



DEVELOPING GENIAL.LY BASED SELF-ACCESS LANGUAGE LEARNING SUPPLEMENTARY MATERIALS TO FACILITATE STUDENTS' LEARNING AUTONOMY IN TERTIARY EDUCATION

by

Ika Fitriani

English Education Study Program, Universitas Jember, Indonesia

ikafitriani@unej.ac.id

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Abstract:

Building learning autonomy is a pivotal thing in the level of higher education. Students should be able to more independent instead of heavily rely on teacher-directed activities within the classroom. It is crucial to provide self-access materials which align with students' learning needs. This current research, therefore, aimed at developing interactive English supplementary materials using Genial.ly for promoting students' autonomous learning. Genial.ly is proven to be a promising application, yet the use of Genial.ly to develop English for Specific Purposes (ESP) self-access learning materials for EFL Nursing students is still under studied. Following research and development stages consisting of planning, developing, and evaluating, the findings showed that the average score of language and media expert validation were 4.8 and 4.7 respectively. After that, the researcher conducted the first revision and a small-scale trial with the obtained average score was 4.1. Based on the results, it could be concluded that the learning product met the standard and feasible to be implemented to help both teachers and students as supplementary materials within the process of English teaching and learning. Further classroom action research (CAR) or experimental design is highly suggested to be conducted to dig up the effectiveness of the Genial.ly based learning product. The implementation of Genial.ly based interactive English supplementary materials also needed further and larger feedback from the wider users to provide the information for the future product development that met the students' needs.

Keywords: *genial.ly, self-access language learning, supplementary materials*

Abstrak:

Membangun otonomi belajar merupakan hal penting dalam jenjang pendidikan tinggi. Siswa harus dapat lebih mandiri daripada sangat bergantung pada kegiatan yang diarahkan oleh guru di dalam kelas. Sangat penting untuk menyediakan materi akses mandiri yang selaras dengan kebutuhan belajar siswa. Oleh karena itu, penelitian saat ini bertujuan untuk mengembangkan materi tambahan bahasa Inggris interaktif menggunakan Genial.ly untuk mempromosikan pembelajaran otonom siswa. Genial.ly terbukti menjadi aplikasi yang menjanjikan, namun penggunaan Genial.ly untuk mengembangkan materi pembelajaran akses mandiri Bahasa Inggris untuk Tujuan Khusus (ESP) untuk mahasiswa Keperawatan EFL masih kurang dipelajari. Setelah tahap penelitian dan pengembangan yang terdiri dari perencanaan, pengembangan, dan evaluasi, temuan menunjukkan bahwa skor rata-rata validasi ahli bahasa dan media masing-masing adalah 4,8 dan 4,7. Setelah itu, peneliti melakukan revisi pertama dan uji coba skala kecil dengan skor rata-rata yang diperoleh adalah 4,1. Berdasarkan hasilnya, dapat disimpulkan bahwa produk pembelajaran tersebut memenuhi standar dan layak untuk diimplementasikan untuk membantu baik guru maupun siswa sebagai bahan tambahan dalam proses belajar bahasa Inggris. Penelitian tindakan kelas lebih lanjut (CAR) atau desain eksperimental sangat disarankan untuk dilakukan untuk menggali efektivitas produk pembelajaran berbasis Genial.ly. Penerapan materi tambahan bahasa Inggris interaktif berbasis Genial.ly juga membutuhkan umpan balik lebih lanjut dan lebih besar dari pengguna yang lebih luas untuk memberikan informasi pengembangan produk di masa depan yang memenuhi kebutuhan siswa.

Kata kunci: *genial.ly, pembelajaran bahasa akses mandiri, materi tambahan*

INTRODUCTION

Information technology is vital investments worldwide as their efficiency and effectiveness in educational activities (Malika et al., 2022). It is not only the backbone of a society, but also a very crucial for the educational changes to educate learners as individuals who can create information as well as access and filter the information better (Kalinina et al., 2020). The advancement of educational technology, then, also provides great opportunities for teachers to optimize the instructional media and/or materials for supporting the process of teaching and learning. Several studies have proven that the existence of technology is effective to present creative learning experiences, create more interesting and engaging atmosphere, as well as promote students' digital literacies, and enhance autonomy as accessing supportive learning resources gets easier. The findings of several previous studies also figure out that technology-based media implementation improve motivation in learning (Freddy & Olifia, 2019; Cabrera-Solano, 2022; Castillo-Cuesta, 2022).

Due to educational technology potential, the research trends on it continue to increase all over the globe. Particularly during the global pandemic of covid-19 around 2020-2022, educational field relies mostly on the use technology to conduct the process of teaching and learning. The face-to-face classroom had to be flipped into online meeting by employing variety of educational technology through online meeting platforms, educational applications, websites, and others. The classroom which usually relies on teachers' explanation should be shifted to the more student-centered learning that enables more portions to the students to be independent learners. In other words, students can study independently with the limited teachers' companion with the help of diverse technology provision. This transformation, as it is seen from the positive drawback point of view, shapes new learning culture-autonomy learning, decreases roles of teacher in the process of teaching and learning, and so forth. Moreover, supportive technology in the form of teaching and learning applications continue to develop as the alternative learning media (Puspitarini & Hanif, 2019). The abundant of new technology-based resources, however, does not mean omit the role of teachers throughout the process of learning. Hence, teachers as the learning facilitators need to be creative, innovative, selective, and adaptive to integrate the educational technology inventions to help students in the learning settings.

