Jeels_GEMOY_edited.docx

anonymous marking enabled

GLEAMING ENGLISH GAME FOR YOUTH: AN ANDROID-BASED GAME FOR IMPROVING STUDENTS' ENGLISH LITERACY IN TARGETED SCHOOL OF KAMPUS MENGAJAR

*Yusniarsi Primasari[1]; Supriyono[2]; Yayuk Dwi Lestari[3]; Hesty Puspita Sari[4]

[13]Computer System Department, Faculty of Technology and Information, Universitas Islam Balitar; [24]English Education Department, Faculty of Teacher and Training, Universitas Islam Balitar East Java Indonesia

*1 yusniarsi2015@gmail.com; 2 yonsupriyono@gmail.com; 3 yayuk45@gmail.com 4hestysari1403@gmail.com

(*) Yusniarsi Primasari

Abstract: GEMOY (Gleaming English Game for Youth) is an Android-based educational game designed to enhance English literacy among students of *Kampus Mengajar* program in Trenggalek. This study aims to develop interactive and engaging activities through an android-based to improve students' literacy levels. There were 25 students of the eighth grade of SMPN 1 Dongko

---

as an experimental group and 25 students of the eight grade of SMPN 1 Trenggalek as a control group. Three media validators and three material validators were involved in validating the game. Questionnaires and test were used to collect the data and analyzed using descriptive and Independent T-tests. The findings revealed that the media validation and material validation were valid and the score showed high improvement. The t-value was -51.187 ndicates that there was a significant difference. Based on the above result, an important implication of implementing the game in *Kampus Mengajar* program demonstrates its potential to support educational initiatives and improve students' literacy competence proven by the significant improvement of the process.

Keywords: *Android-Based Game, English Literacy, Kampus Mengajar.*

INTRODUCTION

Technological improvements in the era of Society 5.0 have had a significant influence on students' learning styles and motivation. Technology could improve personalized learning (Hamdan et al., 2015), collaborative learning (Dvorak & Buchanan, 2002), remote learning using applications (Sudadi et al., 2024), website-based learning (Biancarosa & Griffiths, 2012), and android-based learning (Puspitasari et al., 2022). Technology currently plays an important part in educational activities ranging from online PDF textbooks to instructional films on YouTube and to synchronous and

asynchronous learning modalities. When negotiating these technological advancements, student literacy skills become crucial. Students having high literacy abilities can not only read, but also engage in critical thinking, effectively process information, and create innovative works (Dehaene, n.d., 2009). Their skills enable them to analyze and synthesize information from various sources, leading to deeper understanding and more original contributions.

According to Godzicki et al. (2013) incorporating technology into education increases students' engagement and motivation, resulting in a more dynamic and individualized learning experience. Incorporating technology into education can increase students' engagement and motivation, as making technology use enjoyable and challenging optimizes intrinsic motivation and learning engagement (David & Weinstein, 2024; Kainulainen, 2024). Furthermore, the capacity to adapt to digital tools and resources is critical for students to succeed in a continuously changing digital environment. According to Anthonysamy et al. (2020) literacy supplements conventional literacy by providing students with the abilities necessary to appropriately examine, evaluate, and produce digital material. Thus, developing both conventional and digital literacy is critical for educating students to meet the challenges of the twenty-first century. The World Economic Forum 2015 identified core literacy and character as critical skills that both teachers and students must develop to thrive in the rapidly evolving global landscape. Core literacy encompasses essential reading, writing, and numeracy skills, while character skills include attributes such as resilience, adaptability, and ethical reasoning. Core literacy focuses on essential foundational skills, including reading, writing, and numeracy, which are crucial for enabling students to understand, interpret, and engage with information effectively across various subjects and real-life contexts (David & Weinstein, 2024). Developing these competencies is crucial for fostering a well-rounded education that prepares students for the complexities of the modern world and equips teachers to effectively guide and support their students in this endeavor (Voogt et al., 2013)

According to Apriliawan et al. (2024) reading and numeracy are fundamental abilities that students must have to adapt to a variety of life situations. To encourage this, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) cited in kemdikbud.go.id website in 2021 states that improving literacy and numeracy through the Teaching Campus program (Program Kampus Mengajar) could fundamentally students'

competence. This initiative focuses on schools requiring support to improve reading and numeracy abilities, as determined by the National Assessment and the Minimum Competency Assessment (AKM).

