

Developing Ink Adventure Board Game to Teach Writing Descriptive Text for Junior High School

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Abstract

The purpose of this study is to create a modified version of the Snakes and Ladders board game so that it can be used as a learning tool for teaching writing descriptive text. The objectives of this study are to describe the development process of the Ink Adventure Board game for teaching writing descriptive text and to investigate the feasibility of this Ink Adventure board game in teaching writing descriptive text. This study was conducted at one of Islamic junior high school in Cimahi with 36 seventh-grade students as research subjects, applying the R&D (Research and Development) methodology within the framework of the ADDIE model. According to the needs analysis process and preliminary study, limited access to digital learning media and teacher-centered instructional approaches were the main causes of students' low writing proficiency and motivation. Validation results showed that with a score of 90% from the practice validators and then 92% from content and media validators, indicated if the product achieved a very high level of validity. Additionally, students feedback showed an 80% approval rate, were classified as highly feasible, indicating that Ink Adventure board game well-received and has the potential to increase student enthusiasm and engagement in writing practice.

Keywords: Board Game; Descriptive Text; Junior High School; Teach Writing

INTRODUCTION

The process of using symbols to express ideas and thoughts legibly is writing. However, teaching students to write has long been considered challenging. According Amalia et al. (2021) acquiring the ability to write in a second language is more difficult than acquiring other language-related skills. Writing requires cognitive strategies and prior knowledge related to the target culture, which motivates teachers to instruct their students in various elements, such as vocabulary, grammatical accuracy, text organization, coherence and cohesion, genre conventions, audience awareness, and the stages of the writing process, including planning, drafting, revising, and editing. It also diverse processes that require the writer to produce a written text that is clear, informative, and easy to understand (Yüce & Ataç, 2019).

Over the past decade, many researchers have examined the obstacles faced by students of English as a foreign language in Indonesia when writing. According to a study by Febriani (2022), the elements and difficulties of writing were examined. This study found that students struggle with vocabulary mastery. Students expressed confusion regarding vocabulary and the use of formal language. Knapp and Watkins (2005 as cited in Mukarromah & Suryanto, 2022) later found a study that the remaining deficiencies in writing skill is not only caused by limited vocabulary. The use of teaching materials to help students memorize vocabulary also plays an important role in the writing learning process. If teachers rely only on textbooks, students will be less motivated and less engaged in their learning process.

The result from previous study is also found when the researchers doing an analysis stage that has been made during teaching internship and unstructured interviews with an English teacher at one of the Islamic Junior High School in Cimahi. The teacher in that school states that many children still have difficulty writing in English especially when the teacher asks the students to describe something. One example is when the teacher asks students to describe their classroom, they write “The library is quit” instead of “The library is quiet”. In addition, during the needs analysis process, it was found that students lacked access to interactive learning materials for writing activities. This situation lowered student motivation and made it difficult for them to describe objects because they could not see examples of those objects. Therefore, interactive media is needed to assist students in the writing process, especially when writing descriptive texts.

In Indonesian junior high school curriculum, descriptive writing plays an essential role. Turnip et al. (2019) state that the purpose of a descriptive text is to accurately and vividly describe a particular object, place, or person, using specific linguistic resources such as descriptive adjectives, verbs in the present tense, and a logical sequence. However, many students struggle to write coherent and well-structured descriptive texts due to factors such as limited vocabulary, insufficient grammar, or a lack of motivation or confidence (Widiastuti et al., 2020). Then Fithriani et al. (2023) state if teachers should be more creative and inventive in their teaching and learning to help students perform well in writing. From that statement, as a solution, the use of innovative learning media such as board games can be an effective alternative.

