Spider ID

Marni Bawawa_Development of basic english boardgame.doc

📋 Class 17

🖥 Class

🎓 Universitas Musamus Merauke

Document Details

Submission ID

trn:oid:::1:3090779369

Submission Date

Nov 24, 2024, 4:25 PM GMT+9

Download Date

Nov 24, 2024, 4:27 PM GMT+9

File Name

Marni_Bawawa_Development_of_basic_english_boardgame.doc

File Size

4.5 MB

12 Pages

4,683 Words

27,555 Characters

16% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

‣ Bibliography

‣ Quoted Text

Match Groups

25 Not Cited or Quoted 16%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

13% 🌐 Internet sources

9% 📖 Publications

13% 👤 Submitted works (Student Papers)

Match Groups

🔴 **25** Not Cited or Quoted 16%
Matches with neither in-text citation nor quotation marks

💬 **0** Missing Quotations 0%
Matches that are still very similar to source material

📄 **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation

📑 **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

13%	🌐	Internet sources
9%	📖	Publications
13%	👤	Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1 Student papers
Academic Library Consortium   **9%**

2 Student papers
Universitas Negeri Surabaya   **2%**

3 Student papers
Universitas Islam Riau   **1%**

4 Internet
repository.stkippacitan.ac.id   **1%**

5 Publication
Ade Gafar Abdullah, Vina Adriany, Cep Ubad Abdullah. "Borderless Education as a...   **1%**

6 Publication
N Ubaidah, M Aminudin. "Development of learning tools: learning constructivist ...   **1%**

7 Student papers
Universitas Muhammadiyah Sidoarjo   **1%**

8 Internet
ejournal.unwaha.ac.id   **1%**

9 Publication
Irena Maureen, Elly Imah, Siti Savira, Syafi'ul Anam, Masilva Mael, Lina Hartanti. "...   **0%**

10 Student papers
Universitas PGRI Madiun   **0%**

DEVELOPMENT OF A BASIC ENGLISH BOARD GAME AS AN INTERACTIVE LEARNING MEDIA FOR ELEMENTARY STUDENTS IN RURAL PAPUA

1* Marni Bawawa, 2 Ratna Purwanti, 3 Sri Ananda Pertiwi
[1,3] English Education Department, [2] Elementary School Teacher Education Department
Faculty of Teacher Training and Education,
Merauke, Musamus University
*Corresponding Author e-mail: marnibawawa@unmus.ac.id

Abstract: This study aims to develop a board game as an interactive English learning media for elementary school students in rural Papua. At the elementary level, English has been mandated as a compulsory subject; however, interest and motivation to learn remain low in the rural regions of Papua. The availability of English teaching media that is relevant to the local context of Papua's children is still limited. This research employs the research and development design proposed by Plomp, which includes investigation, design, realization, evaluation and revision, and implementation phases. The results indicate that the board game is feasible to use as an English introduction media for elementary school students in the rural Papua region, especially South Papua. Media validity tests show a score of 84.25%, while practicality validation indicates 76.5% both are in the high category. Additionally, learning outcomes demonstrate that 80% of students perform at a good level, confirming the media's effectiveness. It can be concluded that the Basic English Board Game is a valid and appropriate tool for introducing English to elementary students in the rural regions of South Papua.

Introduction

According to the Ministry of Education, Culture, Research, and Technology Regulation No. 12 of 2024, which outlines the curriculum for Early Childhood, Primary, and Secondary Education, English language instruction at the elementary school level has become a crucial component of the global educational framework. Consequently, English is now designated as a mandatory subject for elementary schools and equivalent institutions. However, many teachers in rural areas of Indonesia continue to rely on traditional teaching methods, which have led to diminished interest and motivation among students, particularly in English language learning at the elementary level. Interviews with students from rural regions in South Papua revealed that English instruction in their schools mainly revolves around reading textbooks and translating, which renders the lessons less engaging and discourages students from learning the language.