SMPN 1 Dongko and SMPN 1 Trenggalek have been selected as target schools for the Kampus Mengajar program due to their relatively low AKM (*Asesmen Kompetensi Minimum*) scores. These schools have been identified as needing additional support to improve their educational outcomes. The *Kampus Mengajar* program aims to address these gaps by providing targeted assistance and resources to enhance the quality of teaching and learning at these institutions. By focusing on these schools, the program seeks to raise their academic performance and contribute to a more equitable educational environment.

An interview was conducted with the principal and teachers of SMPN 1 Trenggalek who confirmed that the school faces significant challenges in literacy, acknowledging that many students struggle to meet the expected standards. In a separate interview, an English teacher expressed similar concerns, stating, "The reading abilities of our students are quite low, as evidenced by their average reading scores, which remain below the minimum competency criteria." This highlights the need for focused intervention to improve literacy outcomes at the school.

These findings indicate that inadequate learning resources and ineffective teaching methods can have a significant impact on student achievement. When students do not have access to appropriate materials or when instructional strategies fail to engage them, their ability to develop essential skills, such as reading and literacy, is hindered. This situation underscores the importance of providing schools with the necessary learning media based on technology and professional development to equip teachers with effective pedagogical techniques that can foster better learning outcomes and improve overall student performance.

Several previous studies have discussed the game for effective learning Primasari et al. (2019) in their research on the development of timun mas game applications with construct 2. The game developed with Construct 2 makes it easier for students to learn (Primasari, 2020). This research is currently focus on developing Android-based games for reading comprehension while this research is focused on literacy improvement. Another research presented by Febriyanti & Boediono (2021) found that constructing a game using Construct 2 platform as a learning media for

elementary students could motivate and engage them in learning. Mathventure educational games with features tailored to the needs of elementary school students are valid and suitable for use. The research developed games with Construct 3 which is packaged based on Android to be used anywhere. Pratami et al. (2023) in developing Educational Games as Learning Media for English Primary Students was very satisfied to show that 90% of games users were very pleased and stated that the game was feasible to use in 6th-grade English learning. This research has the same package but is designed for secondary EFL learners at the target school of the teaching campus. Santoso (2011) promotes that implementing GBL is very helpful in learning and makes it easier for students to practice or learn the material. He then emphasized the fun and dynamic learning process using GBL with different steps. In line with the above statement, Game Based Learning may promote a constructivist model of learning (Ghazy et al., 2021). Finally, Puspitasari et al. (2022) designed an Android-based game for vocabulary learning and (Maulidyah et al., 2022) developed an Android game for learning grammar. Both games developed were used to improve vocabulary and grammar mastery. To answer the issue above, this researcher focuses on developing an android-based learning application called Gleaming English Game for Youth to improve English literacy using Borg and Gall's theory. In contrast to previous studies, this research is also novel in terms of platform and research subjects. Some previous studies used elementary school students as subjects, while this research uses students of eight grade in SMPN 2 Dongko and SMPN 2 Trenggalek as the target schools of *Kampus Mengajar*.

Android-based media allow for mobile learning, offering students the convenience to practice literacy skills anytime and anywhere, thereby increasing their exposure to reading and writing tasks. These tools collectively contribute to a more dynamic and effective approach to literacy improvement. Quality learning media, according to Sari & Hestiningrum (2019) can be seen from (1) being able to create a meaningful learning experience; (2) being able to facilitate the process of interaction between students and teachers; and (3) being able to enrich students' learning experiences; (4) through learning media, being able to change the learning environment from passive students to active discussions and information seeking.

