



Similarity Report

Metadata

Name of the organization

Universitas Muhammadiyah Sidoarjo

Title

Artikel Board Game Food Drink_B.Ingggris[1] rev

Author(s)Coordinator

PBI pbi

Organizational unit

FPIP

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.



25
The phrase length for the SC 2

2264
Length in words

15593
Length in characters

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet		0
Spreads		0
Micro spaces		0
Hidden characters		0
Paraphrases (SmartMarks)		2

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	Pengukuran Self-Regulated Learning (SRL) dengan Bantuan Media Pembelajaran Putro Budi Laksono,Endah Permatasari, Wahyudin;	13 0.57 %
2	Technology-Enhanced Paraphrasing Tool to Improve EFL Students' Writing Achievement and Enjoyment Anam Syafi'ul,Ariyanti Ariyanti;	10 0.44 %
3	https://www.iiste.org/Journals/index.php/JLLL/article/download/46954/48485	5 0.22 %

from RefBooks database (1.02 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
Source: Paperity		
1	Pengukuran Self-Regulated Learning (SRL) dengan Bantuan Media Pembelajaran Putro Budi Laksono, Endah Permatasari, Wahyudin;	13 (1) 0.57 %
2	Technology-Enhanced Paraphrasing Tool to Improve EFL Students' Writing Achievement and Enjoyment Anam Syafi'ul, Ariyanti Ariyanti;	10 (1) 0.44 %
from the home database (0.00 %)		
NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
from the Database Exchange Program (0.00 %)		
NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
from the Internet (0.22 %)		
NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://www.iiste.org/Journals/index.php/JLLL/article/download/46954/48485	5 (1) 0.22 %

List of accepted fragments (no accepted fragments)

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
	<p>A Board Game-Based Learning Media: Food and Drink Dita Novita Sari Abstract This paper presents the development and use of the Food & Drink Board Game as an interactive educational media to support English language learning, particularly speaking skills, in elementary schools. The media was designed with familiar thematic content-food and beverages-to facilitate vocabulary acquisition and communicative competence. Equipped with visually engaging components and structured gameplay, the board game encourages learners to express preferences, ask and answer questions, and participate actively in dialogues. Observations show that the board game enhances students' motivation, fluency, and confidence in using English in meaningful contexts. By integrating cognitive, affective, and social aspects of learning, the board game offers a student-centered alternative to traditional methods. This media has been officially registered for intellectual property protection under the name Dita Novita Sari. Keywords: board game, game-based learning, interactive media, food and drink theme, elementary education.</p> <p>Abstrak Makalah ini menyajikan pengembangan dan penggunaan Food & Drink Board Game sebagai media edukasi interaktif untuk mendukung pembelajaran bahasa Inggris, khususnya keterampilan berbicara, di sekolah dasar. Media ini dirancang dengan konten tematik yang familiar-makanan dan minuman-untuk memfasilitasi pemerolehan kosakata dan kompetensi komunikatif. Dilengkapi dengan komponen yang menarik secara visual dan permainan yang terstruktur, permainan papan ini mendorong siswa untuk mengekspresikan preferensi, mengajukan dan menjawab pertanyaan, dan berpartisipasi aktif dalam dialog. Pengamatan menunjukkan bahwa permainan papan ini meningkatkan motivasi, kefasihan, dan kepercayaan diri siswa dalam menggunakan bahasa Inggris dalam konteks yang bermakna. Dengan mengintegrasikan aspek kognitif, afektif, dan sosial dalam pembelajaran, permainan papan ini menawarkan alternatif yang berpusat pada siswa dibandingkan dengan metode tradisional. Media ini telah terdaftar secara resmi untuk perlindungan hak kekayaan intelektual atas nama Dita Novita Sari. Kata kunci: permainan papan, pembelajaran berbasis permainan, media interaktif, tema makanan dan minuman, sekolah dasar.</p>	
	<p>I. INTRODUCTION In recent years, English has increasingly solidified its position as a global lingua franca, making fluency in English a crucial skill for young learners in a globally connected world (Wang & Rajendran, 2021). One major challenge in teaching English at the elementary level is engaging students in speaking activities in a joy and meaningful way. Traditional classroom instruction often falls short in creating interactive learning environments that effectively motivate students to practice speaking (Syafrietal et al., 2022). In the field of English language education, especially at the elementary and junior levels, developing students' speaking skills remains a significant challenge. Many students struggle to express themselves in English due to limited vocabulary, lack of self-confidence, and insufficient opportunities to practice speaking in engaging contexts (Alharbi, 2020). To address these issues, there is a growing shift toward the adoption of interactive, learner-centered methods that promote both language acquisition and student motivation (Yuliana & Wijayanti, 2023). One such approach is the use of educational board games, which blend learning objectives with gameplay elements to create an enjoyable and meaningful learning experience. One increasingly popular and effective strategy is the integration of educational board games. These games combine pedagogical goals with entertaining game mechanics, offering students a low-stress, meaningful environment for language learning (Wijaya &</p>	

Kusumawati, 2022). Game-based learning fosters collaboration, active participation, and vocabulary reinforcement, making it especially suitable for language skill development (Ismail & Wahyuni, 2021). Board games naturally promote interaction, cooperation, and repetition-all of which are essential for language development. When aligned with thematic vocabulary such as "Food and Drink," board games can become powerful tools to help learners not only memorize new words but also use them communicatively.

