

Mahardika Darmawan KW, M.Pd 74001019

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Developing an "English Adventure" Board Game for Junior High School Students' Speaking Activities

[Pengembangan Permainan Papan "English Adventure" untuk Kegiatan Berbicara Siswa Sekolah Menengah Pertama]

Idbaaron Nujuum¹⁾, Fika Megawati^{*,2)}

¹⁾Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

*Email Penulis Korespondensi: fikamegawati@umsida.ac.id

Abstract. This study aims to develop an English language learning board game titled "English Adventure" as a learning medium to support English speaking activities for junior high school students. This board game was designed by adapting the traditional Snakes and Ladders concept and integrating various speaking tasks related to common English communication topics. The development of this product is intended to provide an engaging and interactive learning medium that encourages students to actively participate in speaking activities. The game combines educational content with entertainment elements, creating a supportive learning environment that fosters communication, collaboration, and language practice. The final product consists of a game board, challenge cards, special cards, game pieces, and game instructions. The implementation of the "English Adventure" board game demonstrates its potential in supporting speaking practice through interactive peer-to-peer communication and meaningful learning experiences. Therefore, this board game can be used as an alternative learning medium to facilitate speaking activities in English and enhance students' motivation and engagement in learning English.

Keywords - board game, English Adventure, speaking activities, game-based learning, junior high school students, English learning media.

Abstrak. Penelitian ini bertujuan untuk mengembangkan permainan papan pembelajaran bahasa Inggris berjudul "English Adventure" sebagai media pembelajaran untuk mendukung kegiatan berbicara bahasa Inggris bagi siswa sekolah menengah pertama. Permainan papan ini dirancang dengan mengadaptasi konsep tradisional Ular Tangga dan mengintegrasikan berbagai tugas berbicara yang berkaitan dengan topik-topik komunikasi bahasa Inggris umum. Pengembangan produk ini dimaksudkan untuk menyediakan media pembelajaran yang menarik dan interaktif yang mendorong siswa untuk berpartisipasi secara aktif dalam kegiatan berbicara. Permainan ini menggabungkan konten pendidikan dengan unsur hiburan, sehingga menciptakan lingkungan belajar yang mendukung yang menumbuhkan komunikasi, kolaborasi, dan latihan bahasa. Produk akhir terdiri dari papan permainan, kartu tantangan, kartu khusus, bidak permainan, dan petunjuk permainan. Penerapan permainan papan "English Adventure" menunjukkan potensinya dalam mendukung latihan berbicara melalui komunikasi antarsiswa yang interaktif dan pengalaman belajar yang bermakna. Oleh karena itu, permainan papan ini dapat digunakan sebagai media pembelajaran alternatif untuk memfasilitasi kegiatan berbicara dalam bahasa Inggris serta meningkatkan motivasi dan keterlibatan siswa dalam belajar bahasa Inggris.

Kata Kunci - permainan papan, English Adventure, kegiatan berbicara, pembelajaran berbasis permainan, siswa SMP, media pembelajaran bahasa Inggris.

I. INTRODUCTION

Mastering English speaking skills has become increasingly essential for Indonesian students in the globalized era, where English serves as the primary medium for international communication, academic advancement, and professional opportunities [1]. However, teaching speaking skills to adolescent learners, particularly seventh-grade students, presents significant pedagogical challenges. Research demonstrates that students' motivation for language learning tends to decline during the transition from primary to secondary school, with many students experiencing deterioration in their engagement with language learning activities during this critical developmental period [2]. This motivational decline is particularly

pronounced in speaking skill development, where students often exhibit heightened anxiety and reduced willingness to communicate in English [3].

Board games, as a subset of game-based learning interventions, have demonstrated notable effectiveness in developing English speaking skills among secondary school students [4]. Research specifically examining board game interventions in EFL contexts has documented improvements in multiple speaking sub-skills, including vocabulary range, grammatical accuracy, fluency, and pronunciation [5]. The interactive nature of board games encourages peer-to-peer communication, provides authentic contexts for language use, and creates opportunities for meaningful negotiation of meaning—all recognized as crucial factors in second language acquisition [6].

Game-based learning has emerged as a promising pedagogical innovation to address these persistent challenges in English language education. Studies demonstrate that game-based activities significantly enhance student engagement and motivation while reducing anxiety associated with language learning [7]. Gamification transforms vocabulary acquisition into a dynamic and enjoyable process by creating safe, stimulating environments where learners can practice without fear of judgment [8]. The integration of game mechanics into educational contexts—including competition, collaboration, immediate feedback, and reward systems—creates intrinsically motivating learning experiences that sustain learner attention and promote deeper cognitive processing [9].

The snake and ladder game, a traditional board game familiar to students across cultures, has been adapted for educational purposes with notable success. Studies in Indonesian schools showed that implementing snake and ladder games in English lessons improved students' vocabulary while stimulating their interest and excitement about the learning process. The game's simple mechanics combined with strategic placement of language learning tasks create an engaging learning experience that reduces the affective filter and promotes natural language acquisition [10].