While Android-based learning media offers the flexibility and engagement crucial for literacy improvement (Cahyono et al., 2024; Sari et al.,

2019). There remains a need for media specifically designed to address literacy challenges in low-performing schools. Current solutions lack this level of targeted focus, especially within the context of the Kampus Mengajar program. To address this gap, this study focuses on the development of Android-based learning media aimed at improving students' literacy skills and designated for targeted school of *Kampus Mengajar* program. By concentrating on these specific schools, where literacy levels are notably low, this research seeks to provide a more targeted solution. For those purposes, the Android-based learning media developed in this study is grounded in Borg and Gall's theory, which involves a 10-step process designed to systematically enhance students' literacy skills. This approach aims to improve literacy from level 1 to level 6, offering a comprehensive framework for gradual development. Additionally, this research seeks to assess the impact of implementing the Gleaming English Game for Youth an Android-based media on English literacy learning in targeted School of *Kampus Mengajar*.

METHOD

This research employed the Borg and Gall R&D framework to develop Gleaming English Game for Youth, an Android-based game designed to improve English literacy among students. Research and Development in education involves creating and validating educational products through rigorous testing and revision (Borg And Gall, 1989; Widyastuti & Susiana, 2019). Research and Development in education focuses on the systematic creation and validation of educational materials and strategies, involving detailed testing and refinement to ensure their effectiveness in teaching and learning. (Kainulainen, 2024). The development process uses the Borg and Gall R&D cycle, which consists of 10 steps: research and information gathering, planning, developing a preliminary product form, limited testing, initial product revision, field testing/large-scale testing, operational product revision, operational field testing, final product revision, and dissemination and implementation, as depicted in the following figure:
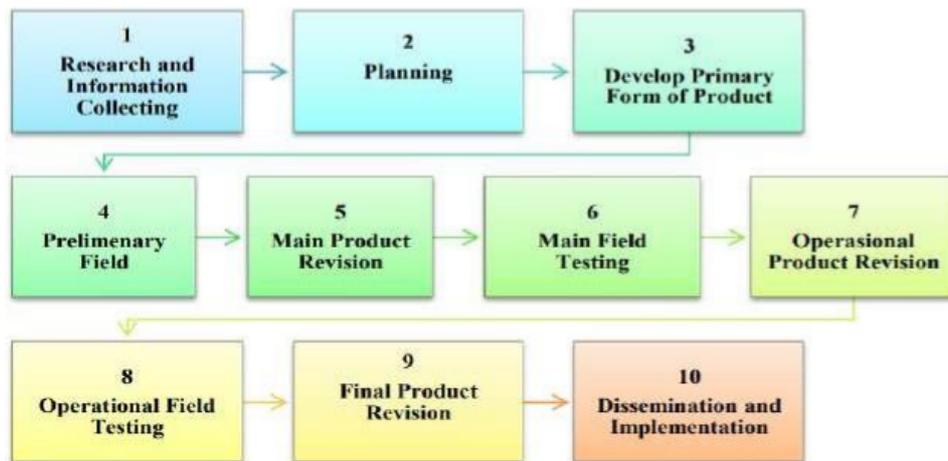
Figure 1. GEMOY Development Process

The development of the Gleaming English Game for Youth to improve English literacy at SMPN 2 Dongko and SMPN 2 Trenggalek follows Borg and Gall's R&D cycle, starting with research and information collection by interviewing the teacher and principal to understand the students' literacy challenges and needs. Then, followed by planning, where game objectives, content, and design are outlined. This section is ended by content validation. A preliminary product is then created, focusing on core features and initial content, which undergoes limited testing of media validation by the media validator using black box testing. Based on this feedback, an initial product revision is made to refine the game. After that, the main field testing was conducted in both SMPN 2 Dongko and SMPN 2 Trenggalek to evaluate its broader educational impact. Following field testing, operational revisions are made to enhance functionality and address any remaining issues. The revised game is implemented again in an operational field test to ensure its effectiveness under classroom conditions. Final revisions are then made to optimize the game for usability and educational value. In the final stage, the completed game is disseminated and implemented in both targeted schools.