Genially, then, is one of the technologically based educational resources that teachers

Fitriani (2025)

can employ to assist the process of teaching and learning. It is a digital platform which provides a lot of interactive multimedia facilities so that the users can easily create attractive presentations, info graphic, game, interactive images, and many engaging features. It can be categorized as user-friendly as users from different range of age can operate the media easily. In addition, users may contribute movies, photographs, hyperlinks, and multimedia items that might be impressive (Palioura & Dimoulas, 2022). It is also among the top 100 in the learning media application.

Previous studies on the development of Genial.ly for Indonesian subjects claimed that the product was appropriate for use as a learning medium for primary level students (Aryani et al., 2022). Additionally, it is also proven to be effective in developing a math-related instructional game (Hermita et al., 2021). In the level of middle school level, the application is capable to lead more pleasant and enjoyable learning atmosphere for vocational high school (Indrayanti, 2021). Further study on the development of Genial.ly based medium also figured out that its interactive multimedia could be used as a teaching tool for materials in the history class (Romualdi et al., 2023). In addition, in the EFL context, quasi-experimental research figures out that Genial.ly games can enhance EFL learners' academic performance in online instruction, especially on students' knowledge about grammar and vocabulary in context (Cabrera-Solano, 2022). He states that 75% and 84,37% of students agreed that Genial.ly helped them improve their grammatical and vocabulary knowledge, respectively. Another finding from experimental research in the context of reading and writing class also shows that the application is effective to enhance EFL students' reading and writing skills (Castillo-Cuesta, 2022a). In conclusion, studies on Genial.ly have proven that it has numerous advantages to help students in learning second language skills and other subjects, creative positive learning atmosphere, promote ICT literacy, and increase students' motivation in learning.

Based on the research findings above, it is proven that genial.ly has positive potential to be developed and integrated within the classroom practices. While the conducted research focused on the primary and middle school level with the experimental design which explore the effectiveness of the application and how the students' perception on it, no study has designed genial.ly based materials in the context of English for Specific Purposes ESP for higher education level. Systematic research and development projects that document the process of creating ESP resources for nursing students are still absent. Further, there is still no

Fitriani (2025)

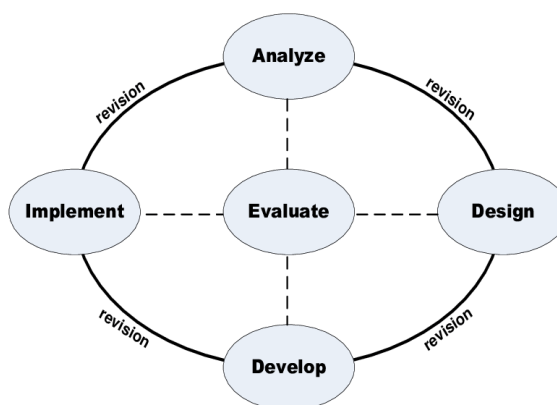
finding on the implementation of Genial.ly for ESP context for the university level and how Genial.ly can facilitate students' learning autonomy. Regarding these gaps, this study aims at exploring the potential of genial.ly as the online application to develop English interactive supplementary materials to facilitate students' independent learning in the tertiary education. It is highly expected that this current study give significant contribution in the context of research and development Based on the rationales, the researcher formulated two research questions as the following:

1. How can Genia.ly be utilized to develop interactive English supplementary materials for EFL nursing students?
2. How are the stages of developing Genial.ly based interactive English supplementary materials?

METHOD

Design

In this current study, the researcher employed research and development (R&D) which aims at developing and validating educational products (Gall et al., 2007). The product developed is Genial.ly based English interactive supplementary materials. The product uses the concept of self-access language learning so that students can use it outside the English classroom to improve their English skills as well as developing students' autonomous learning. This current research aimed at developing instructional materials thus the principle used is modified based on the development model of Borg and Gall. Some experts are involved to conduct the validation of the product, and the try-out was implemented to find out the acceptability, usability, and utility. This current study employed ADDIE model which involves the process of analysis, design, development, and evaluation.



Fitriani (2025)

Figure 1. ADDIE Development Model

The first stage of this research is analysis in which the researcher conducted needs analysis to investigate the students' needs by distributing questionnaire to 182 students. This questionnaire is aimed at mapping students' profile, English proficiency level, learning preference or styles, and challenges in learning English. Several literatures as well as supported references were collected to support the process of materials development. The researcher also analysed the curriculum and English course syllabus and contract provided by the course coordinator. After reviewing the syllabus, the researcher collected a lot of materials as the reference to support the product as well as planned the kinds of activities.

