

The Development of English Adventure Board Game for Vocabulary Learning

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Abstract

This study aimed to develop the English Adventure Board Game as an instructional medium for teaching English vocabulary to seventh-grade students at SMP Darul Falah. The study was motivated by students' low vocabulary mastery and learning motivation resulting from conventional teaching methods. This research employed the Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were 31 seventh-grade students. Data were collected through observations, interviews, questionnaires, and validation sheets involving instrument, material, and media experts. The validation results indicated that the product was highly valid, with scores of 95% for instrument validation, 97.5% for material validation, and 100% for media validation, all categorized as "Very Valid." During implementation, students demonstrated active participation and enthusiasm in vocabulary-learning activities. Furthermore, the student response questionnaire achieved a score of 91.3%, categorized as "Very Feasible," indicating strong acceptance of the media. These findings suggest that the English Adventure Board Game is a valid and feasible instructional medium for vocabulary learning and can support the creation of an engaging, interactive, and student-centered learning environment.

Keywords: *ADDIE, Board Game, English vocabulary, game-based learning, learning media*

INTRODUCTION

The critical importance of English in driving global interaction, education, science, technology, and daily communication is widely acknowledged on an international scale (Zhang, 2022). In Indonesia, English is taught at various educational levels to equip students with communicative competence and prepare them to participate in an increasingly globalized world. As one of the core subjects in secondary education, English learning aims to develop students' abilities to understand and use

the language effectively in both spoken and written forms. However, achieving these goals remains challenging, particularly in relation to students' vocabulary mastery, which serves as a fundamental component of language learning.

Acquiring a language heavily relies on vocabulary, as it serves as a foundational component that underpins the mastery of reading, writing, listening, and speaking competencies (Al Mardhiyyah et al., 2021; Šafranĵ et al., 2019). Kaur (2020) describes vocabulary as the basic building block of language that enables learners to comprehend and express ideas effectively. Students with limited vocabulary knowledge often experience difficulties in understanding texts, participating in classroom interactions, and communicating their thoughts in English (Tahir et al., 2021). Consequently, vocabulary mastery is considered one of the most important aspects that influence students' overall English proficiency.

Despite its importance, vocabulary learning in many schools is still dominated by conventional teaching approaches such as memorization, translation, and teacher-centered instruction. These approaches often make learning activities repetitive and less engaging for students, resulting in low motivation and limited participation during classroom instruction. As a result, students frequently struggle to retain new vocabulary and apply it in meaningful communication contexts. This condition highlights the need for innovative instructional media that can facilitate active learning while increasing students' motivation and engagement.

Seeking solutions to these difficulties, recent educational discourse heavily advocates for interactive instructional media to reinforce the language learning process. According to Wahyuni et al. (2020), these interactive tools are capable of delivering meaningful educational experiences that prompt students to participate actively in class. Within this framework, Game-Based Learning (GBL) has attracted significant interest by weaving game design into academic tasks, thereby creating a highly engaging, delightful, and student-oriented learning atmosphere. Through game-based activities, students are encouraged to learn through interaction, collaboration, problem-solving, and exploration, which can enhance both motivation and learning outcomes.

Prior research has consistently highlighted the prospective advantages of integrating game-based learning into English language instruction. Dewi & Listiowarni (2019) reported that educational games contributed positively to students' vocabulary

acquisition and classroom participation. For instance, Ghazy et al. (2021) demonstrated that incorporating games into English lessons successfully enhanced learners' drive and participation. Furthermore, when Saputra et al. (2021) introduced newly developed game-based educational media, students expressed enthusiastic responses regarding their classroom experience. These combined outcomes imply that game-based learning has significant potential to support vocabulary instruction and create a more enjoyable learning environment.

Preliminary observations conducted at SMP Darul Falah revealed several problems in vocabulary learning among seventh-grade students. English instruction was predominantly conducted through teacher-centered methods and textbook-based activities. Students tended to be passive during lessons and showed limited enthusiasm when learning vocabulary. During classroom activities, students often relied on translating words individually without fully understanding their contextual meanings. Furthermore, the English teacher reported difficulties in maintaining students' learning motivation because the instructional media used in the classroom were not sufficiently interactive or visually attractive. These conditions indicate the need for learning media that can promote active participation, collaboration, and meaningful vocabulary practice.

Among various forms of game-based learning media, board games offer several advantages for classroom instruction. Board games encourage direct interaction among students, foster collaboration and communication, and provide opportunities for repeated vocabulary exposure in meaningful contexts. In addition, board games are relatively affordable, easy to implement, and do not require sophisticated technological infrastructure, making them suitable for schools with limited access to digital resources. Therefore, board games have the potential to become practical and effective learning media for vocabulary instruction in junior high school settings.

Although previous studies have highlighted the benefits of game-based learning, most existing research has focused on digital learning media or examined the effectiveness of educational games in general. Limited studies have specifically developed and validated analog board games for English vocabulary learning at the junior high school level. Furthermore, research examining the development of board-game-based instructional media that aligns with the principles of the Merdeka Curriculum remains scarce. Consequently, there is still a need for research that develops

and evaluates the feasibility of an analog board game designed specifically to support vocabulary learning in Indonesian junior high schools.