Motivation is a critical factor in the learning process, as it significantly impacts students' engagement, performance, and overall academic outcomes. Research indicates that motivation is fundamental to various essential aspects of learning, such as fostering greater student engagement, promoting perseverance, cultivating positive attitudes toward education, enhancing academic achievement, and driving the attainment of learning objectives (Jacob et al., 2020; Mayuri, 2021; Palittin et al., 2019; Urhahne & Lisette, 2023). In essence, motivation plays a pivotal role in shaping students' learning experiences, as it influences key factors such as engagement, persistence, and academic success. By fostering a motivated learning environment, educators can enhance student performance and facilitate the achievement of educational goals, ultimately contributing to more positive and sustained academic outcomes.

Rural areas are particularly susceptible to limited access to relevant and contextually appropriate learning resources, including foreign language instruction. This lack of resources contributes to a notable disparity in English language proficiency when compared to other regions. As a matter of fact in rural Papua, English is rarely used in students' everyday lives, which presents challenges in retaining and applying the knowledge acquired in school (Ranta & Bawawa, 2024). Consequently, there is a critical need for the development and implementation of innovative English language teaching methods that are not only effective but also tailored to the specific social and cultural context of local communities, especially in regions such as Papua, where educational approaches must be closely aligned with the unique needs and realities of the students.

The integration of media in instruction has been shown to improve the effectiveness and efficiency of the learning process. Researches indicate that instructional media can enhance comprehension of key concepts, boost student motivation, and foster a more engaging and interactive learning environment (Andari et al., 2023; Charline et al., n.d.; Iswadi, 2021; Mahmud et al., 2021; Wanodya, 2023). At the elementary school level, incorporating elements of play and interactivity is strongly recommended, particularly in the context of foreign language learning. Research suggests that game-based approaches can significantly enhance students' motivation to learn (Bawawa, 2020). In early childhood education, board games have proven effective in facilitating learning in a fun and interactive way across various subjects, including English language learning. The use of board games in English language teaching can enhance student motivation, increase their engagement in learning, and strengthen their understanding of the material (Dewi, 2021; Hidral, 2020; Lee, 2012; Syakur, 2020). However, its application in the context of English language teaching in elementary schools that is tailored to the local context has not been fully explored. This study aims to develop a teaching media based on the concept of board games for introducing English, which is contextually relevant to the local culture of South Papua and is valid for use in elementary schools in the rural regions of South Papua.

Research Method

This study employs the development research design proposed by Plomp, which consists of five stages: preliminary investigation, design, realization/construction, evaluation and revision, and implementation. The instruments used in this study include validation, learning outcome tests, and interviews. The validation sheet is used to assess the validity of the media by three validators: two subject matter experts and one practitioner. The learning

outcome test is used to measure the effectiveness of the media. Interviews are conducted to gather user perceptions regarding the media. The research stages are:

Preliminary Investigation

Preliminary observation (aspects causing learning difficulties), analyzing the underlying causes of a student's learning difficulties. In this phase, authors look for overt and subtle indicators that may be contributing to the challenge's facing by the students. Analysis of the student's characteristics conducted through structured interviews with both teachers and students. These interviews are aimed at gathering more detailed information about the student's learning experiences and how they perceive the learning environment, including the materials and resources provided.

Design

Design an English board game that meets the learning needs of the students and aligns with the desired English educational outcomes for elementary in a fun, engaging, and effective manner which covers vocabulary acquisition in context of Papua, reading and understanding written text, understanding parts of speech and simple sentence, oral communication, and listening comprehension.

Realization/ Construction

The realization or testing phase provides crucial feedback about the board game's educational value, engagement level, and usability. In this case, the initial product board game undergoes a one-to-one testing phase with students alongside input from three validators; a practitioner teaching English in Papua and two learning media experts.

Evaluation and Revision

Process of making decisions regarding whether revisions are needed and gathering feedback from teachers and students on their experience using the media, focusing on aspects of difficulty and ease, and the three validators.Following the evaluation results, revisions are made. In this study, revisions were conducted twice two rounds based on the evaluations and retest.

Implementation

The media is finalized after completing all stages of evaluation. The final prototype is the final stage of the entire development process, where the product is ready for use.

Population and Samples

This study conducted in an elementary school in the rural region of Merauke, South Papua, Bokem Public Elementary School (*SDN Bokem*). It involved 15 students who were randomly selected from grades 3 and 4, taking into consideration the number of indigenous Papuan students at these grade levels. The research was carried out from September 2nd to November 9th 2024.