Board games, as an interactive learning tool, are able to create a fun learning atmosphere, reduce pressure in learning, and encourage students to actively participate. They also provide students with opportunities to experience authentic situations in using English, something that cannot always be achieved through conventional classroom instruction. This finding is supported by Lailia et al. (2024), who reported that board games increase students' motivation, participation, and enjoyment while making English learning more interactive and meaningful. Likewise, Diah (2025) found that board games create a low-stress learning environment that encourages spontaneous communication, collaborative learning, and greater confidence in using English. Furthermore, Wijaya et al. (2023) concluded that board games enhance student engagement by promoting cooperative learning, problem-solving skills, and meaningful classroom interaction, leading to higher motivation and improved learning outcomes. Similarly, Nautiyal et al. (2024) emphasized that educational board games support active learning by fostering collaboration, communication, and sustained student engagement, making them an effective instructional tool in classroom settings.

Several previous studies have found related to board games as a medium for learning descriptive writing. Previous studies that supports this research is as follows. First study by Muntiari (2021) entitled “Using Board Games Through the TTW Strategy in Descriptive Writing” shows that the use of board games combined with the Think-Talk-Write (TTW) learning strategy can rapidly improve students' descriptive writing skills, mainly because each stage of TTW can help students think independently, discuss for further understanding, and write the final result in a more structured manner. The second study conducted by Azhar & Santoso (2025) “The research project titled "The Impact of the Snakes and Ladders Minigame as a Pedagogical Resource to Improve Students' Descriptive Writing Skills" indicates that implementing board games can help students improve their descriptive writing skills at the junior high school level, as evidenced by improved exam scores after using games for teaching writing. Similarly, Firnanda & Afifah (2025) conducted the third study, titled "Innovative Use Tangga Cerdas media base in Teaching Poetry Writing." In their study, they created Tangga Cerdas media to teach poetic

writing, based on a Snakes and Ladders game. The findings indicate that a significant number of students are more creative in writing their poems. The fourth study by Saputri et al. (2025) titled "Development of Snakes and Ladders as a Medium for Teaching Writing Skills in Descriptive Writing," found that specialists considered the Snakes and Ladders game, designed to help students write descriptive texts, a highly valuable resource. It was also used in writing exercises such as making lists of characteristics, composing sentences, and describing objects.

The fifth study that supports the researchers in developing this research is titled "Development of the Snakes and Ladders Game as a Medium for Teaching Vocabulary" (Al Khoiriyah et al., 2023). This study revealed that the game was useful for students to recall and apply new vocabulary, making learning more dynamic and interactive. Meanwhile, the sixth study, written by Gladika et al. (2025), titled "Improving Students' Ability and Motivation for Descriptive Writing through Game-Based Learning," uses the Snakes and Ladders game as a central tool to evaluate its effectiveness in teaching descriptive writing. The results show a significant increase in student scores, rising from 51.76 on the initial test to 83.3 on the final test. Furthermore, a rapid increase in student motivation was observed, from 51.1% to 87% after the implementation of this method. On the other hand, the seventh study, titled "Developing the Snakes and Ladders Game for Teaching Descriptive Writing Skills in Secondary School," conducted by Sofura and Dian (2025), from expert validation result, indicating that this method is suitable for use in the learning process, with a validity score of 86.67% according to experts in the field and 90% according to media experts.

From the previous study, researchers found several similarities; the first one is all the previous study developed the snakes and ladders board game, then focused on writing skills. The purpose of all the study is creating an enjoyable and fun learning atmosphere in the writing learning process. However, in the context of board game development, relatively little study has been conducted on descriptive text as the primary focus of game-based learning.

Furthermore, previous studies have identified the basic and traditional design of the Snakes and Ladders game as one of its limitations. This study aims to address this limitation by developing a more engaging and innovative design. This includes the inclusion of various new icons and symbols as the novelty of this study. So, that can provide easier for students to construct sentences, organize object details, and create descriptive text paragraph structures.

The findings of this study highlight that the lack of media is the main reason for the low writing skills of the students, and the use of interactive media in the learning process is seen as an effective solution. Based on the results of previous studies, researchers were inspired to develop a board game similar to snakes and ladders game, but with a different theme to teach writing skills. Researchers chose to develop ink adventure board game to teach writing descriptive text for junior high school. This research aims to describe the process of developing Ink Adventure Board Game to teach descriptive writing for 7th grade junior high school students, and also investigate the feasibility of Ink Adventure Board Game to teach descriptive writing for 7th grade junior high school students.