After finishing analysis step, the researcher did a process of designing the learning products in the form of producing blueprint. The blueprint consists of learning outcomes, content structure, activity types, media choice, and assessment. Then, it is followed by development stage in which the researcher developed interactive English supplementary materials which can be access digitally by the students. The researcher wrote the learning materials draft. Throughout its development, the researcher always considered the result of the needs analysis as well as referred to the syllabus used for the course. It was expected that the product would be in line with the learning objectives that had been set by the course coordinator and met the students' needs and level. Along with product development, the process of evaluation is also conducted to assess product appropriateness for the students, including content, activities, language, presentation, and user experiences. This included the process of expert validation and small-scale try-out to check the quality of the developed product. The researcher conducted two kinds of expert validation, the first is the validation from materials expert who has the expertise in nursing field meanwhile the second is the validation from the ELT media expert who has the expertise in the field of English language teaching as well as technology enhanced language learning. After conducting the expert validation, the product was revised based on the suggestion given by the experts. Next, the process was continued to the implementation step which is in the form of small-scale try out toward the students in the Nursing Faculty to obtain the responses and suggestions for further development. Finally, after passing through all the stages, the researcher did product evaluation and revision on the English interactive supplementary materials based on the result and/or findings obtained.

Research Participants

The participants of this research are nursing students who serve as the target users of the developed self-access language learning supplementary materials. These students are directly involved in several stages of the ADDIE model, particularly during the analysis, implementation, and evaluation. Further, the study also involves expert validators, including English grammar and vocabulary instructors as the language expert and nursing lecturer as the material expert. These experts review the content to ensure that it is linguistically appropriate, pedagogically sound, and aligned with real-world nursing field. Their feedback supports the validation process during the design and development stages of the ADDIE model to enhance the quality of the developed materials.

Research Instruments

The data in this research consist of both qualitative and quantitative information gathered throughout the stages of the ADDIE model. A number of instruments are used to collect the data, such as questionnaires to identify the learning needs of nursing students. Besides, the data were also in the form of developed learning materials, validation result, and small-scale try-out. The combination of student input as the users and expert validation are expected to give comprehensive evaluation toward the process of research and development.

The first research instrument, questionnaire, was designed to obtain detailed understanding of the participants' linguistic background, learning experiences, and specific needs on English language learning. The instruments cover several dimensions of students' learning needs, such as linguistic background, foreign language learning experiences, perspectives on the significance of English, and belief toward self-directed learning. This is intended to provide a comprehensive overview of the learners' needs, challenges, and expectations, which then can be used as a foundation for designing English language materials that are relevant to the needs of nursing students. The questionnaire was set in the form of G form using Likert scale 1-5 and open-ended responses.

The second instrument employed in this current research was validation sheets which consist of material expert validation sheet and media expert validation sheet. Both of which were designed to evaluate the feasibility of the developed interactive supplementary materials. The material validation instrument focuses on assessing aspects such as content relevance,

Fitriani (2025)

accuracy, alignment with learning outcomes, support for independent learning, and the suitability of the materials for nursing students' academic and professional needs. Meanwhile, the media validation instrument evaluates design quality, efficiency, interactivity, visualization, technological accessibility, and language. Those are intended to ensure that the developed media is both pedagogically sound and practically applicable in English language learning. These two instruments were expected to give comprehensive expert judgment prior to classroom implementation.

The third instrument was distributed during product try-out was developed in the form of a questionnaire to obtain to identify the strengths, weaknesses, and areas for improvement of the developed media based on users' experiences. The questionnaire items focus on several aspects, including the attractiveness of the media's appearance, ease of use, clarity of instructions, relevance of the materials to the field of study, potential to foster independent learning, and whether or not the developed media can increase motivation and English language proficiency. Furthermore, the instrument also evaluates the organization and design quality of the media. Open-ended questions were also included to capture students' reflections, such as their most and least preferred learning activities, suggestions for improvement, and general feedback for future media development.

The last instrument employed by the researcher was Focus Group Discussion (FGD). The FGD questions were equal to the questionnaire items in order to ensure the aspects being evaluated. This was also expected to give richer and detailed responses that might not emerge through written responses alone. In this way, the FGD was used as a valuable tool to triangulate data so that comprehensive understanding of students' experiences regarding the developed interactive learning product could be well captured.

Data Collecting Technique

In order to collect the data, the researcher employed multiple instruments. First, a need analysis questionnaire was administered to 182 nursing students in order to gather preliminary data which can be used to map learners' profiles, their perceived challenges, and expectations for the English course. Second, in line with the development of the learning product, expert validation sheets were distributed to both material experts and media experts. The materials expert was the lecturer in faculty of nursing meanwhile the media expert was the lecturer in

Fitriani (2025)

English education department. The feedback from these validations served as a foundation for product revision before it was implemented in the small scale try-out to students. Third, a product try-out questionnaire was used to evaluate students' responses after using the Genial.ly-based learning media. Nine nursing students participated in the stage to try all learning menu offered in the G-liners. Finally, to complement the questionnaire data, FGD was conducted using an interview guideline that contained the same items as the questionnaire. Nine students were participated in the FGD to share their perspectives, experiences, highlight strengths and weaknesses of the product, and propose recommendations for future development.

