find out the process, the validity, and the practicality of the developed media. The research was conducted using a research and development method with the Plomp Model up to 4 phases, including preliminary research, design, realization, test, evaluation, and revision. The developed media gained a very valid and very practical category, with scores of 95,24% in media evaluation, 90,91% in material evaluation, and 100% in practicality assessment. The assessment indicated that the developed media aligns with previous studies, particularly regarding gamification components and their benefits, including increased student interest and motivation, support for learning and teaching, and enhanced critical thinking and problem-solving skills.

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## INTRODUCTION

In education, the learning process is crucial to achieving educational goals. English is one of the subjects included in the curriculum structure in Indonesia. In learning English, vocabulary is one of the challenges, as Susanthi (2020) noted in her journal, that it is one of the three elements of English that often become obstacles. Similarly, Alqahtani (2015) explains that the obstacle to successful communication for second-language learners is limited vocabulary and notes that several researchers have also found that vocabulary mastery plays an important role in the formation of complete spoken and written texts and in the successful use of a second language.

One of the supporting aspects to support English learning is the selection of learning media. Rahim (2020) explains that learning media are all teaching tools that are utilized to assist in the delivery of learning materials, thus facilitating the achievement of the learning objectives that have been formulated. Currently, there are various classifications and types of media available for presenting teaching materials. One of the learning media that has developed in this modern era is multimedia. Guan et al. (2020) explain that multimedia refers to the combination of more than one type of media. One of the methods in multimedia that can be used to deliver content is through games. The use of games in the learning process is known as gamification.

Marisa et al. (2020) conclude that gamification refers to the use of game elements to solve non-game problems, aiming to enhance the performance of the system being addressed by increasing motivation. Ariani (2020) explains two types of gamification: structural and content gamification. There are various frameworks that can be used in the development of gamification. One of them is the MDA (Mechanics, Dynamics, Aesthetics) framework. Marisa et al. (2020) explain that the MDA framework is a foundational model in game design, where designers create features (mechanics) that then provide different user interactions (dynamics) that bring emotions and experiences for the user (aesthetics).

One interesting platform that can be used to create gamified learning media is Genially. Genially is a cloud-based platform that provides various tools for creating engaging interactive visual communication and learning experiences, such as gamification, quizzes, captivating presentations, interactive images, and more. Therefore, the Genially application is suitable for use in interactive digital learning, particularly for integrating gamification elements. These engaging features are also beneficial in teaching English grammar, which students often consider difficult and monotonous. The availability of ready-to-use gamification templates also allows teachers with limited programming skills to create multimedia gamification efficiently.

Considering the massive number of gamers today, the use of multimedia gamification has become one of the options for learning in the digital era. Based on preliminary research conducted at SMP Negeri Madani Pekanbaru, students enjoy learning through technological media, while the subject teacher has only used picture media and jumbled-word exercises as interactive tools for teaching irregular past-tense verb material in class. The subject teacher also stated that the irregular past tense verb is a rather difficult topic due to its differences from the base verb.

There have already been several studies on the use of multimedia gamification as a learning media. However, research on more specific topics, such as the development of multimedia gamification for junior high school students to learn irregular past tense verbs, remains limited. Furthermore, most studies used the Borg and Gall, 4D, and ADDIE models. In this research,

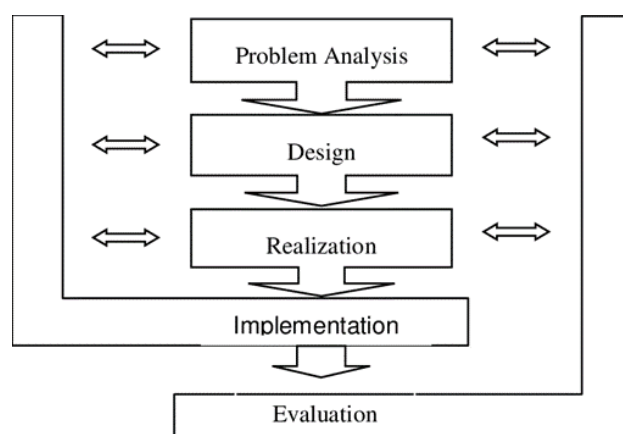
the researcher will develop multimedia gamification based on the Genially application using the Plomp model for English subjects aimed at junior high school students, as cited from Wariantos et al. (2022) who consider this model to be more flexible because the research steps can be adjusted to the research context and the characteristics of the researcher. The selection of the English subject material on irregular past-tense verbs is adjusted to address the obstacles found in the preliminary research. In addition, the objectives of this research are formulated to find out the process of developing multimedia gamification using Genially application for teaching irregular past tense verbs for junior high school students, as well as the validity and practicality of the developed media.