Data Analysis

Several stages were carried out in this development research, as outlined below:

Analysis of media validity

The evaluation was conducted by three validators, consisting of two experts and a practitioner, covering aspects such as content, language use, presentation, and practicality. The assessment used a rating scale can be seen in table 1:

Table 1. Rating scale

Category	Score
Very Good	4
Good	3
Fair	2
Poor	1

(Source: Sugiyono, 2015)

The percentage calculation of the data obtained is processed using the following formula:

$$P = \frac{\Sigma x}{\Sigma !} X\ 100\%$$

Explanation:
- P: Percentage
- Σx: Total number of responses from respondents across all items
- Σi: Total of all ideal scores for each item
- 100%: Constant

Once the validity score is determined, the researcher can conclude whether the developed product is valid or not by referring to the validity level table, as shown in Table 2.

Table 2. Level of Validity

Score	Category
$75 < P \leq 100$	Highly Valid
$50 < P \leq 75$	Valid
$25 < P \leq 50$	Partially Valid
$P \leq 25$	Not Valid

(Source: Arikunto, 2008)

Analysis of Media Effectiveness

Analysis of students' learning outcomes after using the Basic English Board Game as a learning tool. At least 80% of students are expected to achieve a score of 75 (out of a maximum score of 100). The score intervals for determining students' understanding are set as follows:

Table 3. Learning Outcomes Assessment

Score	Category
$90 < P \leq 100$	Very High
$75 < P \leq 90$	High
$60 < P \leq 75$	Moderate
$40 < P \leq 60$	Low
$0 < P \leq 40$	Very Low

(Source: Jerol E Kemp, dalam Hobri 2009)

Analysis of student and teacher responses focuses on the perceptions of students and teachers who used the Board Game as a medium for English language learning.

Results

The result of the development of the Basic English Board Game, which has been revised based on the evaluation results from validators and users, incorporates feedback from the validators and users are displayed. These revisions include the selection of locations on the Board Game that focus on the students' indigenous environment, the use of coins with values marked by different colors (1, 5, and 10), and the addition of a manual book to complement the game, as shown in Figure 1.

Figure 1. Display of the Basic English Board Game Learning Media

Basic English Board Game consists of a board, two dices, peons, coins, places cards, chance cards, community cards, a manual book. Studies show that board game can be used as medias to teach English language. Using board game as learning media can be an alternative to teach speaking to young learners; enjoy communicating verbally (Syakur, 2020). Children playing board game is not only for fun but develops their skills of communication, problem solving, strategy, etc. (Iuliana & Juhász, 2020). Traditional learning methods often struggle to engage students in early childhood education, while board games offer dynamic and interactive activities that can promote positive language development in terms of vocabulary acquisitions (Ningrum et al., 2024). The studies considered that board game is effective learning medias for young learners.

The validation results of the Basic English Board Game by the validators are presented in Table 4.

Table 4. **Validation Results of the Board Game Media by Validators**

Aspect	Mean	Percentage
Material	3.53	88.2 %

Language use	3.5	87.5%
Presentation	3.1	77.5%
Va Media	**3.37**	**84.25 %**

Based on the media validation results presented in Table 4, it can be observed that the average validity score for the media validation is 3.37, with a percentage of 84.25%, indicating a high level of media validity.

The validation results of practicality by the validators are presented in Table 5.

Table 5. Validation Results of the Practicality of the Board Game Media by Validators

Criteria	Mean	Percentage
Clearly focused on objectives	2.71	67.8%
Interactive	3	75%
Presentation format is motivating	3.7	92.5%
Well-organized	3	75%
Simple and complete instructions	3.3	82.5%
Reusable	2.7	67.5%
Va Media	**3.06**	**76.5%**

Based on the results of the media practicality validation presented in Table 5, it can be seen that the average score for the media validation is 3.06, with a percentage of 76.5%, indicating a high level of validity.

The students English learning outcomes results are presented in Table 6.