Data Analysis Technique

After all the data collected, the process was continued to the data analysis. Both quantitative and qualitative techniques were employed. The results of the questionnaire in the form of Likert scale were analysed quantitatively by using descriptive statistic while the open-ended questions in the questionnaire, the suggestion from the expert validation, and the result of FGD session are analysed qualitatively. Regarding to the statistical analysis, this current research employed simple formula which is:

$$\text{Percentage (\%)} = \frac{\text{Total Score Result}}{\text{Maximum Score}} \times 100\%$$

After obtaining the percentage score of each aspect, the interpretation of score obtained as described as follows: (1) very good (81 - 100%) which means that learning media can be used in in-class activities and independent learning outside the classroom very well as the appearance and design are very attractive, the features can function, the content is relevant to the needs, and the English language materials and activities offered are very diverse and able to facilitate the improvement of English language skills independently; (2) good (61 - 80 %) which represents that learning media can be used in in-class activities or independent learning outside the classroom well, it has attractive appearance and design can increase learning motivation, features can function, content is relevant to the needs, English materials and activities provided are diverse and appropriate to the user's level; (3) good enough (41 - 60 %) refers that learning media can be used in in-class activities or independent learning outside the classroom, the appearance and design are attractive enough, the features can function, the content is relevant to the needs, the English materials provided are appropriate to

Fitriani (2025)

the user's level, yet needs some revisions in some aspects; (4) not good 21 - 40% refers to the condition that the learning media can be used in in-class activities with the help of facilitator instructions, the appearance and design need to be improved to be more eye-catching, some interactive features must be reset to avoid errors, the content needs to be adjusted to the needs of students, the English material provided needs to be adjusted so that it is not too easy or too difficult for users; (5) not good and need major revision (< 20%) which means that the learning media is not ready to use and still needs a development process and many revisions in terms of appearance/design, interactive features, content selection, English materials and activities provided.

RESULTS

The Product of Genial.ly Based Interactive English Supplementary Materials

Genial.ly based interactive English supplementary materials developed in this current research is intended for nursing students under the name of G-liners (Genially based English independent learning for nursing students). All Genial.ly materials, then, are compiled in google sites. G-sites is chosen as it is free, simple and easy to use, particularly of beginner users, to develop a website. There are six menus that can be accessed namely home, vocabulary, listening, reading, speaking and writing, and 'agronursing'. The 'home' menu aims at welcoming students to the website, motivating students to learn English independently, as well as providing interactive warming up game which are intended to assess students' understanding on their grammar knowledge application. The grammar problems are constructed like a TOEFL test and adjusted in terms of its difficulty. It is expected that students can enjoy and have a good impression in the first activity in the self-access language learning media provided. The appearance of some pages of Genially based supplementary materials that have been developed can be seen in the Figure 1 below.

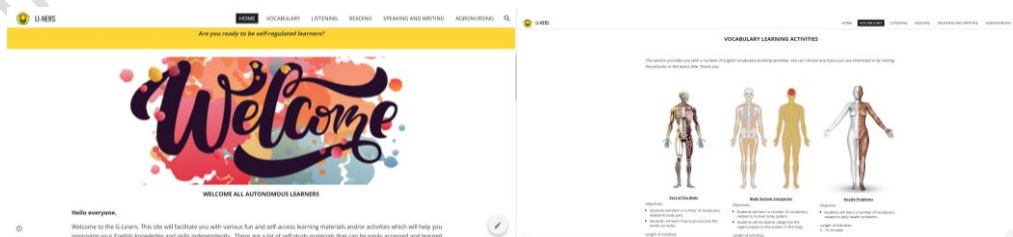




Figure 2. The Web Appearance of Genial.ly based English Supplementary Materials

The second menu in the developed product is ‘vocabulary’ consisting of eight activities, such as part of the body, body system categories, health problems, hospital team, laughter, medical supplies, geriatric care, and career in nursing. All the activities in this menu are expected to build students’ vocabulary related to the health and nursing terms. The researcher provides the description of the learning objectives and how long students will probably spend their time in each activity. The activities of building students’ vocabulary develop in the form of various interactive games.

The third menu of the interactive supplementary material is ‘listening’ in which students can develop their English listening skill on the related topics. The students are provided with eleven interactive listening activities which are developed like TOEFL and IELTS. The topic titles developed are excretory system, digestive system, the nurse, hospital plan, let’s wash our hands, in the hospital, patient admission form, in the patient reception department, medical clinic, childhood obesity, and nurse’s jobs. In all listening activities, students can turn on and off, speed up or down the audio based on their needs. The researcher also provides the learning objective, the length in doing each activity as well as the key answer that enables students to check how well they have done the listening comprehension activities.

The fourth menu is ‘reading comprehension’ which covers ten interactive activities entitled human body system, inside our body, blood, human respiratory system, the nurse, go to sleep, pet therapy, old age and brain, c-section, and health-care collaboration. Like other activities, students are provided with learning objectives and the information about the length of activities before starting reading. During the reading section, students are provided with pre-reading, whilst reading, and post reading activities. The pre-reading activity is in the form of questioning or simple game which aims at building students’ schemata or activating students’ previous knowledge toward related topic. In the whilst reading, students are

Fitriani (2025)

provided with reading passage which level of its difficulty has been adjusted. Post reading activity is designed in the form of answering comprehension questions to check students' understanding toward the texts.