## RESEARCH METHOD

This research was conducted using the Research and Development (R&D) method with the Plomp model. According to Sugiyono (2019), research and development methods can be interpreted as a scientific approach to researching, designing, producing, and testing the validity of the products produced. There are five research phases in the Plomp model (Wariantos et al., 2022), including the preliminary research phase, design phase, realization phase, test and evaluation phase, and implementation phase. This research was conducted up to stage 4 by testing the validity and practicality of the product. This research was conducted up to the fourth stage, in which the first step involved conducting an interview with the English teacher at the school. It was then followed by the second step, namely selecting a design template based on the results of the preliminary investigation, which was continued with the third step of realizing the product, and finally followed by the last stage of testing the validity and practicality of the product with the experts and school teachers.

**Picture 1.**

*Plomp Model*



The first research phase is the preliminary research, where an initial analysis was conducted on the product needs, students, and teaching instruments. This phase was carried out through interviews and observation with the school teacher. Afterward, the design phase was carried out based on the results of the preliminary research by designing the gamification media using the MDA framework, which was then realized through the Genially application in the realization phase, which produced a prototype of the product. Once the product prototype was completed, the test, realization, and revision phase was conducted to evaluate its validity and practicality. The validation assessments included media validation conducted with media experts and material validation conducted with subject-matter experts. Meanwhile, the

practicality assessment was conducted with the English subject teacher at SMP Negeri Madani Pekanbaru. The details of each research stage are presented in the results section.

The research instruments used included a semi-structured interview guideline and physical questionnaires with a mixed-format design. The questionnaire was given to the media expert and subject-matter expert based on the following aspects and indicators.

**Table 1.**

*Aspect and Indicators for media expert*

| No. | Aspect                               | Indicator                                                                                                                                                                                                                                 |
|-----|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | <b>Content/material aspect</b>       | <ul style="list-style-type: none"> <li>• Clarity of example</li> <li>• Clarity of narrative</li> <li>• Suitability of illustrations</li> </ul>                                                                                            |
| 2.  | <b>Student characteristic aspect</b> | <ul style="list-style-type: none"> <li>• Suitability for students' age</li> <li>• Suitability for students' education level</li> </ul>                                                                                                    |
| 3.  | <b>Individual aspect</b>             | <ul style="list-style-type: none"> <li>• Availability of the material presentation menu</li> <li>• Convenience of the material presentation menu</li> <li>• Availability of the Next and Previous buttons</li> </ul>                      |
| 4.  | <b>Student interest aspect</b>       | <ul style="list-style-type: none"> <li>• Suitability of the game presentation format</li> <li>• Use of engaging images</li> <li>• Use of engaging animations</li> <li>• Use of engaging text</li> <li>• Consistency of buttons</li> </ul> |
| 5.  | <b>Learning environment aspect</b>   | <ul style="list-style-type: none"> <li>• Availability of instructions (tutorial)</li> <li>• Availability of guidance</li> <li>• Suitability of language</li> </ul>                                                                        |
| 6.  | <b>Computer component aspect</b>     | <ul style="list-style-type: none"> <li>• Monitor resolution</li> <li>• Minimization of keyboard use</li> <li>• Maximization of mouse use</li> <li>• Memory usage</li> <li>• Clarity of speaker or headphone sound</li> </ul>              |

**Table 2.**

*Aspect and Indicators for subject-matter expert*

| No. | Aspect                         | Indicator                                                                                                                                                                                                            |
|-----|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | <b>Material/content aspect</b> | <ul style="list-style-type: none"> <li>• Accuracy of the content</li> <li>• Relevance and up-to-dateness of the material</li> <li>• Scope and depth of the content</li> <li>• Sufficiency of the material</li> </ul> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. <b>Language and communication aspect</b> | <ul style="list-style-type: none"> <li>• Adequacy of the references used</li> </ul>                                                                                                                                                                                                                                                                                 |
|                                             | <ul style="list-style-type: none"> <li>• Spelling accuracy</li> <li>• Clarity of wording and ease of understanding</li> <li>• Appropriateness of example usage</li> <li>• Communicativeness of language style</li> <li>• Suitability of language style to the audience</li> <li>• Readability of the material (sentence construction, punctuation, etc.)</li> </ul> |

The questionnaire assessment applied a Likert scale with the following categories.