The participants in this study consist of 8th-grade students from SMPN 1 Trenggalek and SMPN 1 Dongko, with 25 students from each school, all enrolled in the 2024/2025 academic year. These students will be involved primarily in a step of testing. Data collection involved three expert validation tests, which included assessments from both material and media experts to ensure a comprehensive evaluation. Aiken's analysis was applied to validate data, providing accuracy and reliability checks for the content. Additionally, data collection included student testing, with results analyzed using an Independent T-test to compare differences between pre- and post-implementation of the Gleaming English Game for Youth. Aiken's validity

1

Last Name, Initial of First Name. (Year). Title of article. *JEELS*, 9(2), 1-2.

was specifically used to assess the content validity of individual items within the testing instrument, such as questionnaires or surveys, ensuring that each item accurately reflected the intended literacy skills and educational objectives. (Penfield & Giacobbi Peter R, 2004).

From the result of the pre-test and post-test, the researchers found the efficiency of Gleaming English Game for Youth development that assessed using an independent T-test using SPSS version 27. The normality and homogeneity tests were performed as preliminaries to the hypothesis test. The findings of the data analysis were compared between the experimental and control groups to see if there was a significant difference in pupils' literacy development.

FINDINGS

The result of this research is presented in two groups. The first result explained the development process result of developing Gleaming English Game for Youth and the second result was the effectiveness of game in improving students' literacy.

GEMOY Development Process Result

To develop the game, the researchers designed the materials to be presented in the game. The materials have been validated to validators. The researcher used Aiken to validate the game content. Aiken's validation method is used to evaluate the relevance and clarity of content items based on expert judgment. This method quantifies the level of agreement among experts on each item, resulting in a content validity index. By using Aiken's validation, researchers ensure that each item in the content is accurate, relevant, and appropriate for its intended purpose (David & Weinstein, 2024). The result of Aiken validation is 0.828 and it is close to point 1 indicating a high content validity as the table below:

Question	Validator			S1	S2	S3	∑s	V	Interpretation
	I	II	III						
1-20	69	82	79	47	60	57	164	0.828	High

Table 3.1 Aiken Analysis report for material validity

After validating the material, the researchers validated the media. The display, function, usability, and engagement of Gleaming English Game for

[1]

Last Name, Initial of First Name. (Year). Title of article. *JEELS*, 9(2), 1-2.

Youth have been validated by three expert validators, and the results show that the game is deemed valid with significant validation outcomes. The game is considered appropriate and effective for enhancing students' literacy skills based on the validation as follows:

Table 2. Result of Media Validation

Validator	Aspect Validated	Score (%)	Result Validation
Validator 1	Media Display	88%	Valid
Validator 1	Vontent Accuracy	85%	Valid
Validator 1	Interactivity	90%	Valid
Validator 2	Media Display	90%	Valid
Validator 2	Usability	87%	Valid
Validator 2	Pedagogical Effectiveness	91%	Valid
Validator 3	Media Display	89%	Valid
Validator 3	Engagement	86%	Valid
Validator 3	Visual and Audio	88%	Valid

The validation findings from three validators show that the game is legitimate in all aspects tested. Media presentation achieved consistently good marks, ranging from 88% to 90%, suggesting a visually appealing and user-friendly interface. Content correctness, usability, and engagement scores ranged from 85% to 87%, indicating that the game is dependable and simple to use while keeping user participation. Interactivity and pedagogical effectiveness were highly praised, with ratings of up to 91% indicating the game's efficacy in encouraging active learning and literacy development. The visual and audio components were also verified, and received an 88% score, highlighting the game's multimedia quality. Overall, the game has been thoroughly vetted and is appropriate for usage in improving literacy for students at *Kampus Mengajar* program.

The result of media validation shows the game features both educational materials and interactive game sessions. The six levels of the game are designed to progressively build literacy skills: Levels 1 and 2 focus on vocabulary, levels 3 and 4 on language structure, and levels 5 and 6 on reading comprehension. To start the game, the students will meet the main cover as figure below:

Figure 2. Main Cover GEMOY

After the main cover, the students can start the game by clicking the start button as below:

Figure 3. Start Button

To start the game, they are presented with a choice of levels, as illustrated in Figure 4. This allows learners to select an appropriate level based on their proficiency and preferences, ensuring a personalized gaming experience.