Furthermore, the fifth menu is 'speaking and writing' consisting of four activities entitled nursing jobs, patient admission, stress management, and relieving students' stress. As speaking and writing are productive skill, students are expected to practice by their own to write or speak. Finally, the last menu is "agronursing" consisting of five activities which topics are food production, farmer's health, injuries on the farm, pesticide and health, hypertension, and farmers. The activity in "agronursing" menu is like the reading section which consists of three parts, pre-reading, whilst reading, and post-reading activity. In the pre-reading, students build their knowledge in the form of gamification as well as questioning activities. In the whilst reading, students read the texts on the "agronursing" topic which then is continued to the post reading activities in the form of answering questions based on the text.

The Stages of Developing Genial.ly Based Interactive English Supplementary Materials Analysis Stage

During this stage, the researchers conducted several key activities to ensure that the product meets the students' learning needs and align with the educational objectives stated in the course outline. The needs analysis was carried out through questionnaire distribution to 182 nursing students. The results of the need analysis revealed diverse linguistic backgrounds and experiences. In terms of English language mastery, a significant proportion indicated limited proficiency even though they have been learning English for more than 12 years. In addition, they highlighted a strong recognition of the importance of English for their studies and careers. As the students had no English module, they stated that it was crucial to develop such module to help them in the process of learning English. Further, complementary data was employed which was in the form of document review (RPS, syllabus, course contract) and informal interviews with nursing lecturers and students. The findings indicated that students relied on classroom instruction and lacked of exposure to autonomous learning materials. Furthermore, it was found that there was no learning material or textbook within the course. These findings indicate that it is crucial to develop

Fitriani (2025)

supplementary materials that could facilitate students' independent learning through digital platforms.

Based on the learning needs and course objectives, the researcher then formulated instructional goals and activities for the supplementary materials, such as interactive language practice that supports vocabulary and grammar development within nursing and health field, self-paced digital interactive modules, and multimedia and gamification features. These objectives served as the design basis for the next development stage which is all can be facilitated by Genial.ly. As a result of the planning stage, initial design, module structure, content outline were produced as a prototype for the next stage of development and evaluation.

Design Stage

Next, the researcher proceeded to the design stage in the form of creating a detailed blueprint for the learning materials. The blueprint is created as the foundation or guideline for developing the self-access language learning product based on nursing students' needs. It consists of key components of the instructional design, including clearly defined learning outcomes. The main modules consisted of five sections namely vocabulary, listening, reading, speaking and writing, and agronursing topic. Each module page follows a similar structure as the following: (1) warm-up section featuring interactive games or engaging activities to stimulate interest; (2) main content area that delivers the targeted learning materials through Genial.ly interactive resources; (3) a Self-assessment or reflection section where students can check their understanding and monitor progress. Each menu has diverse topics and interactive activities which will engage students to have their self-learning. Multimodal media were also integrated to facilitate students' learning styles, preference, such as audio recordings, visual aids, textual materials. Assessment strategies were also included in the blueprint in the form of self-assessment checklists, formative quizzes, to monitor learner progress and provide feedback throughout the learning process.

Developing Stage

The next is developing stage which focused on developing a tangible learning product using the Genial.ly platform. At this stage, the researcher began creating the content and layout of the interactive English supplementary materials referring to the needs of nursing

Fitriani (2025)

students. The materials development included vocabulary, listening, reading, speaking and writing, and agro nursing practice specific to the nursing and healthcare field. All materials were developed using Genial.ly. The content was designed to be self-access language learning which enables students to study independently. Multimedia elements were also embedded into the Genial.ly platform, such as videos, external websites, gamification application. This initial product draft would then undergo expert validation and trials (small scale implementation) in the evaluation stage. Within the process of product development, the researcher does the evaluation in the form of expert validation. The results of expert validation are explained in the evaluation stage.

Evaluation Stage

The final stage of the ADDIE model in this research is the evaluation phase. This stage is crucial to determine the quality and the impact of the developed product. In this study, evaluation was conducted in two forms: formative evaluation and summative evaluation. Formative evaluation is done within the process of product development. While summative evaluation is conducted after the try-out stage. There are two experts employed in the formative evaluation who were materials expert (the lecturer from nursing faculty) with the advanced nursing expertise and the media expert (the lecturer from English education department) with ELT media and technology enhanced language learning expertise.

The Result of Material Expert Validation

The product validation for the materials expert covers some aspects, such as material relevance, accuracy, SALL concept appropriateness. The researcher, then develops each aspect into some criteria to see the feasibility of the learning media. The first aspect which is material relevance consists of the assessment toward whether or not (1) the presentation of material toward the graduate profile, (2) the presentation of material toward the students' competencies, (3) the materials support students' learning needs, (4) the relevance of the presented materials within nursing field, (5) the ability of material to support students' understanding in the field of nursing, (6) and the materials are in line with the students' language level. From the point 1 to 5, the learning product obtains the score of 5 (very appropriate) meanwhile for the point 6, the product gets the score of 4 (appropriate).

Next, on the aspect of accuracy which consists of several statements such as whether or not (1) the material presented is in line with the scientific facts, (2) the material are in accordance with the latest developments of science, (3) the materials are based on the daily facts, (4) and the materials can support students' future career. After being assessed by the expert, for the point 1 and 2, the learning product gets the score of 4 (appropriate) meanwhile for the point 3 and 4 get the score of 5 (very appropriate).