When designed around thematic content-such as "Food and Drink"-board games provide a familiar and relatable context for students. Vocabulary like rice, juice, apple, bread, and chicken is already part of student's everyday life, making it easier for them to connect language to real-world experiences (Puspitasari & Nurfadilah, 2023). Nevertheless, traditional methods such as vocabulary drills or passive memorization often fail to provide the authentic speaking practice needed for real communicative competence (Hakim & Suryani, 2021).

This study investigates the effectiveness of using a board game with a "Food and Drink" theme to improve English-speaking skills among elementary school students. The research aims to determine whether game-based learning can enhance students' vocabulary retention, speaking fluency, and confidence in using English to describe food items, express preferences, and engage in basic conversations.

II. BOARD GAME-BASED LEARNING MEDIA

1. INFORMATION OF FOOD&DRINK BOARD GAME

"Board Game: Food and Drink"

Board games are board-based educational games designed with visual components and certain rules of play, which combine elements of entertainment and learning. In the context of English language learning, board games are used as a tool to create a learning environment that is interactive, fun, and motivates students to actively participate in language activities.

According to Wijaya & Kusumawati (2022), the use of board games in English learning can improve students' speaking skills because of its communicative and collaborative nature. Board games provide authentic language situations, where students need to interact, respond, and express ideas in English, both orally and in writing, according to the roles and challenges in the game.

'Food and Drink' is one of the important themes in the English curriculum for elementary school students. This theme is very relevant to students' daily lives, making it easy to understand and relate to their personal experiences. In this material, students learn about: 1) Vocabulary: names of food and drinks such as rice, chicken, vegetables, bread, milk, juice, etc. 2) Expressions and phrases: expressions related to food, such as: What do you usually eat for breakfast? Do you like spicy food? What is your favourite drink? 3) Simple grammar: use of simple present tense to describe eating habits or food preferences, such as I usually eat bread and eggs for breakfast. 4) Dialogue and conversation: constructing conversations about ordering food, discussing healthy food, and expressing opinions about food.

According to Puspitasari & Nurfadilah (2023), the Food and Drink theme is very effective for building students' communication skills because it is close to the context of daily life, allowing students to use language naturally and meaningfully. Combining board games with the Food and Drink theme allows students to practice English communicatively while playing. For example, students will roll the dice, advance to a certain box, and pick up a card that asks them to answer a question. This approach involves both cognitive (vocabulary recall) and affective (motivation and confidence) aspects of speaking. Students will feel more comfortable speaking as the learning atmosphere is non-stressful and fun.

1. Purpose of Use

Food & Drink Board Game is used for:

1. Helps students expand their vocabulary about food and drink.
2. Improve active English speaking skills through questions and answers and light discussion.
3. Foster students' confidence in using English in real contexts.
4. Making the learning process more fun and interactive through game-based learning method.

2. Food & Drink Board Game Components

Based on the mock up picture, this media consists of:

1. Board Game

1. It is a winding path from the 'PLAY' point to the 'FINISH' point.
2. Each patch is coloured and has a different command, for example:
3. Place for Red Card: take the red card and answer the question.
4. Place for Yellow Card: take the yellow card.
5. Place for Blue Card: take the blue card.
6. Action tiles such as 'Move forward 2 steps', 'Move back 1 step', 'Move one step back', etc.
7. The board background contains visually appealing food and beverage illustrations.

2. Question Cards

Divided by colour:

Red Card: Questions about personal opinions or choices. Example: 'Can you name five healthy foods?'

Blue Card: Factual or vocabulary questions. Example: 'What is your favourite ice cream flavour?'

Yellow Card: Reflective or experience-based questions. Example: 'What do you usually eat for breakfast?'

3. Dice

Used to determine the number of steps played each turn.

2. Application in Learning Process

Game Stages

Preparation:

1. Students are divided into small groups (3-5 people per group).
2. Each group gets a game board, dice, and a set of coloured question cards.

Rules of Play:

3. Players take turns rolling the dice and move forward according to the number they get.

4. If it stops on a particular coloured square (red, yellow, or blue), players pick up a card of that colour.
5. Players read the question aloud and answer in English.
6. Friends in the group can provide feedback or additional questions.

Finish:

7. The game ends when one player reaches 'FINISH'.
8. The teacher can give extra points for the most active and communicative student.