II. RESULT AND DISCUSSION

The "English Adventure" board game adopts the familiar snake and ladder format, which has been successfully implemented in various educational contexts across Indonesian schools [11]. This traditional game format was selected because of its cultural familiarity among Indonesian students, its simple mechanics that allow focus on learning content rather than complex game rules, and its proven effectiveness in creating engaging learning environments [12]. Game-based learning has been identified as a powerful approach to address motivation issues in learning contexts, provided it is well-designed and built upon established implementation models [13]. More specifically, gamification is a concept that employs game-based mechanics, aesthetics, and game thinking to engage people, motivate action, enhance learning, and solve problems [14]. From the research evidence presented above, it can be concluded that gamification can serve as an effective medium to facilitate more interactive learning processes, particularly in developing speaking competence among EFL learners [15].

1. Board Game

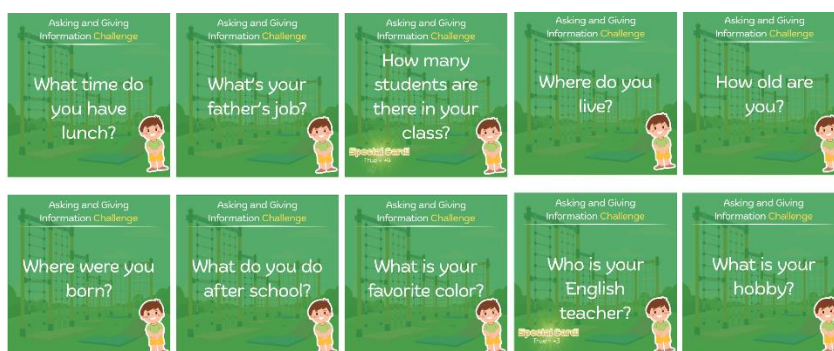
- Game Title : ENGLISH ADVENTURE



2. Question Cards

There are five types of questions on the challenge cards, and some questions have special cards. If the answer is correct, the number will increase. If the answer is incorrect, the number will decrease from the number when the card was obtained. The challenge cards are adapted from several materials related to speaking skills, Asking and Giving Opinions, Asking and Giving Information, Asking and Giving Directions, Expressing Likes and Dislikes, Expressing Gratitude and Responding.

- (Green) indicates *Asking and Giving Information*



- Yellow** indicates *Asking and Giving Directions*

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- **(Orange)** indicates *Asking and Giving Opinions*



- **(Red)** indicates *Expressing Likes and Dislikes*



- **(Purple)** Indicates *Expressing Gratitude and Responding*



3. Playing Tools

- dice



- Pawn



i. Product usage Instructions

1. Games Rules

- This game is played by 2–5 players on one game board, where each player uses one token to mark their position.
- The game can be played individually or in groups. When used in a classroom or large forum, players can be divided into several groups and discuss how to answer each challenge.
- Cards are drawn and challenges are read by the teacher, facilitator, or another player who is not currently taking their turn.
- If a player is unable to answer the challenge, the teacher or facilitator may provide assistance or an example. If the player is still unable to complete the challenge, their turn ends and the game moves on to the next player.
- Each color of square has a different type of challenge, namely vocabulary, grammar, speaking, reading, and fun tasks, which must be completed according to the instructions on the card.
- Players who stop on a Special Card square must follow the instructions on the card, whether it is to move forward or backward according to the answer.
- If the game uses the additional Snakes and Ladders rules, players who stop on a snake or ladder square must follow the direction indicated without drawing an additional card.

- 5
- h) The winner of the game is the first player to reach the FINISH (100) square with the correct number of dice.
2. Games Steps
- 4
- a) All players prepare the game board, tokens, dice, challenge cards based on color, and special cards.
 - b) Each player places their token on the START square as the starting position of the game.
 - c) Players determine the order of play, then the game begins and proceeds clockwise in turns.
 - d) On each turn, players roll the dice and move their tokens according to the number rolled.
 - e) After stopping on a square, players take a challenge card corresponding to the color of the square and complete the challenge described on the card.
 - f) The teacher or other players check the player's answer. After completing the challenge, the player waits for the next turn.
 - g) If the player stops on a **Special Card** square, the player takes one special card and carries out the instructions on the card.
 - h) If the player stops on a snake or ladder square, the player immediately moves to the corresponding position on the snake or ladder without taking an additional card.
 - i) The game continues until one of the players successfully reaches the FINISH square (100) with the correct dice number.

VII. COUNCLUSION

Based on the results of the development process, it can be concluded that the “English Adventure” board game is an appropriate English language learning tool to support speaking activities for junior high school students. This game was developed by adapting the traditional Snakes and Ladders game and integrating various speaking challenges that encourage students to use English in a meaningful and interactive way. This board game provides students with opportunities to practice speaking through activities such as asking for and providing information, asking for and giving opinions, asking for and giving directions, expressing likes and dislikes, as well as expressing gratitude and responding. These activities foster communication, collaboration, and active participation during the learning process.

Additionally, the “English Adventure” board game can serve as an alternative learning medium that helps teachers create more engaging and enjoyable speaking activities. By combining educational content with game elements, this product has the potential to boost students’ motivation, participation, and confidence in using English during classroom interactions.

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.