Edutainment Approach to Teaching Verbs: A Battle-Themed English Lesson

Sanriomi Sintaro
Information System Study Program, Sam Ratulangi University, Indonesia
sanriomi@unsrat.ac.id

Abstract: English is the primary foreign language that plays a crucial role in various aspects of life, particularly in accessing global information, mastering, and developing knowledge across multiple fields, including technology, arts, and culture. But not only that, English is also included as one of the subjects in the world of education in Indonesia. Furthermore, English proficiency significantly contributes to establishing and strengthening relationships with different nations worldwide, whether in academic, professional, or social contexts.With the rapid advancement of technology and the declining motivation of students in learning, it is increasingly important to implement more innovative and modern learning approaches. One such approach is edutainment, which integrates educational content with entertainment elements to enhance student engagement and create a more effective learning experience. Additionally, competition-based methods can serve as an alternative reference in the development of edutainment to further stimulate students' interest in learning. This study focuses on developing competition or battle-themed edutainment as a medium for introducing verbs in English, along with their past tense (V2) and past participle (V3) forms. Battle-based edutainment has proven to be an effective learning tool. Based on tests conducted on 30 target users, their satisfaction levels were measured using the SUS Score, which resulted in an average score of 89.25, classified within the A scale, indicating an above-average satisfaction level.

Keywords: Edutainment; English; Verbs; Learning; Lesson.

1. INTRODUCING

English is the primary foreign language that plays a crucial role in various aspects of life, especially in accessing global information, absorbing, and developing knowledge in various fields, including technology, arts, and culture. Furthermore, proficiency in English is also an essential factor in establishing and strengthening relationships with different nations worldwide, whether in academic, professional, or social contexts [1]. English plays a crucial role in Indonesia's education system. This influence is largely since much of the world's scientific research, technological progress, and global information sources are written in English or other foreign languages [2], [3]. As a result, proficiency in English or another foreign language serves as an essential gateway for Indonesia to gain access to,

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expand, and share knowledge [4]. In the era of Industry 4.0, the global community has become increasingly connected, with geographical and time barriers becoming less significant due to rapid developments in information technology [5], [6]. With the development of technology and the world that is now increasingly integrated without borders, Indonesian people must be more familiar with foreign languages so that they can learn new things that come very quickly, making cross-border communication a necessity [7], [8]. Within this context, English proficiency is a key skill that enables Indonesians to engage effectively on an international level [9]. This is one of the fundamental reasons why English and other foreign languages continue to be included in the school curriculum [10], [11].

These considerations also influenced the design of the 2013 Curriculum, which addresses various external challenges faced by Indonesia. According to the Attachment of Minister of Education and Culture Regulation No. 69 of 2013[12], English subjects at the junior and senior high school levels focus on fostering an appreciation for the opportunity to learn English as a means of global communication, encouraging a strong motivation for learning [13]. The impact of globalization was already acknowledged in previous curricula, particularly in the Content Standards for English subjects at the junior high school level[14]. One of the stated objectives was to help students recognize the significance of English in improving Indonesia's global competitiveness. A similar approach was applied to other foreign language subjects, such as German and French. However, with the rapid acceleration of technological advancements, national boundaries are becoming less defined, making communication with people from different countries more essential than ever before. Considering the rapid advancements in technology and the decreasing motivation among students, it is crucial to implement more innovative and modern approaches to learning media. One such approach is edutainment, which combines educational content with entertainment elements to enhance student engagement and facilitate a more effective learning experience [15], [16]. The idea in developing this research is to teach verb material in English, where verbs are divided into three which we know as verb 1, verb 2 and verb 3 [17]. Previous research has tried to provide English language learning that is considered effective and well implemented [18], [19]. However, the main difference and in order to further increase interest in learning, the competition method can also be used as another reference for developing edutainment [20]. The main focus of this research is to develop an edutainment with a competition/battle theme to introduce verbs in English lessons along with their past tense (V2) and past participle (V3) forms.

2. METHOD

This study employs a structured research methodology following the Multimedia Development Life Cycle (MDLC) framework [21], which consists of six sequential stages: concept, design, material collection, assembly, testing, and distribution. Each stage plays a critical role in ensuring the systematic development of the edutainment system.