**Table 3.**

*Likert scale*

| Score | Category  |
|-------|-----------|
| 4     | Good      |
| 3     | Very good |
| 2     | Poor      |
| 1     | Very poor |

Next, the questionnaire assessments obtained from the experts were analyzed using the following formula.

$$\frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

The results of the analysis were then compared with the validity and practicality criteria as presented in the table below. The developed media is considered valid and practical if it achieves the required score.

**Table 4.**

*Validity & Practicality Classification (Purwanto in Lestari et al., 2018)*

| Interval   | Category                     |
|------------|------------------------------|
| 90% - 100% | Very valid / practical       |
| 80% - 89%  | Valid / practical            |
| 65% - 79%  | Quite valid / practical      |
| 55% - 64%  | Less valid / practical       |
| ≤ 54%      | Very invalid / not practical |

## RESULT AND DISCUSSION

### *Preliminary Investigation*

The preliminary investigation phase consists of three activities, including the analysis of product needs, students, and learning devices. Product needs analysis and student analysis were

conducted through an interview with the English Subject Teacher at SMP Negeri Madani Pekanbaru. The following is the interview guideline used in this research.

**Table 5.**

*Interview guideline*

| No. | Aspect             | Indicators                                                         | Total question |
|-----|--------------------|--------------------------------------------------------------------|----------------|
| 1.  | Past verb material | • Teacher thoughts on past verb material in independent curriculum | 1              |
|     |                    | • Method                                                           | 1              |
|     |                    | • Obstacles in teaching                                            | 2              |
| 2.  | Product needs      | • Learning media that teacher has been used                        | 1              |
|     |                    | • Multimedia Gamification                                          | 2              |
| 3.  | Student Analysis   | • Student's enthusiasm                                             | 2              |
|     |                    | • Student's participatory                                          | 1              |
|     |                    | • Student's computer skill                                         | 1              |

From the interview, information related to product needs was obtained, including obstacles in teaching irregular past tense verbs, teaching methods, learning media used, and familiarity with multimedia gamification. The subject teacher explained that verbs used in the past tense are rather difficult because they differ from their base forms, so a specific method is required to teach them. However, the teacher mostly used picture-based media and cards, and has not yet used technology-based media in their teaching. The teacher added that multimedia gamification is an engaging medium for use in the classroom.

As for students' analysis, the interview revealed that students were active enough during lessons and quite proficient in using technology. The students also enjoyed visiting the computer lab. For learning devices analysis, the observed components included the learning outcomes (CP), learning objectives (TP), the flow of learning objectives (ATP), and learning tools. The phase of learning was identified as Phase D, with elements including listening – speaking, reading – viewing, and writing – presenting. The learning outcomes were the last phase D, and the learning objectives that related to irregular verbs included using the simple past tense, including regular and irregular verbs, and constructing sentences in the simple past tense using regular and irregular verbs. The learning tools utilized included the English subject textbook English for Nusantara and the Teacher's Guidebook English for Nusantara (2022). The scope of the irregular verbs material is found in Chapter 0 and Chapter 1, along with the topic of the simple past tense.

### ***Design***

Based on the preliminary research, the learning media were then designed, starting with the learning materials along with exercises related to irregular past tense verbs. The researcher also referred to several textbooks as sources for the material and uploaded audio recordings of the pronunciation of each irregular verb in the material. Thereafter, the researcher selected a game template design available in the Genially application and adapted it to the needs of the study.



The researcher chose the 'Dragon's Dungeon' design and then integrated the previously developed materials into the template.