METHOD

The method used in this study is Research and Development (R&D). Research and development involves a needs analysis that evaluates the effectiveness of a product to ensure that it can be used by the general public (Sugiyono, 2017). It can be concluded from this statement that Research and Development is a process that can be used to create effective products, learning

strategies, learning resources, and educational materials intended for classroom use, rather than for testing theories. One of the development models used in research and development is the ADDIE model. Hidayat et al. (2021) states that ADDIE was created by the influential experts Reiser and Molenda in 1990.

However, they actually have different formulations when explaining ADDIE. In this research, the researchers uses the formulation written by Molenda as the research framework which is (1) **Analysis** is the first step that aims to identify learning needs, (2) **Design** is a stage that focuses on planning and designing media design, (3) **Development** is the process of creating and processing materials according to the design made (4) **Implementation** is a process of trial and implementation in the learning process in the classroom and (5) **Evaluation** is an evaluation process to assess the effectiveness of media use. The point should be made that this is a research and development research whose purpose is to focus on investigating how the process of developing an Ink Adventure board game to teach descriptive writing for junior high school students. It also concerns to the feasibility of using an Ink Adventure board game to teach descriptive writing for junior high school students.

The participants who served as the subjects of this study are students in grade 7 at Islamic Junior High School Nurul Falah Cimahi with the following information: the limited field testing is located at Islamic Junior High School Nurul Falah Cimahi with 16 students in 7th grade. Which consists of 8 female and 8 male students and 36 students with 18 female and 16 male students as the subjects of large-scale field testing. Next subject as a non-participant is a supervising teacher who has been teaching English for 15 years. All of the samples were selected with the consideration that the sample was in the same class and taught by the same English teacher.

The researchers utilized several instruments to address the research questions. The results are categorized is qualitative and descriptive quantitative data. Qualitative data is used for Field notes that are used to report the process of developing media and also the several questionnaires that given to 9 students categorized as active, moderately active, and less active during the implementation process. The participants were selected using maximum variation purposive sampling to presents different level of classroom participation and to obtain diverse perspectives from information (Patton, 2015). Descriptive Quantitative data is used for expert validation sheets, English teacher validation sheets were adopted from a thesis written by Putri (2020) with the development theory by Sugiyono (2018).

The data were analyzed according to their types. For qualitative data, the researchers carried out several steps to develop the final results, including: 1) Organizing and preparing the data for analysis; 2) Examining all the data; 3) Presenting all the data; 4) Creating descriptions and themes; 5) Representing the descriptions and themes (Creswell & David Creswell, 2022). The results of this analysis were used to develop the product. The quantitative validity data were processed by experts to assess the validity of the instrument, media, lesson, and student satisfaction. Questionnaire responses used a Likert scale, and the measured variables are described in variable indicators (Sugiyono, 2021).

RESULTS AND DISCUSSION

Results

This section presents findings related to the objectives of the study.

1. Analysis

This stage aims to identify the needs and challenges that exist before designing the game. The needs identification process conducted by the researchers consisted of the following: first, the researchers observed classes taught by English teacher at one of the Islamic Junior High School in Cimahi during a teaching internship to explore the difficulties students face in writing, particularly in mastering descriptive texts. From the results of the classroom observation, it was found that many students still have difficulties in writing, particularly when asked to describe something; they are still confused about the vocabulary related to the object in question. It also found that during the learning process, the teacher rarely used interactive media that could create a more enjoyable classroom atmosphere and facilitate students' visualization when describing something.