Concept Phase

The research begins with the conceptualization phase, which establishes the foundation for the development of the edutainment model. This phase involves collecting and analyzing relevant theories and pedagogical approaches aligned with the research objectives. The primary focus at this stage is the development of a battle-based edutainment system, designed to enhance learner engagement through interactive gameplay. The system supports both single-player mode, where users aim for the highest score, and multiplayer mode, where participants compete to assess their language proficiency.

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To maintain pedagogical effectiveness, the battle system is structured as a true-or-false verb conjugation game. The system presents three verb forms—base form (V1), past simple (V2), and past participle (V3)—as exemplified by bite, bit, bitten or drive, drove, driven. Users must assess the accuracy of the verb forms and respond accordingly by selecting the check button for correct conjugations or the cross button for incorrect ones. This approach integrates game-based learning principles, reinforcing language acquisition through interactive challenges.

Design Phase

Following the conceptualization phase, the research proceeds to the design phase where the structural framework of the edutainment system is developed. This stage involves the creation of a navigation structure, storyboard, and flowchart, providing a comprehensive visual representation of the system's interface, user interactions, and learning pathways. By employing a structured design approach, the system aims to optimize usability, interactivity, and pedagogical effectiveness in facilitating English language learning through an engaging and modern edutainment model. The First Design is a navigation structure, which serves to provide an overview of the flow and organization of each scene within the edutainment. This structure helps visualize the user journey and interaction pathways, ensuring a coherent and intuitive learning experience. A visual representation of the navigation structure is provided in Figure 1 below.
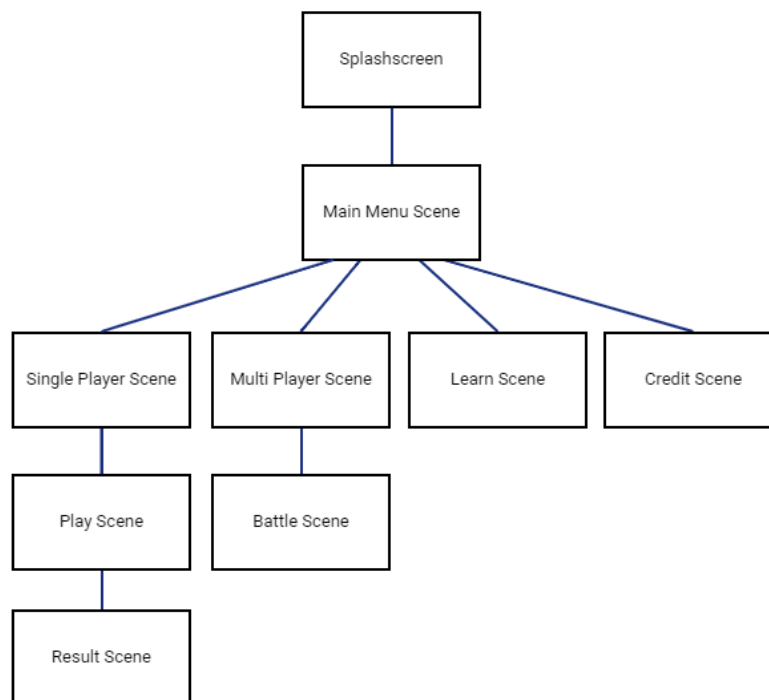

Figure 1. Navigation Structure

As we can see in Figure 1, the first scene is Splashscreen and will automatically change scene to Main Menu after a few seconds, in The Main Menu scne there are four buttons in the Main Menu Scene, namely Single Player, Multiplayer, learn and credit. In single player mode, there is a result scene displayed after calculating the user's points. A comprehensive visualization of the existing design is provided in the storyboard, as we can see in Table 1.

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Table 1. Storyboard

Scene	Ilustration	Information
1		Name: Splashscreen Function: loading data and progress to next scene
2		Name: Main Menu Scene Function: Have four buttons, Single Player, Multi Player, Learn, and Credit.
3		Name: Single Player Scene Function: Choose between correct or wrong.