## Picture 2.

*Genially ready-to-use Template: Dragon's Dungeon*



Dragon's Dungeon Breakout

[Use this template](#)

## Realization

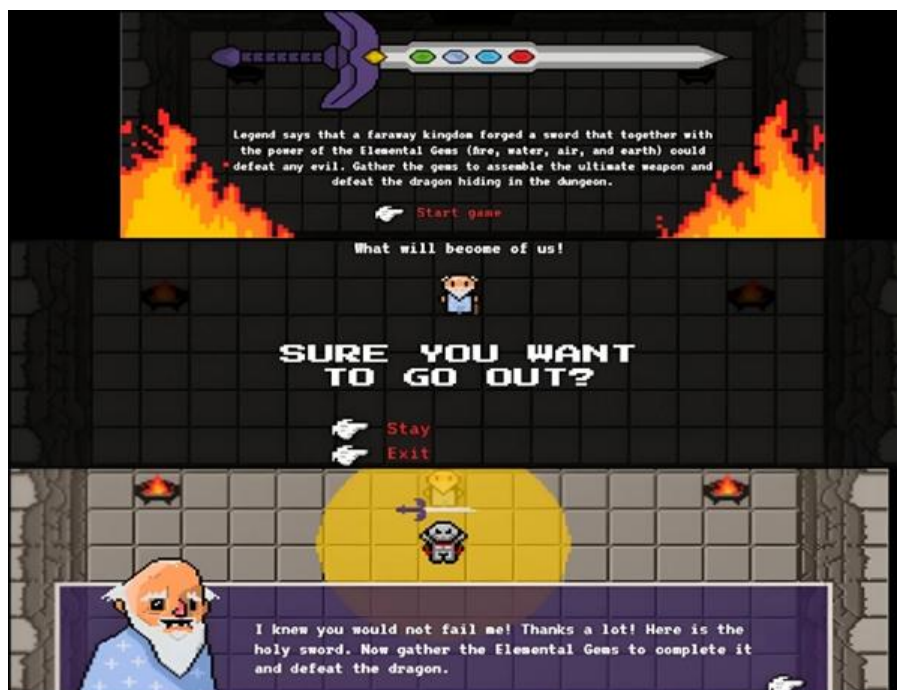
At this phase, the designed materials were adjusted to the chosen template. The researcher developed the template into a total of 77 pages, including the cover and exit pages. There are four main elements on the cover page: Start Game, About This Game, Tutorial, and Material.

## Picture 3.

*Cover Page*



After the game starts, a story narration begins, in which the player takes on the role of a knight who must defeat a dragon by collecting four gems.

**Picture 4.***Story Narration*

Next, the player is directed to the material page, which includes a brief explanation of the simple past tense and regular verbs, a main focus on irregular past tense verbs, and a list of commonly used irregular verbs with their pronunciations.

**Picture 5.***Material Explanation*

After understanding the material, the player is directed to the quiz page, where there are four different types of quizzes, namely the Earth Gem Quiz, the Air Gem Quiz, the Water Gem Quiz, and the Fire Gem Quiz.



**Picture 6.***Quiz Pages*

After finishing all the quizzes and collecting the gems, the player can then continue to the final level, which is defeating the dragon.

**Picture 7.***Final Level Pages*

**Test, Evaluation, and Revision**

After the prototype was completed, several evaluations were conducted, such as media validation, material validation, and practicality assessment. The following section presents the results of the media validation conducted by the media expert.

**Table 6.**

*Media Validation indicators (Modification from Kustandi & Darmawan, 2020)*

| No.                                  | Aspect                                         | Score     |
|--------------------------------------|------------------------------------------------|-----------|
| <b>Content/Material Aspect</b>       |                                                |           |
| 1.                                   | Clarity of example                             | 4         |
| 2.                                   | Clarity of narrative                           | 3         |
| 3.                                   | Suitability of illustrations                   | 3         |
| Total                                |                                                | 10        |
| <b>Student Characteristic Aspect</b> |                                                |           |
| 4.                                   | Suitability for Students' Age                  | 4         |
| 5.                                   | Suitability for Students' Education Level      | 4         |
| Total                                |                                                | 8         |
| <b>Individual Aspect</b>             |                                                |           |
| 6.                                   | Availability of the material presentation menu | 4         |
| 7.                                   | Convenience of the material presentation menu  | 4         |
| 8.                                   | Availability of the Next and Previous buttons  | 4         |
| Total                                |                                                | 12        |
| <b>Student Interest Aspect</b>       |                                                |           |
| 9.                                   | Suitability of the game presentation format    | 4         |
| 10.                                  | Use of engaging images                         | 3         |
| 11.                                  | Use of engaging animations                     | 3         |
| 12.                                  | Use of engaging text                           | 4         |
| 13.                                  | Consistency of buttons                         | 4         |
| Total                                |                                                | 18        |
| <b>Learning Environment Aspect</b>   |                                                |           |
| 14.                                  | Availability of instructions (tutorial)        | 4         |
| 15.                                  | Availability of guidance                       | 4         |
| 16.                                  | Suitability of language                        | 4         |
| Total                                |                                                | 12        |
| <b>Computer Component Aspect</b>     |                                                |           |
| 17.                                  | Monitor resolution                             | 4         |
| 18.                                  | Minimization of keyboard use                   | 4         |
| 19.                                  | Maximization of mouse use                      | 4         |
| 20.                                  | Memory usage                                   | 4         |
| 21.                                  | Clarity of speaker or headphone sound          | 4         |
| Total                                |                                                | 20        |
| <b>Score Total</b>                   |                                                | <b>80</b> |