Figure 4. GEMOY level 1 display menu

Finally, the game provides support and rewards to the students of SMPN 2 Dongko and SMPN 2 Trenggalek in the end of each level. When they are able to finish perfectly, they could get 4 starts as Figure 5 below.
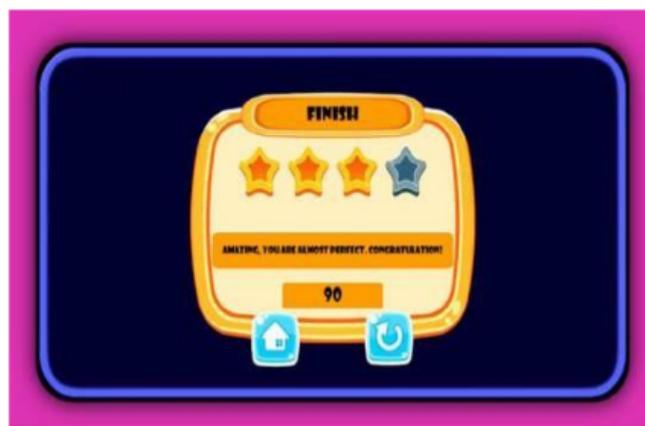

Figure 5. GEMOY reward for finishing the game level

Game Effectiveness in improving students' Literacy

The researcher conducted pre-tests and post-tests and then counted the average of the scores to know whether there was an improvement in the implementation of game in students' literacy level. The following table shows the results of the control class using a textbook and the experimental class using the Android-based game. The experimental class shows superior results, and

11

the difference between the two groups is statistically significant.

Table 3. Mean Score of Control versus Experimental Class

Class	Number of Students	Mean of pre-test	Mean of Post-Test	Improvement
Control	25	60.4	70.1	16%
Experiment	25	61.0	85.2	39.7%

After counting the average score, the researchers counted the score of standard Deviation and Standard Error Mean. The control group's standard deviation was 1.10567 while the experiment group's was 0.96738. The standard Error Mean for the control group was 0.22113 while experiment group was 0.19348. The researchers then counted the t-value using an independent t-test as follows:

	F	Sig.	T	df	Sig. (2tailed)	Mean Difference	Std Error Difference	Lower	Upper
Equal variances assumed	.454	.504	-51.187	48	<.001	-15.04000	.29383	-15.63078	-14.44922

The independent t-test results show a statistically significant difference between the control and experimental groups in post-test literacy scores, with a t-value of -51.187, degrees of freedom (df) of 48 and a p-value less than 0.001. This indicates that the null hypothesis (Ho), which states there is no significant difference between the two groups, is rejected. The alternative hypothesis (Ha) is accepted, meaning that the experimental group, which used the game, demonstrated significantly higher literacy improvement compared to the control group. The mean difference between the groups was - 15.04, with a 95% confidence interval ranging from -15.63 to -14.45, confirming that the game had a positive impact on students' literacy skills.

DISCUSSION

The game's concept focused on enhancing literacy by providing materials on vocabulary, grammar, and reading comprehension settled for improving student's literacy. The game development process, the most crucial phase of the project, was carried out using Construct 3 (Wu & Wang, 2012). The 3D models and animations were created with blended software including adobe flash, SketchUp, and Autodesk. By combining these tools,

12

1

Last Name, Initial of First Name. (Year). Title of article. *JEELS*, 9(2), 1-2.

educators can leverage the strengths of each software to create interactive, visually appealing content that caters to diverse learning styles, promoting a more dynamic and effective learning experience (De Jongh, 2011; Kleftodimos, 2024; McNeil & Stine, 2011; Moussa & Agarwal, 2024). After two rounds of revisions, the game was successfully developed. The game features both educational materials and interactive game sessions. The six levels of the game are designed to progressively build literacy skills: Levels 1 and 2 focus on vocabulary, levels 3 and 4 on language structure, and levels 5 and 6 on reading comprehension. This step-by-step approach helps ensure that learners are not overwhelmed and can acquire foundational skills before moving on to more advanced concepts, which is key to effective literacy development (Snow, 2010; Vygotsky, 1978).