The last aspect for the expert validation is related to whether or not the materials are in line with the concept of self-access language learning which covers some criteria such as the ability of the product to ignite students' curiosity, the product's ability to help students construct their own knowledge, the product ability to develop students' autonomous learning, the ability to provide self-access learning activities, the user experience in

Fitriani (2025)

accessing the product, the clarity of the instruction given, the kinds of material provision in accordance with the learning needs and students' interest, and the ability of the product to facilitate students to do self-assessment and learning reflection. Based on the expert judgement, all those points get the score of 5 (very appropriate). In conclusion, the learning product has followed the concept of independent learning.

Furthermore, the material expert also gives some descriptive suggestion regarding to the pictures chosen in the learning products. It is suggested that the researcher uses her own pictures or if they are taken from the internet, the credits should be given. Further, the expert also suggests the researcher to add the feature which enables the students to directly write their answer on the learning media along with the feedback. Finally, after all the process review, the conclusion is that the learning media is appropriate to go through the try-out stage with the overall score of 4.8.

The Result of Media Expert Validation

The second validation is conducted by employing the judgement from media expert. There are some aspects to be assessed, such as efficiency, visualization, relevance, technology use, and language. The first aspect-media efficiency covers five criteria inter alia (1) whether it is easy or difficult to use the media, (2) the instruction provided, (3) the capability of learning product to facilitate independent learning, (4) the capability of the product to facilitate students to do self-assessment and/or reflection, (5) and the interactivity of the developed product. The point 1, 3, 5 get the score of 5 which is very appropriate meanwhile the point 2 and 4 got the score of 4 which is described as appropriate.

The second aspect is intended to assess the visualization of the learning product. The assessment covers some criteria such as (1) design, (2) illustration, (3) font, (4) and layout. All of the criteria get the maximum score which is 5 (very appropriate). Then, for the third aspect which assesses the relevance of the media cover four criteria such as (1) whether the media can develop students' understanding, (2) whether or not the media are in line with the students' needs, (3) whether or not the materials are concrete, and (4) whether the topics chosen are in line with the users' needs. For those four assessment aspects, the point 1 and 2 get the score of 4 while the point 3 and 4 get the score of 5.

Next assessment is about the use of technology within the product. It covers three

Fitriani (2025)

criteria such as (1) whether the technology is accessible, (2) the interactive features work well, and (3) the compatibility of the learning media. For these assessment criteria, the point 1 gets the score 4 while the point 2 and 3 get the score of 5. The last aspect to assess is language use which consist of four assessment points, i.e. (1) the language use is appropriate toward the students' level, (2) the language structure is based on the standard English, (3) the sentence construction is appropriate, (4) the learning media can improve students' language skills. From those four assessment criteria, the criteria 1 and 4 get the score of 4 while the point 2 and 3 get the score of 5.

Furthermore, the media expert also gives some descriptive suggestion such as the researcher needs to provide feedback toward all students' answer so that they know why it is correct or wrong. As Genial.ly based interactive supplementary materials are provided in the online mode, it is crucial to think about the technical problems which may appear during the use of the media. Thus, the researcher needs to think about the offline mode of the learning media so that it can be accessed without any internet connection which will ease students to use it. Finally, after all the process review, the conclusion is that the learning media is appropriate to go through the try-out stage with some revision based on the suggestion given with the overall score 4.7.

After being evaluated, the revision was carried out after obtaining feedback from expert validation to ensure that the Genial.ly based English supplementary materials are qualified, accurate, and feasible to be used. Based on the results of this validation, minor revisions were made in order to enhance clarity and usability. These revisions were very important crucial to enhance the learning experience. After the process of revision, the product was then prepared for the next step, which was small-scale implementation or trial phase to gather user feedback and observe practical usage in a real classroom setting.

The Result of Small Scale Implementation (Try Out)

After passing through the expert validation process and revision based on the suggestion given, the researcher steps on the small scale try out. Nine students from nursing faculty volunteered in the try-out stage to use the website, menu, and activities in the learning media. After finishing try-out activities, the students fill out the questionnaire provided to give their responses toward the product. Regarding to the product visualization,

Fitriani (2025)

44.4% students give score 5 (very agree), 44.4% gives score 4 (agree), and 11.1 % gives score 3 (fair). In terms of whether the media is easy to be used, 77.8% students give score 5 (very agree) while 22.5% gives score 4 (agree). Next, from the instruction, it is obtained that 66.7% students very agree that the instruction is easy to understand, 22.2% give the score 4 (agree) and 11.1% give the score 3 (fair),

In addition, 88.9% students state very agree that the learning product in the form of genial.ly based supplementary materials can increase students' motivation in learning English. The rest 11.1% give score 4 (agree) regarding to the ability of the media toward the students' motivation in learning. Next, 100% of students very agree that the materials provided are in line with the study and materials the students learn in the nursing study program. As the learning product is intended to facilitate students' independent learning, students are asked about whether the materials are easy to be learnt independently. 66.7% students very agree and 33.3% of the students agree toward the statement. Then, the design of the media is categorized in neat and interesting way, proven by 77.8% of the students stated very agree and 22.2% of the students agree. Next, 88.9% of the students very agree and 11.1% of students state 'agree' that the genial.ly based supplementary materials can increase students' English skills.