Media Pros

9. Visuals are engaging and contextualised: Pictures of familiar foods/drinks make it easy for students to understand the context.
10. Integrates speaking, vocabulary, and social interaction.
11. Suitable for all learning types: visual, kinesthetic, interpersonal.
12. Increases learning motivation: game-based and light-hearted competition.

3. Strengthened English Language Competencies

1. Speaking: Expressing opinions, preferences, describing food.
2. Vocabulary: Naming food and drink, describing tastes, identifying healthy/unhealthy options.
3. Grammar: Present simple, modal verbs (can), and question formation.

4. Discussion

The result of using board game-based learning media with Food and Drink theme showed a significant improvement in elementary school students' speaking ability in English. Based on observation and learning activity results, students became more active in expressing opinions, asking questions, and answering questions using vocabulary relevant to the theme of food and drink. The use of interactive game boards and attractive visuals encouraged student participation, created a fun and non-stressful learning atmosphere, and increased students' confidence in speaking English.

This Board Games effectively combines cognitive (vocabulary acquisition), affective (motivation and confidence) and social (group interaction) elements. Activities such as rolling the dice, coming forward on the board, and answering questions based on the cards reinforce thematic learning in a fun and communicative way.

This finding is in line with some previous research results:

1. Ismail & Wahyuni (2021) stated that game-based learning can improve students' speaking skills because games encourage real and spontaneous interactions between learners.
2. Wijaya & Kusumawati (2022) asserted that board games as learning media help create a more collaborative and communicative learning atmosphere, and increase students' courage to speak in a foreign language.
3. Puspitasari & Nurfadilah (2023) in their research found that the Food and Drink theme is very effective in vocabulary learning because it is close to students' daily lives and makes it easier for them to associate language with real experiences.
4. Hakim & Suryani (2021) through classroom action research also proved that the use of board games can improve students' vocabulary acquisition and speaking skills gradually through repetition and contextual practice.
5. In addition, research by Yuliana & Wijayanti (2023) highlighted the importance of motivation in language learning, and that game-based learning contributes greatly in maintaining students' enthusiasm and interest in learning during the learning process.

Thus, the use of board games in the context of learning English with the theme of Food and Drink not only provides an interesting learning experience, but is also relevant to modern pedagogical approaches that focus on student activeness and engagement. This suggests that innovative learning media such as board games can be an effective solution to improve speaking skills in foreign language learning, particularly at the elementary school level.

III. Conclusion

This study shows that the use of board game-based learning media with the theme of Food and Drink can significantly improve the speaking skills of elementary school students in learning English. The board game creates a fun, interactive and collaborative learning environment, which supports the development of cognitive (vocabulary and language structure), affective (motivation and confidence) and social (interaction between students) aspects. Thus, the Food and Drink themed board game proved to be an effective learning medium and relevant to modern pedagogical approaches that emphasise student-centred learning. Future research can compare the effectiveness of board games with other learning methods, such as role play, storytelling, or interactive digital media, to see which method is most optimal in improving students' speaking skills. To adapt to the times, conventional board games can be developed into digital board games or interactive applications so that they can be accessed more widely and attract digital native students. It is also worth investigating more deeply how board games affect students' affective aspects, such as anxiety in speaking English or increased intrinsic motivation in learning a foreign language.

Reference

- Alharbi, M. A. (2020). Improving speaking **skills among Saudi EFL students** through task-based learning. *International Journal of English Linguistics*, 10(4), 75-85. <https://doi.org/10.5539/ijel.v10n4p75>
- Hakim, A., & Suryani, L. (2021). Enhancing students' vocabulary mastery through board game: **A classroom action research**. *Journal of English Language Teaching and Linguistics*, 6(2), 345-360.
- Ismail, S., & Wahyuni, D. (2021). Implementing game-based learning to foster students' speaking skills. *Journal of Language Education and Educational Technology*, 6(1), 27-36.
- Puspitasari, D., & Nurfadilah, R. (2023). The effectiveness of board games in teaching English vocabulary to young learners. *Journal of Early Childhood and Primary Education*, 4(1), 15-24.
- Syafrizal, S., Isnawati, I., & Fauziati, I. (2022). Teachers' strategies to motivate students in speaking English. *J-SHMIC: Journal of English for Academic*, 9(1), 65-74.
- Wang, Y., & Rajendran, S. (2021). English as a global language: A pedagogical challenge for teachers. *Journal of Language and Education*, 7(3), 125-134. <https://doi.org/10.17323/jle.2021.11340>
- Wijaya, R., & Kusumawati, L. (2022). Board game as a media to enhance students' speaking skill. *Indonesian Journal of Educational Research and Technology*, 2(3), 191-197.
- Yuliana, E., & Wijayanti, A. (2023). Game-**based learning to support students' motivation in learning English**. *International Journal of Educational Research Review*, 8(2), 202-211.