Based on the media expert's evaluation, the percentage score can be calculated as follows.

$$\left( \frac{\text{Score obtained}}{\text{Maximum score}} \right) \times 100\%$$

$$= \left( \frac{80}{84} \right) \times 100\% \approx 95,24\%$$

Based on the percentage score obtained, which was 95.24%, the results of the media validation were categorized as 'very valid'. The media expert also provided comments, such as the importance of distinguishing between a picture and an image, as well as suggestions to add background sound to the media.

Material evaluation was also conducted with a subject-matter expert. The results of the material evaluation are presented below.

**Table 7.**

*Material Validation indicators (Modification from Kustandi & Darmawan, 2020)*

| No.                                      | Aspect                                                                 | Score     |
|------------------------------------------|------------------------------------------------------------------------|-----------|
| <b>Material/Content Aspect</b>           |                                                                        |           |
| 1.                                       | Accuracy of the content                                                | 4         |
| 2.                                       | Relevance and up-to-dateness of the material                           | 4         |
| 3.                                       | Scope and depth of the content                                         | 3         |
| 4.                                       | Sufficiency of the material                                            | 4         |
| 5.                                       | Adequacy of the references used                                        | 3         |
| Total                                    |                                                                        | <b>18</b> |
| <b>Language and Communication Aspect</b> |                                                                        |           |
| 6.                                       | Spelling accuracy                                                      | 3         |
| 7.                                       | Clarity of wording and ease of understanding                           | 4         |
| 8.                                       | Appropriateness of example usage                                       | 4         |
| 9.                                       | Communicativeness of language style                                    | 4         |
| 10.                                      | Suitability of language style to the audience                          | 4         |
| 11.                                      | Readability of the material (sentence construction, punctuation, etc.) | 3         |
| Total                                    |                                                                        | <b>22</b> |
| <b>Total Score</b>                       |                                                                        | <b>40</b> |

Based on the material expert's evaluation, the percentage score can be calculated as follows.

$$\left( \frac{\text{Score obtained}}{\text{Maximum score}} \right) \times 100\%$$

$$= \left( \frac{40}{44} \right) \times 100\% \approx 90,91\%$$

Based on the percentage score obtained, which was 90.91%, the results of the material validation were categorized as 'very valid'. The comments and suggestions from the material expert were to explain and provide enough examples of irregular past tense verbs, add two or three references, use small letters for word level in the irregular past tense verbs list, underline and label the word classes for each word in the example sentences in the simple past tense

material, provide correct rules for regular verbs material, and give enough example in sentences.

After completing the validation, the practicality of the developed media was evaluated together with the English teacher of SMP Negeri Madani Pekanbaru. The results of this evaluation are shown below.

**Table 8.**

*Practicality Assessment Indicators (Modification from Chaeruman, 2015)*

| No.                | Assessment Items                                                                                           | Score     |
|--------------------|------------------------------------------------------------------------------------------------------------|-----------|
| 1.                 | Ease of use.                                                                                               | 4         |
| 2.                 | The learning media increases students' interest and motivation in learning.                                | 4         |
| 3.                 | The media can be used for individual student learning and/or as a teaching aid by the teacher.             | 4         |
| 4.                 | The media encourages students' critical thinking and problem-solving skills.                               | 4         |
| 5.                 | The media is contextual and applicable to real-life situations that relevant to students' characteristics. | 4         |
| <b>Score total</b> |                                                                                                            | <b>20</b> |

Based on the teacher's evaluation, the percentage score can be calculated as follows.

$$\left( \frac{\text{Score obtained}}{\text{Maximum score}} \right) \times 100\%$$

$$= \left( \frac{20}{20} \right) \times 100\% = 100\%$$

Based on the 100% result, the developed media was categorized as 'very practical'. The subject teacher commented that the developed media is very good and can be effectively used by teachers. In addition, the teacher's suggestion included the answer option in the quiz, recommending that the correct wording be used.