Besides, from the students' descriptive responses, it is figured out that vocabulary and listening activities become the favourite activities compared to other provided activities like reading, speaking, writing, and 'agronursing'. Students stated that they are reluctant to read long passage independently. Moreover, students also give some suggestions toward the future development of the learning media. First, as it is independent learning media, it is required to add brief explanation about correct and wrong answer so that students can do self-reflection easier. Second, to challenge the students, it will be better if the researcher provides more activities or levels which can be chosen. Third, the menu 'agronursing' should be beyond the reading comprehension, but it should be able to provide more challenging and interesting activities. Fourth, the productive language activities (speaking and writing) should be integrated with features which can directly assess as well as give feedback toward students' voice recording and/or writing result. Fifth, the learning media can be integrated with the students' profile in their university database so that the lecturer can give feedback outside the class or check the students' progress in finishing the activities or developing their

Fitriani (2025)

learning autonomy. In conclusion, students are enthusiastic to do the activities, particularly in the gamification mode, and feel positive toward the learning media with overall score of 4.1. In other words, the learning media is appropriate to be implemented to support the teaching and learning process.

DISCUSSION

Based on the data findings, Genial.ly can be stated as a potential application to be used as the online learning platform to develop interactive learning media and materials. It is in alignment with the results of some previous studies that also figured out that Genial.ly can increase students' engagement within the process of teaching and learning, create pleasant and enjoyable learning atmosphere, develop creativity, provide students' with attractive activities, enhance EFL learners' academic performance within the instruction, provide teachers with new insights during the process of teaching and learning (Cabrera-Solano, 2022; Castillo-Cuesta, 2022a, 2022b; Hermita et al., 2021; Indrayanti, 2021; Romualdi et al., 2023). Genial.ly is helpful and enables the teachers to create interactive multimedia easily even though they have no background of coding languages or software programming. It facilitates the users with drag-and-drop features combined with text boxes, images, videos, audio, links, and various animations to create attractive and interesting presentations. Genial.ly also enables the users to work collaboratively on a working file. However, there are some notes on the use of Genial.ly, such as the cost that the teachers/students need to pay for subscribing premium plan to access some special features. Moreover, in Indonesian context, the internet connection becomes the hurdle for most students and teachers in accessing the online based application and/or platform. Genial.ly requires strong internet connection to open the file will probably also challenge its usage. To deal with this problem, Genial.ly offers the offline mode (the creator can download the offline mode first to be able to be accessed without any connection), yet this facility is offered for the premium subscription only. In addition, some teachers may become overly reliant on this tool instead of focusing on the teaching methods. If it is excessively used without being integrated with good pedagogical values, it can lead to the students' boredom and confusion. It is in line with the principle of using technology in the classroom that teachers need to put the highlight that technology-based media is merely the tool to assist the process of learning, the primary

Fitriani (2025)

role lie on the teacher, content/materials, and instruction design to achieve the learning objectives.

Further, the concept used for this current learning media is self-access language learning (SALL) in which students can use it for their independent learning. Regarding to the basic concept of SALL, foreign language learners can choose materials they are interested in among different resources that are available during the independent study (Papadima-Sophocleous, 2013). As teachers' intervention is limited, the students should have been active in the process of learning. The developed current learning media (Genial.ly based interactive English supplementary materials) are in line with the concept of SALL in which most often conducted in self-contained learning environment or self-access centre with independent study programmes, accessible materials, some sort of support or guidance (clear instructions, answer keys or new technology (Papadima-Sophocleous, 2013). It is proven by the features in the G-liners in which students can choose various learning menus, do the activities they are interested in, set their own learning pace, able to turn on and off the audio as they wish in the listening section, speed up or down the audio based on their needs. Students are provided with clear learning objectives, the time span in doing each activity, key answers in the learning activities.

As the product employs the concept of self-access language learning, feedback provision, then, plays very crucial position. In this current learning media, however, the researcher has not applied the automated feedback or AI based feedback toward the students' writing product due to the researcher's limited knowledge on that area. However, in this current learning product, the researcher still applied the non-technological (conventional) peer feedback in the speaking and writing activities which is less effective as there is no control from the teachers. Peer feedback, for sure, can promote students' collaborative and social learning, build learning community among those who have the same interest. Students can give and receive valuable feedback from their peers to see their friends' writing quality, such as a) content b) organization c) vocabulary d) grammar e) spelling & punctuation. Teacher can facilitate by providing the clear rubric for grading their essays (Jabr, 2011). Particularly in the tertiary level of education, it is useful to apply teacher feedback hand in hand with the peer feedback as it enables students to explicitly internalize the learning goals, assessment criteria, problem solving, which lead to the deeper understanding of learning

Fitriani (2025)

process ((Bürgermeister et al., 2021).

In terms of learning activities, it is figured out that gamified activities become students' favorite. It is in line with the findings in myriad number of research that gamification within the process of teaching and learning can promote students' learning motivation (Figuroa et al., 2015). Besides, the use of gamification gives benefits in improving students' language skills and ability, positively affect students' attitudes and emotional responses, providing authentic language learning environment, foster the habit of self-learning and increase students' knowledge retention (Zhang & Hasim, 2023). Zhang and Hasim also highlight that gamification has been widely utilized in a lot of non-English speaking countries and various English language skills to facilitate language learning. Gamification is proven to be effective in increasing students' participation, motivate the users to incorporate in game elements and techniques, like points, badges, leader boards, progress bar, level, and reward. Due to its effectiveness to help the students in learning process, teachers need to have knowledge (digital literacy) of learning platforms which can be used to provide gamification features, one of them is Genial.ly.