Table 6. Student Evaluation Results after Using the Board Game Media

No.	Score Interval	Students Quantity	Percentage
1.	$90 < P \le 100$	-	-
2.	$75 < P \le 90$	12	80%
3.	$60 < P \le 75$	3	20 %
4.	$40 < P \le 60$	-	-
5.	$0 < P \le 40$	-	-
	Total	**15 Students**	**100%**

Results from the students' test (as shown in Table 6) indicate that 80% of the 15 students scored in the high category, while 20% were in the moderate category. This suggests that the Basic English Board Game is effective as a learning media for basic English among elementary school students in the 3T (Frontier, Outermost, and Disadvantaged) regions of Southern Papua.

Users Perceptions

Perceptions of the media users, both teachers and students in the 3T areas of Southern Papua, regarding the use of the Basic English Board Game in basic English

instruction can be described as positive, as indicated by the results of the interviews with teachers and students. The interview results confirming students perceive this board game as engaging and stimulating their interest in learning English. From the teacher's perspective, the vocabulary in this game tends to be more easily understood by students because the context is closely related to their surroundings. To sum, the students' and teachers' perceptions after using the media are positive, as shown in the following statements:

Comment s1"saya suka karna ada gambarnya dapat koin." [I like it because there are pictures and I can earn coins.]

Comment s2 "saya mau belajar bahasa Inggris lagi karna seru." [I want to learn English again because it's fun.]

Comment s6 "saya belum pernah belajar Bahasa Inggris, mau pintar Bahasa Inggris." [I have never learned English, but I want to be good at English.]

Comment g1 "Kami belum punya media mengajar Bahasa Inggris disini, ini sangat membantu, anak-anak juga suka, yang menarik gamenya tentang lingkungan mereka hari-hari, jadi lebih mudah paham, seperti Pantai Lampu Satu apa-apa saja, jadi sangat membantu." ["We haven't had any media to teach English here, this is very helpful, the children also like it. What's interesting is that the game is about their everyday environment, so it's easier for them to understand, like the game about Lampu Satu Beach, and what things are there. It's really helpful.]

Based on the validation results conducted by experts (as shown in Tables 4 and 5), the students' test results (Table 6), and the positive perceptions from both students and teachers, it can be concluded that the Basic English Board Game is valid and suitable as a media for introducing basic English to elementary school students in the 3T regions of Southern Papua. Student perception is one of the key indicators for measuring the effectiveness of teaching and learning process (Pertiwi, 2017). It is found that there is a significant influence of student perception of learning media on English learning outcomes (Jumroh & Syamsuddin, 2019). Students engagement in learning activities significantly impacts their learning outcomes (Julyanti et al., 2021; Nuniary et al., 2023).

Discussion

In rural Papua, access to quality educational resources is limited, and traditional teaching methods not fully engage or address the learning needs of young students. Majority elementary schools in rural areas of South Papua are lack interactive learning tools, and the lessons tend to be teacher-centered. Anjaryani & Edwina, (2019) & Iuliana & Juhász, (2020) found that indigenous Papuan students show limited interest and enthusiasm for learning, with the exception of physical activities outside the classroom, and students rarely complete the assignments given by teachers. Kogoya et al., (2023) further emphasize that the lack of proper facilities and infrastructure is a major factor contributing to the low quality of

education in districts in Papua. Nirwati & Mardin, (2023) also highlight that the availability of appropriate learning media is a key factor affecting the quality of education in West Papua. The presence of suitable and interactive learning media is crucial for the educational development in the Papua region.

The use of board game media in this study demonstrated a positive attitude among students toward learning English, making the learning process more interactive. This aligns with the findings of (Ningrum et al., 2024; Syakur, 2020). Board game media provides an opportunity to present English language learning in a more engaging and accessible way. The board game format can be adapted to the local context, incorporating culturally relevant content that aligns with students' everyday experiences. There is a significant influence between students' reading abilities and contextual learning, which aligns the educational process with the learners' personal and cultural context (Utami et al., 2023). Contextual learning is a crucial aspect that must be fulfilled for effective learning.