To address this gap, the present study develops the English Adventure Board Game, an adventure-themed educational board game designed for seventh-grade students at SMP Darul Falah. The originality of this study lies in the development of an analog game-based learning medium that integrates vocabulary practice, visual learning elements, collaborative interaction, and contextual language use within the framework of Game-Based Learning and the Merdeka Curriculum. Unlike many previous studies that primarily focused on digital learning media, this study provides a practical and accessible instructional alternative that can be implemented in various school contexts.

Consequently, the primary objectives of this research are twofold: (1) to design and construct the English Adventure board game as an educational tool for instructing seventh-grade vocabulary, and (2) to assess its viability based on expert appraisals and learner feedback. By addressing these aims, this investigation endeavors to deliver a compelling, highly applicable, and learner-focused instructional aid that enhances vocabulary acquisition within junior high school settings.

METHOD

This study adopted a Research and Development (R&D) methodology anchored in the ADDIE model formulated by Branch (2009), which breaks down into Analysis, Design, Development, Implementation, and Evaluation steps. Located at SMP Darul Falah Blitar, this research was specifically geared toward fabricating the English Adventure board game and verifying its feasibility as a supportive vocabulary learning tool for seventh-grade classrooms. The participants were 31 seventh-grade students selected through total sampling because all members of the population were involved in the study (Sugiyono, 2019). In addition, three expert validators, consisting of an instrument expert, a material expert, and a media expert, participated in evaluating the developed product.

During the analysis stage, observations and unstructured interviews were conducted with the English teacher and students to identify learning needs and challenges in vocabulary learning. Based on the findings, the English Adventure Board Game was designed and developed, then validated by experts and revised according

to their suggestions. The revised product was implemented in vocabulary learning activities involving 31 students, followed by an evaluation based on expert validation results and student responses to determine its feasibility. Research data accumulated from direct observations, informal interviews, validation checklists, and student questionnaires served as the foundation for this study. To evaluate the effectiveness and practicality of the designed media, a descriptive approach was applied to examine the qualitative records from observations, interviews, and expert commentary, while quantitative metrics from the validation and response sheets were computed using percentages.

RESULTS AND DISCUSSION

This study was directed toward developing and verifying the practical feasibility of the English Adventure Board Game as a learning medium for teaching English vocabulary to seventh-grade students at SMP Darul Falah. Utilizing the ADDIE model, the product was engineered through a sequence of five phases: Analysis, Design, Development, Implementation, and Evaluation. Through these stages, the researchers systematically identified students' learning needs, designed and developed the product, implemented it in the classroom, and evaluated its feasibility based on expert validation and students' responses. The results of each stage are presented and discussed in the following sections.

1. Analysis

The purpose of the analysis phase was to pinpoint learning necessities, student attributes, and the difficulties arising in English vocabulary lessons. To collect the relevant data, the researcher conducted classroom observations along with interviews involving the English teacher. The observation results revealed that English instruction was still dominated by conventional teaching methods, particularly lectures and textbook-based learning. Students tended to be passive during classroom activities and experienced difficulties in understanding and memorizing new vocabulary. Furthermore, many students demonstrated low motivation in learning vocabulary because the instructional media used in class had not yet created an engaging and interactive learning environment.

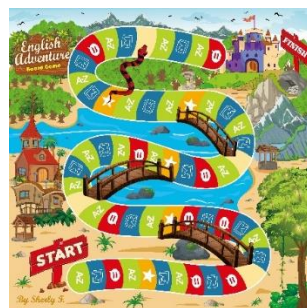
The needs analysis indicated the necessity of instructional media capable of increasing students' engagement in the learning process. This finding is consistent with the study conducted by (Wandari et al., 2024), which reported that game-based

learning can enhance students' motivation and participation by providing enjoyable learning experiences. Similarly, (Purba et al., 2022) explained that educational games can facilitate vocabulary learning through more active and meaningful learning activities. Based on these findings, the English Adventure Board Game was developed as an alternative instructional medium that integrates game elements with English vocabulary materials, allowing students to learn while playing.

2. Design

The design stage was conducted based on the results of the needs analysis. At this stage, the researcher developed the media concept, selected the learning materials, and designed the game components. The media was designed as an adventure-themed board game consisting of several components, including a game board, vocabulary cards, picture cards, challenge cards, pawns, dice, and a user guide. Each component was designed to help students recognize, understand, and use English vocabulary in an enjoyable learning environment.

The game design was based on the principles of Game-Based Learning, which emphasize active student participation throughout the learning process. According to Ni et al. (2020) and Taebenu and Katemba (2021), game-based learning can increase students' motivation because learners are actively involved in instructional activities. Therefore, the design of the English Adventure Board Game considered not only visual attractiveness but also pedagogical aspects to ensure the achievement of learning objectives. In addition, the use of game-based media is appropriate for junior high school students, who generally enjoy learning activities involving social interaction, collaboration, and healthy competition. Therefore, the designed media was expected to create a more engaging learning experience than conventional instructional approaches.