The lack of interactive media used by the teacher at that school was also driven by limited school facilities, including an unstable internet connection, a limited number of available projectors, and limited media laboratory facilities. Additionally, the computer lab is more frequently used for exams, so the use of the lab for learning activities remains limited. The researcher's experience during a teaching internship, when attempting to use a projector in the teaching process, also indicated that the use of e-media does not yet fully support the effectiveness of classroom learning. After that, the researchers also distributed surveys to students to determine their level of difficulty in describing objects, people, or places. According to the survey results, around 25 of these students found it difficult to describe something because they did not see the image or object directly, which made them confused about what the object was and, of course, unfamiliar with the vocabulary.

This aligns with the researcher's findings, where almost 70% of the two 7th grade classes that were the subject of the researcher's study were visual learners, and the remaining 30% were kinesthetic learners. Based on this information and the classroom observations conducted by the researcher, and after performing several literature reviews, the researcher decided to develop a "Snakes and Ladders" board game as a learning medium for teaching descriptive text writing. This is because the game is considered suitable for students who are visual learners, as shown by several pictures that the researchers will insert into the board game. In addition, during implementation, students in the kinesthetic learning style group will not simply sit quietly because they find it easier to understand the material through movement and direct activities in this snake and ladder game.

2. Design

The next stage of this study is the design phase. The researchers began designing the appearance and concept of the board game to be used as a learning medium. The design process involved determining the theme, colors, game path, and components that support student learning activities. The researcher created the board game's path design using Ibis Paint to easily create the desired path shape. The board game will be designed with a theme that matches the descriptive text material, such as describing places, people, or objects. This board game will focus on describing school. Not only designing to create a theme that suits the students, but this board is also designed with a game flow that is integrated with the learning process. This includes the duration of the game, the rules of the game, and how the teacher provides instructions and feedback. A board game usage guide for teachers will be created so that the game can be used effectively in the classroom.

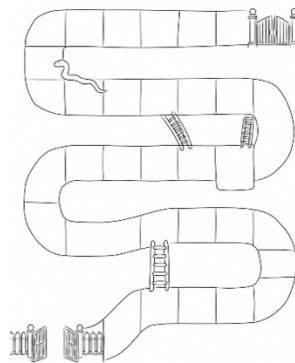


Figure 1. Board Game Path Design Process in Ibis Paint

3. Development

In the development stage, researchers develop a board game as a learning medium for teaching descriptive text. The development carried out by the researchers is to create paths with special shapes, where usually in snake and ladder games the board shape is just an ordinary box, in this board game, researchers try to make a snake shape. Then the researchers developed new rules and added a logbook which would be used for students to write descriptive text after they played the game. Also, the researchers created a character pawn which is the game usually just played by ordinary pawns and the addition of activity cards which is a form of development carried out by the researchers in this snake and ladder game. Lastly, the researchers also modified the name of the game which is usually just a snake and ladder game then, modified as "Ink adventure board game".

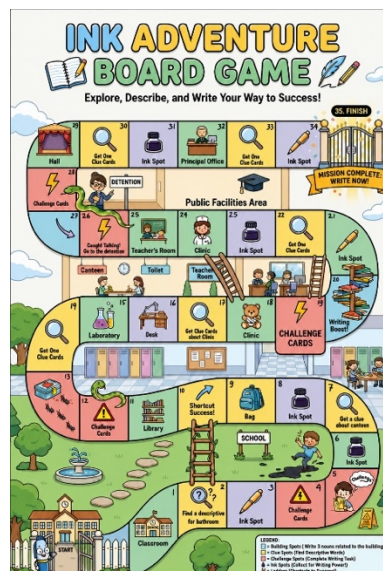


Figure 2. Ink Adventure Board Game

After the media was created, the researchers validated it using both material and media experts to assess its appropriateness. The validation results from each validator are as follows:

Material validation result

An expert validators media from one of private university carried out material validation to evaluate the applicability, relevance, and appeal of the language resources incorporated into the game. Table 1 displays the validation findings.