One of the most significant impacts of the board game is its potential to boost student engagement and motivation. (Wang et al., 2023) found that integrating board games into language learning increases student motivation and enhances language acquisition. Educational board games have been shown to improve students' English proficiency (Christopher et al., 2021). Young learners in rural Papua may not be intrinsically motivated to learn English, as it is not commonly spoken in their community. However, board games introduce language learning through play, a natural activity for children. This playful approach can help overcome resistance or anxiety often associated with traditional language learning. Anxiety in learning is a factor that can hinder the educational process. Anxiety has a significant impact on language learning success (Kianinezhad, 2024). Language learning anxiety can arise from challenges related to the material and differences between students' first language and the target language (Hashemi, 2011).

Students who might struggle in traditional settings may feel more comfortable and confident when playing a game, where the pressure to perform correctly is reduced, and the focus is on enjoyment. The board game approach using a Monopoly-like concept has limitations in maximizing the role of immediate feedback for reinforcing correct language use, relying primarily on rewards instead. Feedback plays a crucial role in enhancing students' learning processes. Effective feedback helps students understand their strengths and weaknesses and provides clear guidance on the steps needed to improve their performance. In language learning, feedback is essential for analyzing mistakes, overcoming language barriers, and achieving proficiency Specific, targeted, and constructive feedback allows students to evaluate and refine their learning strategies, leading to a continuous improvement in their understanding and skills. Additionally, feedback strengthens student motivation by providing a sense of accomplishment and confidence in their progress. In education, rewards serve as motivators that can enhance student engagement and achievement. Properly administered rewards can reinforce positive student behavior and boost intrinsic motivation—the desire to learn driven by personal interest and satisfaction rather than external rewards. Timely and relevant rewards can strengthen mastery of the material and make students feel

valued for their efforts. However, if used excessively or inappropriately, rewards risk reducing intrinsic motivation and shifting students' focus solely to external achievements rather than the learning process itself.

Monopoly-based board game approach includes language activities such as vocabulary enrichment, grammar, reading, listening, and speaking. The game is designed to build foundational English language skills, emphasizing vocabulary acquisition, basic sentence structures, and common everyday phrases. For young learners in rural Papua, English is not a language they frequently encounter, which can make understanding abstract concepts more difficult. The visual and hands-on elements of a board game make language learning more tangible and concrete. Through repetitive yet varied exposure to English terms, students gradually internalize vocabulary in a meaningful context. The social aspect of playing the board game also enhances speaking and listening skills, both of which are essential for language acquisition. Peer interaction encourages students to practice new words and phrases in a supportive and safe environment, fostering communication skills that extend beyond simple memorization.

The basic English board game with a Monopoly-style approach can be designed to fit the students' context. Culturally relevant content not only makes the game more relatable but also helps in contextualizing English vocabulary within the students' experiences. For example, images, vocabulary, and scenarios used in the game could be linked to local environments, foods, traditions, and activities. This cultural integration can serve as a bridge between the students' native language and English, making it easier for them to understand new concepts. Furthermore, incorporating culturally familiar content shows respect for the local culture and identity, which is crucial for gaining community acceptance and encouraging active participation.

Introducing a basic English board game in rural Papua contributes to the broader goal of educational equity. It provides students who may not have access to advanced educational technology with a quality learning tool that is engaging and effective. By making English learning enjoyable and interactive, the board game has the potential to level the playing field for rural students, who often face disparities in educational resources compared to their urban counterparts. While the board game presents a promising approach to language learning in rural Papua, several challenges and limitations need to be addressed. The media should be available online to reduce costs, given the limited funding available for widespread distribution to remote areas of Southern Papua. Students in rural Papua may have varying levels of language proficiency, necessitating differentiated game content. The game must accommodate beginners while allowing for increased complexity to challenge more advanced learners.

The development of a basic English board game for elementary students in rural Papua is a meaningful initiative that has the potential to transform the way English is taught and learned in underserved rura; regions. By embracing an interactive and culturally relevant approach, the board game addresses key challenges associated with traditional language instruction and offers an engaging.

Conclusion

Based on the results of the development research on the Basic English Board Game using the PLOMP model, the media validation achieved a score of 84.25% in the high category, and the media practicality validation also scored 76.5% in the high category. The English learning test results showed that 80% of the students were in the good category. Additionally, both students' and teachers' perceptions of the media's use in English learning were positive. Therefore, the Basic English Board Game is deemed valid and suitable to be used as a media for introducing basic English in elementary schools in the rural regions of Southern Papua.