Following Borg and Gall's R&D cycle, the Gleaming English Game for Youth was developed to enhance English literacy at SMPN 2 Dongko and SMPN 2 Trenggalek. Research and information gathering began with interviews with the principal and teacher to learn about the literacy needs and challenges of the students. Planning, which outlines the game's goals, content, and design, comes next. Content validation concludes this section. After that, a draft product is made with an emphasis on essential features and preliminary material, which is subjected to restricted media validation testing utilizing black box testing by the media validator. An initial product modification is created to improve the game based on these comments. The primary field testing was then carried out at SMPN 2 Trenggalek and SMPN 2 Dongko. Then the researchers revised the game and finally implemented in both SMPN 2 Dongko and SMPN 2 Trenggalek. It was a wonderful ending when the students and the teachers were very satisfied with the Gleaming English Game for Youth Development. Game-based activities make learning more engaging and effective. The activities of GBL helped create a more relaxed, non-threatening environment, improved students' perceptions of grammar learning, and enhanced their communicative skills (Fithriani, 2018).

Upon initiating the game, they are presented with a choice of levels, this allows learners to select an appropriate level based on their proficiency and preferences, ensuring a personalized gaming experience (Alexiou & Schippers, 2018). Offering players the ability to select from different levels in a game, based on their preferences and proficiency, can enhance the overall gaming experience by providing a personalized environment. This approach ensures that players engage with content that is challenging yet achievable,

fostering greater motivation and sustained interest (Turkay & Adinolf, 2015). Those, the level of performance was applied in this Gleaming English for Youth. In Level 1, students encounter vocabulary expression questions. Each level contains 20 questions, with 10 randomly selected for each session. The game is timed to track the time spent by learners. To foster competition, a scoring system is in place, with each correct answer earning 5 points.

Gleaming English Game for Youth has been meticulously crafted to align with the educational needs of eight grade students of SMP. This engaging game features multiple levels of interactive gameplay, each designed to enhance English literacy in a fun and effective manner. By incorporating a diverse array of challenging and stimulating activities, this game not only addresses key literacy skills but also sustains student motivation and investment in their learning journey (Wei et al., n.d.; Woo, 2014). The carefully curated levels ensure that learners can progressively develop their English proficiency while immersed in an entertaining and enriching experience (Geng et al., 2019; Procel et al., 2024). The Gleaming English Game for Youth stands as a dynamic tool to support and advance the literacy development of young learners, transforming language acquisition into an enjoyable and rewarding adventure. This is proved by the result of validation as stated in finding.

Moreover, the results of the independent t-test indicate a statistically significant difference between the control and experimental groups in terms of post-test literacy scores, with a t-value of -51.187 and a p-value less than 0.001. This finding suggests that the experimental group demonstrated significantly greater improvement in literacy compared to the control group, which used the traditional grammar method. The mean difference of -15.04, along with a confidence interval ranging from -15.63 to -14.45, confirms that the game had a positive and meaningful impact on enhancing students' literacy skills. These results underlined the effectiveness of integrating educational games like Gleaming English Game for Youth in English literacy instruction, supporting the growing evidence that game-based learning can substantially improve academic outcomes of Eight grade students in SMPN 2 Dongko and SMPN 2 Trenggalek.

Conclusion

The use of the GEMOY game in the *Kampus Mengajar* program is extremely effective in improving English literacy among eighth-grade students at SMP Dongko and SMP Trenggalek. With strong validation ratings from media and material experts, as well as a substantial improvement in post-test results compared to pre-tests, the study proved that the usage of interactive, Android-based games may play an important role in increasing students' reading skills. The data reveal that the Gleaming English Game for Youth achieved instructional objectives and had a statistically significant influence on students' literacy competency.

In conclusion, this study demonstrates the effectiveness of the GEMOY Android-based game in enhancing literacy skills students in the *Kampus Mengajar* program. The independent t-test results revealed a statistically significant improvement in literacy performance for the experimental group compared to the control group, underscoring the positive impact of game-based learning. The development process, grounded in Borg and Gall's framework, ensured that the game was both educationally sound and engaging. The high validation scores for content, interactivity, and usability further confirm that Gleaming English Game for Youth is a viable tool for literacy improvement, providing students with a dynamic and accessible learning experience.