Table 1. Material Expert Validation Result

No.	Statement Point	Score	Percent	Validity Criteria
1.	The questions are in accordance with the descriptive text process skill indicators.	8	100%	Very Valid
2.	Topics of materials relevant are adjusted to the stages of the descriptive text.	8	100%	Very Valid
3.	The content of the material displayed is in accordance with the school's competencies or school level.	8	100%	Very Valid
4.	Learning materials include learning about the structure of a text.	6	75 %	Valid
5.	The learning materials developed include activities that guide students to develop competence in written communication is an accurate and appropriate language.	7	87,5%	Very Valid
6.	The language used in the explanations and instructions is in accordance with the educational level of the students.	7	87,5%	Very Valid
7.	The language used in the board game is clear and can be understood by students.	7	87,5%	Very Valid
8.	Using question words or commands that require descriptive answers.	8	100%	Very Valid
Total		59	92%	Very Valid

Based on the results table above, the validator determined that the content, topics, and assessment tasks were relevant to the learning objectives. The lowest score indicates that this product still needs additional elements, such as explanations or text examples, to improve students' understanding.

Media Validation Result

A media expert from one of private university performed media validation to assess the Snake and Ladder game's design, readability, and usefulness. Table 2 provides a summary of the validation outcomes.

Table 2. Media Expert Validation Result

No.	Statement Point	Score	Percent	Validity Criteria
1.	Clear Instruction.	8	100%	Very Valid
2.	Color and Graphics.	8	100%	Very Valid
3.	Supporting Images.	8	100%	Very Valid
4.	Board game design.	8	100%	Very Valid
5.	The text is clear and legible.	7	87,5%	Very Valid
6.	The board game components (pawns, cards, board) are safe to use.	8	87,5%	Very Valid
7.	The game duration is appropriate and not excessive for the learning.	7	87,5%	Very Valid
Total		53	95%	Very Valid

Based on the results table above, the media expert highly appreciated the visual design of this board game. The visual design was considered very attractive and appropriate for use in 7th grade. The existing text was seemed clear enough but still needs improvement; for example, the font size could be larger. It can be concluded that the media is not only valid interms of content, but this board game is also considered attractive, safe, and practical for teachers to use during the learning process.

Teacher Validation Result

A practitioner expert from one of Islamic Junior High school in Cimahi performed validation to assess the Snake and Ladder game's practicality and suitability. Table 3 provides a summary of the validation outcomes.

Table 3. Teacher Validation Result

No.	Statement Point	Score	Percent	Validity Criteria
1.	Relevance of material with Basic Competence (KD).	4	100%	Very Valid
2.	The instructions for using the Ink Adventure board game are clear.	4	100%	Very Valid
3.	The material is according to the student's ability level.	3	75%	Valid
4.	The materials are according to what was formulated.	4	100%	Very Valid
5.	Clarity of description text material description.	3	75%	Valid
6.	Coverage of material related to the sub-themes discussed.	3	75%	Valid
7.	The material is clear and specific.	4	100%	Very Valid
8.	The images used are in accordance with the material.	4	100%	Very Valid
9.	The material can be read well.	3	75%	Valid
10.	Selection of background graphics.	4	100%	Very Valid
Total		36	90%	Very Valid

From the table above, it can be concluded that the product still needs improvement in terms of the students' skill level, and the author should increase the font size used in the creation of the board.

4. Implementation

After validation by the validators, the next step was implementation. Implementation was carried out to test the developed product with students and English teachers. The implementation took place at one of Islamic Junior High Schools in Cimahi. The researchers conducted three sessions for limited and large-scale field testing.

The limited field testing was designed to identify the product's weaknesses, shortcomings, and feasibility during the early stages of development. At this stage, the researchers tested the product on 16 research subjects. Based on the results of the limited trial, the media was found to be effective for both teachers and 7th grade students. Students demonstrated active engagement in every activity, and based on the results of the game, 3 out of 4 student groups were able to write three descriptive sentences that aligned with the material and instructions provided in the board game. After conducting a limited field test and identifying areas that

needed improvement and further development in the product created, researchers proceeded to a large-scale field testing.