## DISCUSSION

This research aims to examine the development process of multimedia gamification using the Genially application to teach irregular past tense verbs to junior high school students, along with the validation and practicality of the developed product. The media was developed using a research and development (R&D) method with the Plomp Model and the MDA gamification framework. During the process, the template chosen for development in the Genially application was aligned with the type of gamification applied in this research, which is content gamification. Ariani (2020) explains that content gamification is the use of game elements and thought patterns of a game in learning material, with the aim that the presentation of learning material can resemble a game display. Template selection was also aligned with the components of the MDA gamification framework, in which, as explained by Kusuma et al. (2018), the components include player progression, tasks, game content, additional features, receiving achievement, challenge, fantasy, and narrative.

The template selection was also in accordance with the definition of multimedia itself, as explained by Rahmat et al. (2023) that multimedia is a combination of various types of media to deliver information sequentially and simultaneously in the form of text, images, movies, videos, audio, animations, and graphics to improve students' understanding and memory. Meanwhile, based on the explanation by Marisa et al. (2020), gamification, as one method of multimedia implementation, refers to the use of game elements to solve non-game problems, aiming to enhance the performance of the addressed system by increasing motivation.

Testing, evaluation, and revision were carried out in accordance with Wariantos et al. (2018), which state that a developed model or prototype should undergo testing to obtain evaluation data, which is then used as feedback for revision. The evaluations conducted included media validity by media experts, material validity by subject-matter experts, and practicality by the English teacher of SMP Negeri Madani Pekanbaru. The media validation received a score of 95,24%, categorized as very valid, as well as the content validation, which received a score of 90,91%, and the practicality assessment, which received a score of 100%. The experts and the English subject teacher also provided several comments and suggestions regarding the developed product. Overall, the developed media has been considered to follow the multimedia principles outlined by Mayer (in Pribadi, 2019), such as the multimedia principle, contiguity principle, coherence principle, modality principle, repetition principle, personalization principle, audio principle, signaling principle, interactivity principle, and pre-training principle.

Furthermore, from the practicality assessment, it was found that the developed media is aligned with several studies regarding the benefits of multimedia gamification. These studies include Malik & Argawal (in Lin & Wu, 2020), who state that multimedia supports problem-solving and facilitates individualized learning. Similarly, Fathoni et al. (2024) explain that interactive multimedia technology can influence students' affective domains, particularly motivation. Shahidan and Ariffin (2024) also explain that gamification provides a joyful learning environment, enhances students' motivation and engagement, and offers a safe space for independent learning, particularly in speaking skills. Furthermore, Cuello et al. (2023) found an increase in students' participation through the implementation of gamified media and highlighted the relevance of considering gamification as a strategic learning resource in English education. Vethamani (in Turku, 2024) points out that one of the benefits of multimedia is that it encourages students' independence and participation in class, with the teacher's role as a facilitator.

Based on the explanation above, this study implies that the multimedia gamification using the Genially application can be used as an alternative learning media for teaching irregular past tense verbs for junior high school students. The developed media may help teachers create a more enjoyable learning environment and increase students' motivation and participation during the learning process. In addition, the use of multimedia gamification may also encourage students to learn more independently, while teachers act as facilitators in the classroom.

## CONCLUSIONS

This research aims to examine the process of developing multimedia gamification using the Genially application for teaching irregular past tense verbs to junior high school students, as well as the validity and practicality of the developed media. The development process for multimedia gamification using the Genially application was carried out by following the phases of the Plomp model.

The results showed that the developed media was considered valid and practical based on the expert validation and practicality assessment results. In addition, the comments and suggestions provided by the validators and the English teacher contributed to improving the quality of the media. This study implies that multimedia gamification using the Genially application can be used to support more engaging and interactive English learning. Therefore, multimedia gamification can be used as an alternative learning media to support English teaching for junior high school students.

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## Authorship Contribution Statement

Rilla Inayah Putri contributed to the research conceptualization, media development, data collection, data analysis, and manuscript writing. Dr. Eliwarti and Fangiana Safitri Diah contributed through supervision, research guidance, methodology direction, and manuscript review.

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