Future research should investigate the long-term benefits of utilizing the game on students' reading abilities across grade levels and topics. Expanding the research to encompass bigger and more varied student groups might lead to a better understanding of the game's usefulness in different educational contexts. Furthermore, incorporating comments from both instructors and students would provide valuable insights into fine-tuning the game's content and dynamics for wider use. Further research on how game-based learning affects student engagement and motivation might be beneficial in maximizing its use in classroom settings.

REFERENCES

Anthonysamy, L., Koo, A. C., & Hew, S. H. (2020). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 25(4),

2393−2414.

Alexiou, A., & Schippers, M. C. (2018). Digital game elements, user experience and learning: A conceptual framework. *Education and Information Technologies*, *23*, 2545–2567.

Apriliawan, K. E., Yasa, I. N. S., Putra, I. P. A. A., Wulandari, K. N. M. S. P., Arini, K., & Werang, B. R. (2024). Challenges and Strategies in Improving Numeracy for Grade V Students at SDN 4 Selat, Singaraja. *Formosa Journal of Multidisciplinary Research*, *3*(7), 2363–2378.

Biancarosa, G., & Griffiths, G. G. (2012). Technology tools to support reading in the digital age. *The Future of Children*, 139− 160.

Borg And Gall, M. D. (1989). *Educational research and development is a process used to develop and validate educational product*. New York: Longman.

Cahyono, M. F. A., Sari, H. P., & Sutanti, N. (2024). WHEN QUIZWHIZZER IS USED EFFECTIVELY AT SMAN 1 BLITAR IN THE TENTH GRADE TO ENHANCE STUDENTS' READING COMPREHENSION. *JARES (Journal of Academic Research and Sciences)*, *9*(2), 64–75.

David, L., & Weinstein, N. (2024). Using technology to make learning fun: technology use is best made fun and challenging to optimize intrinsic motivation and engagement. *European Journal of Psychology of Education*, *39*(2), 1441–1463.

De Jongh, R. (2011). *Google SketchUp for Game Design: Beginner's Guide: Create 3D Game Worlds Complete with Textures, Levels, and Props*. Packt Publishing Ltd.

Dehaene, S. (n.d.). Reading in the brain: The science and evolution of a human invention. 2009. *New York: Viking*.

Dvorak, J. D., & Buchanan, K. (2002). *Using Technology To Create and Enhance Collaborative Learning*.

Febriyanti, R., & Boediono, S. (2021). Implementasi Construct 2 dalam Pengembangan Game Edukatif sebagai Media Pembelajaran Pada Siswa Sekolah Dasar. *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu Pengetahuan Alam*, *9*(2), 35−48.

Fithriani, R. (2018). Communicative game-based learning in EFL grammar class: Suggested activities and students' perception. *JEELS (Journal of English Education and Linguistics Studies)*, *5*(2), 171-188.

Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, *16*(17), 1–22. https://doi.org/10.1186/s41239-

019-0147-0

Ghazy, A., Wajdi, M., Sada, C., & Ikhsanudin, I. (2021). The use of game-based learning in English class. *Journal of Applied Studies in Language*, 5(1), 67–78.

Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R. (2013). Increasing Motivation and Engagement in Elementary and Middle School Students through Technology-Supported Learning Environments. *Online Submission*.

Hamdan, A., Din, R., Manaf, S. Z. A., Salleh, N. S. M., Kamsin, I. F., Ab Khalid, R., Ismail, N. M., Shah, P. M., & Karim, A. A. (2015). Personalized learning environment: integration of web technology 2.0 in achieving meaningful learning. *Journal of Personalized Learning*, 1(1), 13–26.

Kainulainen, S. (2024). Research and Development (R&D). In *Encyclopedia of Quality of Life and Well-Being Research* (pp. 5957–5959). Springer.

Kleftodimos, A. (2024). Computer-Animated Videos in Education: A Comprehensive Review and Teacher Experiences from Animation Creation. *Digital*, 4(3), 613–647.

Maulidyah, S. N., Sari, P., & Aini, R. (2022). Developing "SEEY" Android-Based Game for Learning English Grammar: Research and Development. *EDUCATIO : Journal Of Education*, 7(3), 386–395.