Recommendation

The integration of local cultural elements and language diversity within the game's design, ensuring that it resonates with the students while promoting essential language skills like vocabulary, sentence structure, and communication. Furthermore, incorporating simple, age-appropriate gameplay mechanics that foster cooperation and healthy competition will help maintain student engagement. By ensuring the game is both educational and accessible, this project has the potential to empower elementary students in rural Papua to develop their English language skills in a fun, interactive, and meaningful way. It is recommended that similar research be conducted to trial the media on a larger regional scale.

Acknowledgment

References

Andari, A. M., Zubaidah, A., R, R., & Habibi, M. (2023). The effect of learning meAde Mustika Andari, Zubaidah Amir, R Risnawati, M. H. (2023). The effect of learning media on student motivation student learning motivation in mathematics subjects. Union: Jurnal Ilmiah Pendidikan Matematika, 11.dia on student mo. *Union: Jurnal Ilmiah Pendidikan Matematika*, *11*(2). https://doi.org/https://doi.org/10.30738/union.v11i2.14017

Anjaryani, A. M., & Edwina, T. N. (2019). Motivasi Belajar pada Siswa Asli Papua Terhadap Implementasi Pendidikan Karakter. *G-COUNS: Jurnal Bimbingan Dan Konseling*, *4*(1).

Arikunto, S. 2008. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Karya.

Bawawa, M. (2020). Teaching English Vocabulary Using Songs to Develop Students' Vocabulary Mastery. *Jurnal Kajian Linguistik*, *8*(1).

Charline, C., Jo, S., & Frédéric, E. (n.d.). No Title. *Use of Learning Media to Increase Student Learning Motivation in Junior High Schools*, *2*(1), 169–182. https://doi.org/10.55849/wp.v2i3.402

Christopher, K., Harnadi, B., & Prasetya, H. (2021). Developing and Creating Board Game as a Media to Learn English Vocabulary for Senior High Student. *Journal of Business and Technology*, *1*(2).

Dewi, H. A. (2021). The Implementation of Board Games in Teaching Speaking for Tenth Graders in Senior High School. *RETAIN : Journal of Research in English Language*

Teaching, *9*(1), 45–52. https://ejournal.unesa.ac.id/index.php/retain/article/view/35953

Gizi, O. S. A. (2023). Importance of Feedback in teaching English Language. *Journal of Multidiciplinary Reaserch*, *1*(7).

Hashemi, M. (2011). Language Stress and Anxiety Among The English Language Learners. *Procedia - Social and Behavioral Sciences*, *30*, 1811–1816. https://doi.org/https://doi.org/10.1016/j.sbspro.2011.10.349

Herra, A., & Kulinska, A. (2019). The role of feedback in the process of learning English as a foreign language. *Forum Filologiczne Ateneum*, 127–143. https://doi.org/10.36575/2353-2912/1(6)2018.127.

Hidral, A. (2020). *Teaching English Using Board-Game Strategy: Its Effect On Students' Speaking Ability At Ma Darel Hikmah Pekanbaru* [State Islamic University of Sultan Syarif Kasim]. https://repository.uin-suska.ac.id/25902/2/ARI SAPUTRA.pdf

Iswadi. (2021). The Interplay Between Learning Media, Motivation and Learning Outcomes: Insights from Indonesian EFL Context. *Research and Developent Journal of Education*, *7*(1). https://doi.org/Doi.Org/10.30998/Rdje.V7i1.7809

Iuliana, M., & Juhász, A. (2020). Board-Games in the Primary Classroom: Teachers' Practice and Opinion. *14th International Technology, Education and Development Conference*, 7573–7582. https://doi.org/10.21125/inted.2020.2041.

Jacob, F., John, S., D, G., & Okoronka, A. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, *10*, 16–37. https://doi.org/10.9734/AJESS/2020/v10i430273.

Julyanti, E. R., Fitria, I. C., Dwi, O., & Hairun Nisah. (2021). The Effect Of Motivation On Student's Learning Outcomes In First High School. *Jurnal Pembelajaran Dan Matematika Sigma (JPMS)*, *7*(1).