Scene	Ilustration	Information
4		Name: Result Scene Function: showing player score and other details.
5		Name: Multi Player Scene Function: two player with each player have half screen.
6		Name: Learn Scene Function: showing dictionary verb1, verb2 and verb3

Scene	Ilustration	Information
7	Back Credits	Name: Credit Scene Function: show credits edutainment information

Information from table 1 shows the name and function of each scene, in illustration we can see the design interface of each scene. From splashscreen users will enter main menu scene, from there four button can be selected by user, if user choose single player or multi player button, user will go to play mode which will have two button (correct or false). If the time limit is over, users will see scene 4 which result scene. We can see at Figure 2 for more detail about the flow of edutainment.
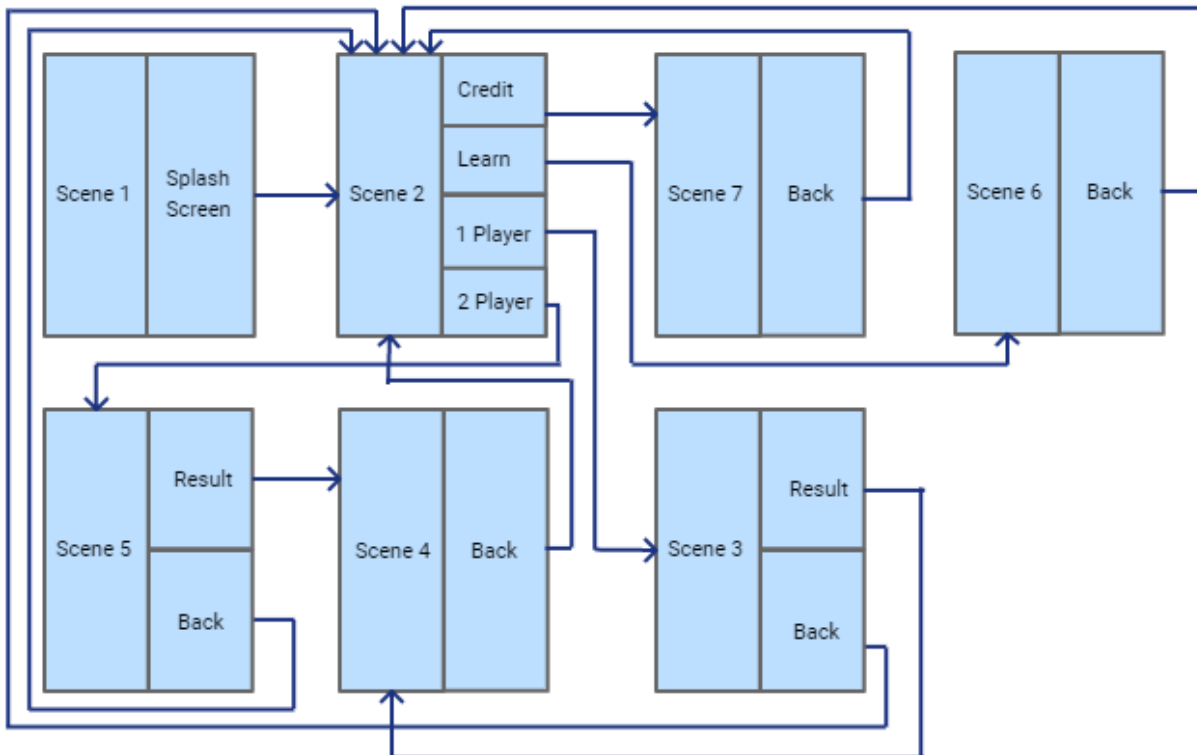

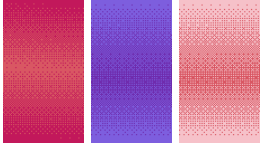
Figure 2. Flowchart View

In figure 2 explains the direction of the buttons that can be used by the user, which from scene 1 we can move to scene 2, from scene 2 we can move to scene 3, 5, 6 and 7.

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then each scene can also return to Scene 2 by using the back button. In Scene 3 and 5 when the game is finished it will enter scene 4.