In addition, based on the finding, it is also found out that reading, writing, and speaking menu become the challenges in SALL. Even though reading activities have been set into pre, whilst, and post reading combined with gamified assessment, it seems that students are still reluctant to do this activity. During the try out, students prefer to skip this or read the passage at glance by skimming and scanning only. As we know that reading skill is complex process that requires a lot of aspects such as alphabetical characters, punctuation to function cognitive skill to reach the meaning and intended message (Khan et al., 2020). Then, based on the result of need analysis, it is figured out that most of the students are in the level of beginner to intermediate level of English thus they have no sufficient competency in vocabulary knowledge, grammar, complex sentence structure which demotivate in doing self-reading activities. Due to those limitations, students are not willing to read as they have low motivation and think that reading in English is exhausting learning activities EFL students (Shahbaz et al., 2016). It is also in line with the fact that Indonesian learners have very low rate of reading interest, only 10 percents of Indonesian above 10 years old are categorized as a good reader (Kurniasih, 2016). Based on the reading problems faced, applying differentiated reading activity can be one of the alternatives. The differentiation can

Fitriani (2025)

be in the form of the level of difficulty (easy, medium, and advanced) or the length of the paragraph (short, medium, and long passage). By providing differentiated reading, it is expected that students can choose the reading activity.

Writing becomes another challenge in self-access language learning as it is a productive skill that is very complex. Particularly for EFL learners, writing is challenging activity and stressful (Sasmita & Setyowati, 2021). That findings are also in line with this current finding that students' interest in writing is still low so that it is quite common for students to dislike and be reluctant to do writing assignments. A study conducted in Thailand EFL context also figures out that students (Seensangworn, 2017) both English and non-English department) found out that writing difficult due to some problems such as contents and ideas, organizational pattern, ideas development, and language use Regarding to the students' reluctant in speaking activity, it is in line with the result of need analysis conducted prior to the product development. Most students think that speaking is a difficult skill as students find problems, inter alia lack of vocabulary, poor English pronunciation, low confidence in producing English speaking, and anxiety in making mistakes during English conversation (Verdiyeva & Huseynova, 2017). As a productive skill in which students need to perform or produce something using English directly and spontaneously, it needs a lot of practices. Somehow, speaking is difficult to be done individually as there is no interaction and two-way communication made. In the context of EFL in which students have lack exposure and limitation to experience the real use of target language, it becomes more difficult (Franscy & Ramli, 2022).

Overall, based on the product evaluation, the researcher concluded that the learning product in the form of G-liners which uses Genial.ly as the main platform to produce interactive English supplementary materials is appropriate to be used within and/or outside the class. It can be integrated with the main English course for facilitating students' learning autonomy or English enrichment program. The integration in the course will enable the teacher to monitor the students' progress in building their autonomous learning culture.

CONCLUSION AND IMPLICATION

Conclusion

In conclusion, the study has indicated that indicate that Genial.ly can be effectively utilized as a digital platform to design engaging and interactive English supplementary

Fitriani (2025)

materials and promote learning autonomy in ESP context of tertiary education level. In the process of developing the learning materials, systematic research and development including planning, designing, developing, validating, revising, and small-scale try-out played very crucial roles to ensure that the developed products really met the students' needs as well as instructional goals.

Limitation

Despite the promising outcomes of this current study, there are still several limitations. First, the research was conducted using a small-scale trial with a limited number of nursing students from a single institution, which restricts the generalizability of the findings. Second, although expert validation was conducted, data collection relied heavily on subjective evaluation instruments, such as expert rating scales and student feedback forms. Observation, students' learning log in using the developed materials could have provided deeper insight into how the materials function in real-time learning environments. Third, the study did not apply a quasi-experimental or Classroom Action Research to measure the use of products on measurable gains in learner autonomy, motivation, or specific language skills. Lastly, the focus was primarily on product development, not on a comprehensive implementation strategy which may influence how effectively such materials can be integrated into diverse teaching contexts.

Suggestion

Regarding to the identified limitation above, future researchers are encouraged to expand the scope and depth of investigation to enhance the validity of the research findings. It is highly suggested to conducting large-scale trials involving nursing students from a number of institutions would be beneficial to improve the generalizability of the results. The employment of classroom observation, learners' activity logs in using developed self-access English supplementary materials, a quasi-experimental or classroom action research would be able to measure rigorously toward how learners use the product and its impact toward language proficiency, learner autonomy, or motivation.

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Fitriani (2025)

BIO PROFILE

Ika Fitriani is a faculty member of English study program, Faculty of Education Universitas Jember, Indonesia. She has been actively writing and presenting in a number of national as well as international scientific forums. Her major interests of research are materials and media development, English for young learners, culture based instruction, CLIL, and English across curriculum. She is currently conducting the research on the inclusivity in the Indonesian education.

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