McNeil, S. H., & Stine, D. J. (2011). *Interior Design Using Hand Sketching, SketchUp and Photoshop*. SDC Publications.

Moussa, N. M., & Agarwal, S. (2024). Interpreting the Benefits and the Challenges of Utilizing Computer Animation Techniques in Higher Education. *The International Journal of Design Education*, 18(2), 57.

Penfield, R. D., & Giacobbi Peter R, J. (2004). Applying a score confidence interval to Aiken's item content-relevance index. *Measurement in Physical Education and Exercise Science*, 8(4), 213–225.

Pratami, I. G. A. P. S., Nitiasih, P. K., & Budiarta, L. G. R. (2023). Development of Educational Games as Learning Media for English Learning for Primary Students. *Language Circle: Journal of Language and Literature*, 17(2), 317–324.

Procel, G. J. O., Medina, M. L. F., Sotomayor, D. J., & Sanchez, M. A. P. T. (2024). Using Technology in English Teaching. *Journal of Environmental Research and Public Health*, 17(9), 9.

Primasari, Y. (2020). EFFECTIVENESS OF THE ADVENTURE OF

TIMUN EMAS GAME IN IMPROVING THE READING SCORE OF INFORMATICS ENGINEERING STUDENTS. *JOSAR (Journal of Students Academic Research)*, 5(2), 75−82.

Primasari, Y., Lestanti, S., & Dhenabayu, R. (2019). Effectiveness of Reading for Islamic Education: Design of Multi-Platform Educational Game as Instructional Media. *Al-Hayat: Journal of Islamic Education*, 3(2), 140−148.

Puspitasari, H., Maharani, R. F., Setyawan, W. H., & Primasari, Y. (2022). Android-Based Mobile Application for Vocabulary Learning. *Jurnal Pendidikan Dan Pengajaran*, 55(3).

Santoso, B. H. (2011). *Game-Based Learning (GBL)*.

Sari, H. P., & Hestiningrum, Y. S. P. (2019). PENGEMBANGAN SNAKE AND LADDER GAME SEBAGAI MEDIA PEMBELAJARAN PADA MATA KULIAH VOCABULARY SEMESTER III UNIVERSITAS ISLAM BALITAR. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 11(2), 163−175. https://ejournal.unisbablitar.ac.id/index.php/konstruktivisme/article/view/724

Sari, H. P., Sutanti, N., & Wahyuningsih, L. T. (2018). DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL (Study Case in the seventh grade students at SMPN 1 Sanankulon). *Konstruktivisme: Jurnal Pendidikan & Pembelajaran*, 10(2), 178−192. https://doi.org/10.30957/konstruk.v10i2.512

Sari, A. I., Suryani, N., Rochsantiningsih, D., & Suharno, S. (2019). The development of Android-based smartphone learning application on teaching reading comprehension. *AIP Conference Proceedings*, 2194(1).

Snow, C. E. (2010). Academic language and the challenge of reading for learning about science. *Science*, 328(5977), 450–452.

Sudadi, S., Hasbullah, A., Masduki, Y., Istiqomah, N., & Pranajaya, S. A. (2024). Application of the Online Collaborative Learning Platform in Islamic Religious Education Learning: Its Impact on Academic Achievement and Student Learning Motivation. *Journal Neosantara Hybrid Learning*, 2(1), 302−317.

Turkay, S., & Adinolf, S. (2015). The effects of customization on motivation in an extended study with a massively multiplayer online roleplaying game. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 9(3).

Jeels_GEMOY_edited.docx

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word. Consider using the article **the**.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 2

PAGE 3

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word. Consider using the article **a**.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Missing "," You may need to place a comma after this word.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Article Error You may need to use an article before this word. Consider using the article **the**.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to use an article before this word. Consider using the article **the**.

Missing "," You may need to place a comma after this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word. Consider using the article **the**.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Possessive This word may be a plural noun and may not need an apostrophe.

Article Error You may need to use an article before this word. Consider using the article **the**.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word. Consider using the article **the**.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to remove this article.

Article Error You may need to remove this article.