Material Collecting

The next phase in the development process is material collection, during which relevant data is compiled to ensure the accuracy and effectiveness of the system. A subset of the collected data is presented in Table 2.

Table 2. Image and Sound

No.	Data	Information
1		Correct Button
2		Wrong Button
3		Background
4		Penalty logo (wrong answer)
5		Back Button
6		Download Button
7		Main Menu Button

3.   RESULT AND DISCUSSIONS

The next phase is assembly which makes edutainment using construct 2 from the data that has been collected from the previous stages. In some of the images below, We can see the results of the edutainment that has been developed using construct 2.

(a)   (b)
Figure 3. Splashscreen (a) and Main Menu (b)

In figure 3 we can see the splash screen (a) and the main menu (b), on the splash screen the data will be retrieved via the internet and if the data has been downloaded in its entirety, then the edutainment can be used and will go directly to the main menu. The edutainment that is created stores a cache in memory so that if it has been downloaded once then when you open the edutainment next time you don't need to download the data again.

(a)   (b)
Figure 4. Single Player Mode(a) and Multi Player Mode(b)

In figure 4 we can see single player mode and multi-player mode, the significant difference is the position of the screen which is divided into two when we play multi player mode, this is made specifically so that the user experience can still use one smartphone screen to be able to play together. After the game ends, the results of the game that has been played will appear as we be seen at Figure 5.
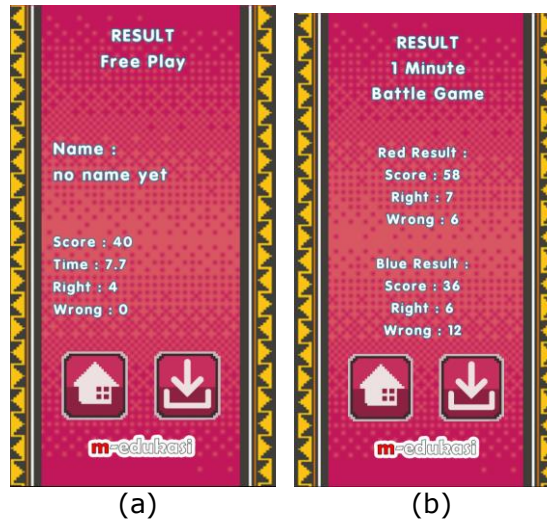
(a)   (b)
Figure 5. Result Single Player(a) and Result Multi Player(b)

If we look at figure 5.a, in single player mode, users can give our name that will appear in the result scene. Users can also see details of the games that have been played, users can also download the results of the game which can be used as evidence that edutainment learning has been carried out. After the edutainment is successfully created, the next step is testing.

Testing

In the testing conducted in this study, the test target is 30 users who will later be tested for user satisfaction using the SUS questionnaire to produce ratings and average SUS scores. To see the rating of the SUS Score, it can be seen in Figure 6 [22].
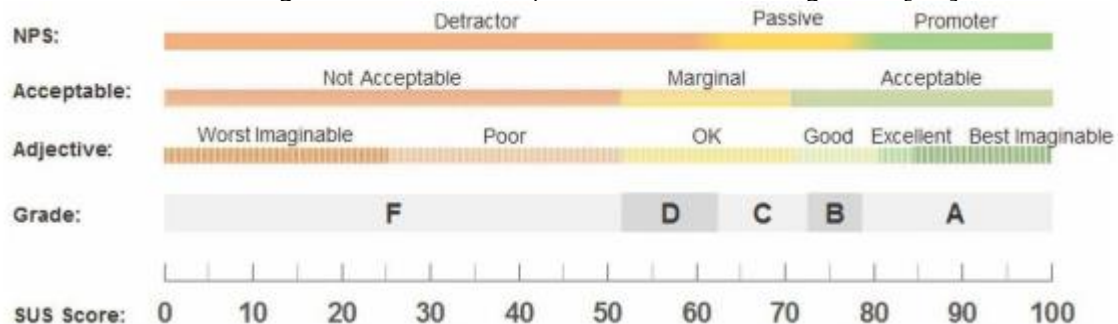
Figure 6. SUS Rating Scale

Once the target has been identified, the system testing task scenario is defined to evaluate the functionality and effectiveness of the system. A detailed overview of this scenario is provided in Table 3.