Picture 1. Design English Adventure
Board game



Picture 2. Design Instruction
Sheet



Picture 3. Pawns



Picture 4. Dice



Picture 5. Design Cards

3. Development

The development stage involved transforming the previously designed concept into a complete instructional product. The product developed in this study was the English Adventure Board Game, which consisted of a game board, vocabulary cards, picture cards, challenge cards, pawns, dice, and a user guide. After the product had been fully developed, it was validated by an instrument expert, a material expert, and a media expert to determine its feasibility before classroom implementation.

Table 1. Product Validation Results

Validator	Percentage	Category
Instrument Expert	95%	Very Valid
Material Expert	97,5%	Very Valid
Media Expert	100%	Very Valid

Based on Table 1, the English Adventure Board Game achieved very high validation results across all assessment aspects. The instrument validation obtained a score of 95%, the material validation achieved 97.5%, and the media validation reached 100%. The material validation results indicate that the content incorporated into the media is consistent with the learning objectives, students' characteristics, and the curriculum. The high validation score demonstrates that the developed content effectively supports English vocabulary learning.

Meanwhile, the media validation score of 100% indicates that the instructional medium possesses excellent visual quality, ease of use, and strong appeal to students. This finding is consistent with (Aulia et al., 2023), who stated that highly valid instructional media meet the necessary standards for educational implementation. Furthermore, the findings support (Sopian et al., 2023), who argued that a systematic development process contributes to the creation of instructional media that effectively

address students' needs and learning objectives. Therefore, the validation results indicate that the English Adventure Board Game is suitable for use in English vocabulary instruction.

4. Implementation

The implementation stage involved testing the English Adventure Board Game with 31 seventh-grade students at SMP Darul Falah. The learning activities were conducted in groups according to the game procedures developed during the previous stage. During the implementation process, students actively participated in the game. They engaged in discussions with group members, answered vocabulary questions, identified pictures, and completed various challenges provided within the game. These activities demonstrate that the developed media successfully created a more interactive learning environment compared to conventional instruction. To measure student perceptions of the instructional media, a response questionnaire was distributed once the learning activities concluded.

Table 2. Students' Response Results

Assessment Aspect	Percentage	Category
Students' Response	91,3%	Very Feasible

The survey outcomes indicated an approval rate of 91.3%, earning the media a "very feasible" status. Ultimately, this score reflects the students' enthusiastic acceptance of the English Adventure Board Game as an effective tool for mastering English vocabulary. The high level of student response suggests that the media successfully increased students' learning motivation and engagement throughout the instructional process. This finding supports (Sulistiyo et al., 2021), who reported that educational games can enhance student participation in learning activities. Such results are heavily supported by existing research (Aisyah et al., 2024), confirming that game-centered instructional resources are capable of elevating students' learning interest through the provision of fun and engaging classroom experiences. In addition, students reported that they found it easier to understand vocabulary because the material was presented in the form of a game that encouraged interaction among group members. This finding indicates that the developed media successfully promoted a more active and student-centered learning environment.

5. Evaluation

The evaluation stage was conducted to assess the overall quality of the product based on expert validation results and students' responses, as well as to refine the media according to the feedback provided throughout the development process. In the ADDIE model, evaluation plays a crucial role in ensuring that the developed product aligns with instructional objectives and meets users' needs (Branch, 2009).

Based on the validation results from the instrument expert (95%), material expert (97.5%), media expert (100%), and students' responses (91.3%), the English Adventure Board Game was categorized as highly valid and highly feasible for use in English vocabulary learning. These findings indicate that the developed media can support a more engaging and interactive learning environment for students. The results are consistent with previous studies by (Purba et al., 2022), (Warman, 2022) and (Wandari et al., 2024), which found that game-based learning media can enhance students' engagement and learning motivation. Therefore, the English Adventure Board Game can be recommended as an alternative instructional medium for teaching English vocabulary to junior high school students.

CONCLUSION AND SUGGESTION

This study successfully developed an instructional medium called the English Adventure Board Game for teaching English vocabulary to seventh-grade students at SMP Darul Falah using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The development of the media was based on the results of the needs analysis, which revealed that students required a more engaging, interactive, and motivating learning medium to support English vocabulary learning.

The validation results indicated that the English Adventure Board Game achieved a very high level of feasibility. The instrument expert validation obtained a score of 95%, the material expert validation reached 97.5%, and the media expert validation achieved 100%, all of which were categorized as highly valid. Furthermore, the field trial involving 31 seventh-grade students resulted in a student response score of 91.3%, which was categorized as highly feasible.

In light of these outcomes, it is reasonable to infer that the "English Adventure" board game stands as a valid and highly viable educational tool for instructing English vocabulary. This medium successfully establishes a dynamic and pleasurable classroom atmosphere while simultaneously stimulating student involvement throughout the

instructional journey. Consequently, the newly designed resource can function as an effective alternative instructional aid for junior high school vocabulary lessons, directly reinforcing the practice of learner-focused education under the Merdeka Curriculum.

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