Jumroh, & Syamsuddin, O. R. (2019). The Influence of Student's Perception on Learning Media and Student's Motivation Toward Student's English Achievement. *INFERENCE: Journal of English Language Taching*, *2*(1), 2615–8571.

Kianinezhad, N. (2024). Foreign Language Anxiety in Education. *JELITA*, *5*(1), 123–143. https://doi.org/https://doi.org/10.56185/jelita.v5i1.477

Kogoya, A., Waani, F. J., & Paat, C. J. (2023). Dampak Pendidikan terhadap Kualitas anak-anak Pedalaman di Kampung Mundidok Distrik Gome Utara Kabupaten Puncak Provinsi Papua. *Jurnal Ilmiah Society*, *3*(3).

Lee, H. (2012). SMARTies: Using a board game in the English classroom for edutainment and assessment. *Malaysian Journal Of ELT Research*, *8*(1).

Mahmud, M., Arrifqi, M. I., & Rizkiyah, F. (2021). Motivation of Students in the Learning English through Audio Visual Media: Qualitative Method. *Darussalam English Journal (DEJ)*, *1*(1), 55–80. https://doi.org/https://doi.org/10.30739/dej.v1i1.1067

Mayuri, B. (2021). Motivation in learning. *Journal of Critical Reviews*, *8*(2).

Ningrum, N. K., Harisa, A., & Liya, L. U. (2024). Learning Through Play: Utilizing Board Games to Enhance English Vocabulary for Early Students. *TECHNO CREATIVE*, *1*(1). https://doi.org/1. 117. 10.62411/tcv.v1i2.1784.

Nirwati, & Mardin, L. O. (2023). Sintesis Permasalah Pembelajaran Ilmu Pengetahuan Alam Kelas Dasar di Papua Barat. *Sience Education Research (Search) Journal*.

Nuniary, S., Lewang, R., Batlolona, E., & Rafafy, J. (2023). The Correlation between Student Perception and Learning Motivation: Blended Learning Strategy. *Al-Ishlah: Jurnal Pendidikan*, *15*(2), 1338–1346. https://doi.org/10.35445/alishlah.v15i2.

Palittin, I. D., Wolo, W. W., & Purwanti, R. (2019). Hubungan Motivasi Belajar dengan

Hasil Belajar Siswa. *Magistra: Jurnal Keguruan Dan Ilmu Pendidikan*, *6*(2).

Pertiwi, S. A. (2017). *Teachers' Interpersonal Communication Strategies in TEFL at a Senior High School in Makassar*. Universitas Negeri makassar.

Ranta, B., & Bawawa, M. (2024). Improving Students'interest In Learning English By Using Creative Narrative Flash Card. *Musamus Journal of Language and Literature*, *2*(2), 66–74. https://doi.org/10.35724/mujolali.v2i02.2832

Sugiyono. 2015. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung:ALFABETA.

Syakur, M. A. (2020). The Use of Board Game in Teaching Speaking to Young Learners. *English Education: Journal of English Teaching and Research*, *5*(2), 149–155. https://doi.org/https://doi.org/10.29407/jetar.v5i2.14633

Urhahne, D., & Lisette, W. (2023). Theories of Motivation in Education: an Integrative Framework. *Educ Psychol Rev*, *35*(45). https://doi.org/https://doi.org/10.1007/s10648-023-09767-9

Utami, N., Yahrif, M., Rosmayanti, V., & Siradjuddin, S. (2023). The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Comprehension. *Journal of Languages and Language Teaching*. https://doi.org/11. 83. 10.33394/jollt.v11i1.6732.

Wang, S. I., Chiu, L., & Liu, E. Z. (2023). Board Games as Alternative Method of English Language Teaching in Taiwanese Studies. *Eurasian Journal of Applied Linguistics*, *9*(3), 247–259. https://doi.org/Doi: http://dx.doi.org/10.32601/ejal.903022

Wanodya, R. M. (2023). Literature Review: the Role of Learning Media in Increasing Students' Motivation. *The 2nd English National Seminar English Education Study Program Stkip Pgri Pacitan*.