Table 3. System Testing Task Scenario

Task	Scenarios
TS1	Displays the main menu
TS2	Select a button
TS3	Plays Single Player
TS4	Stops the Single Player game, mid-game
TS5	Plays Multi Player

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Task	Scenarios
TS6	Stops Multi Player, mid-game
TS7	Launches Learn Menu
TS8	Launches Credits Menu
TS9	Views Game Results
TS10	Downloads Game Results

The final results of the testing that was carried out on the target of 30 users can be seen in Table 4 below.

Table 4. Testing Result, Average and score

User ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Odd items	Even Items	SUS Score	Grades
1	5	2	5	2	5	1	5	3	4	2	19	15	85	A
2	4	1	5	1	4	2	5	1	5	1	18	19	92.5	A
3	5	3	5	1	5	1	5	2	3	3	20	15	87.5	A
4	5	1	4	1	5	1	4	1	5	1	18	20	95	A
5	5	2	4	3	5	1	3	1	4	2	17	16	82.5	A
6	5	1	4	2	5	1	5	3	3	1	19	17	90	A
7	4	1	4	2	5	2	3	2	5	2	16	16	80	A
8	5	3	5	1	3	1	3	1	4	3	16	16	80	A
9	4	2	5	2	5	1	5	1	5	1	19	18	92.5	A
10	5	1	5	1	5	1	5	2	3	2	20	18	95	A
11	5	1	5	1	4	2	5	1	5	1	19	19	95	A
12	4	2	5	2	5	1	5	3	5	1	19	16	87.5	A
13	5	1	5	1	5	1	4	1	4	3	19	18	92.5	A
14	5	3	4	1	5	2	5	2	3	2	19	15	85	A
15	5	1	5	3	4	1	4	1	5	1	18	18	90	A
16	4	2	4	1	5	1	5	1	5	1	18	19	92.5	A
17	5	1	5	2	5	1	5	3	4	2	20	16	90	A
18	4	1	5	2	5	2	5	1	5	1	19	18	92.5	A
19	5	2	4	1	4	1	5	2	3	1	18	18	90	A
20	5	1	4	2	5	1	5	1	5	3	19	17	90	A
21	5	3	4	2	3	2	5	2	5	2	17	14	77.5	B
22	4	2	5	1	5	2	5	3	4	1	19	16	87.5	A
23	5	1	5	1	5	2	5	1	3	1	20	19	97.5	A
24	5	2	5	2	5	1	5	2	5	2	20	16	90	A
25	4	1	4	2	4	1	4	1	5	1	16	19	87.5	A
26	5	1	5	1	5	1	5	3	3	3	20	16	90	A
27	5	2	4	3	5	1	5	2	4	1	19	16	87.5	A
28	5	3	4	1	5	1	5	1	5	2	19	17	90	A
29	4	1	5	1	5	1	5	3	5	1	19	18	92.5	A
30	5	2	5	2	5	1	4	1	3	1	19	18	92.5	A
Average SUS Score													89.25	A

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After calculating the average and score using the SUS rating, it can be seen in table 4, the average SUS score is at 89.25 with a grade scale of grade A. By looking at the acceptability ranges, the edutainment that has been developed is included in the adjective excellent, then the acceptable level is included in the acceptable category. Seeing the value above 68, the level of customer satisfaction is above the average. To be able to open the edutainment that has been developed, you can refer to the following link https://sl.unsrat.ac.id/verbulous

4. CONCLUSION

After going through the stages carried out using the multimedia development life cycle method, Edutainment using the battle theme as a learning medium can be used as a satisfying learning medium, from 30 target users who have been tested based on the level of user satisfaction using the SUS Score, it is proven that the level of satisfaction is above average, namely at a value of 89.25 with a grade scale A. Further works in this study are to develop other English learning media, not only covering verbs but also sub-discussions from other English lessons.

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