Figure 3. Large-Scale Field Testing Process

Unlike the limited testing, the large-scale field testing involved testing the product on a larger sample to assess its effectiveness, practicality, and usefulness before proceeding to the revision and evaluation stages. The large-scale trial was implemented with 36 research subjects in 7th grade. At this stage, the researcher's board game was used in learning activities for writing descriptive texts in accordance with the learning designed by the subject teacher. The learning process began with an explanation of the learning objectives, the objectives of the board game, and how to use the board game according to the existing guidebook.

Next, the students were divided into 4 groups and played the board game according to the existing rules. During the game, students completed various assigned tasks for example, if they received a challenge card, they had to complete that challenge with their group members. After the game ended, students were asked to write a descriptive text. At the end of the activity, several selected students -categorized as most active, active, and less active - were asked to fill out a response questionnaire to evaluate the implemented product. The data obtained from observations, student questionnaires, and students' writing assignments were then analyzed to determine the suitability, practicality, and effectiveness of the board game as a learning medium for writing descriptive texts. The following are the results of the student questionnaire:

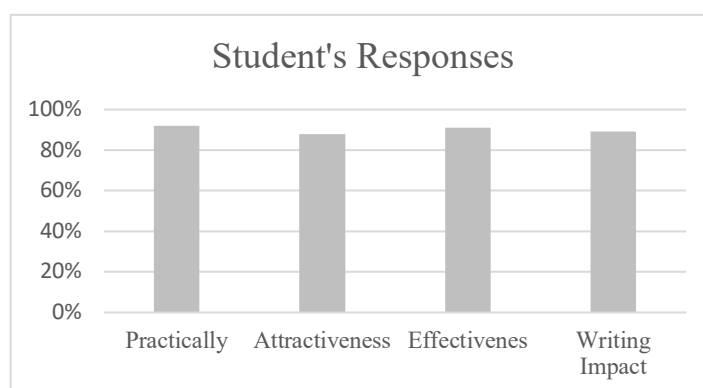


Figure 4. Student's Responses

Based on the bar chart above, students' responses to the limited and full-scale trials conducted by the researchers show that the Ink Adventure Board Game received positive evaluations from the students. These findings indicate that the medium developed by the researchers is considered highly practical to use, capable of engaging students in the process of writing

descriptive texts, and effective in supporting their understanding of the material. Furthermore, the use of the board game also contributes positively to students' ability and motivation in writing descriptive texts.

5. Evaluation

In product development, adjustments and improvements is essential. Therefore, the final stage in the development of this board game is evaluation. Based on the validation and implementation processes, the researchers conducted an evaluation to add content and descriptive text examples from the board game recommended by the expert validation panel, with the aim of ensuring that both teachers and students understand and have clear guidelines or examples regarding the writing assignments students are required to complete. Additionally, based on suggestions from subject teachers, the researchers also evaluated the font size, making it slightly larger so that it is more clearly legible to students. This evaluation was conducted by the researchers to ensure that the quality of the developed product continues to improve.

Discussion

This study aims to address the identified research problems by developing and evaluating a modified snakes and ladders board game as a medium for teaching descriptive writing using the ADDIE development model. Writing is a language skill that requires students to create, organize, and express ideas in written form. However, based on the results of the analysis conducted, many difficulties faced by students when writing were still found. One of the factors is a lack of English vocabulary knowledge as well as a lack of student interest in learning due to a classroom atmosphere that is perceived as boring. Therefore, the use of interactive media that aligns with the lesson material is important to increase their motivation to learn especially to learn writing. When students are motivated, they will naturally be enthusiastic about learning new English vocabulary. For this reason, the use of interactive board games has the potential to increase their motivation and also provide meaningful experiences during the learning process.

Based on the validation test, the development of the Ink Adventure board game received positive evaluations, with an average score of 92% from experts in materials, media, and practices. This indicates that the product developed by the researchers is in terms of design and implementation falls into the "highly feasible" category for use in teaching descriptive writing. The positive evaluations suggest that the board game successfully integrates educational content by allowing students to actively participate in the learning process.

Furthermore, one major strength of this board game is its visual elements, which received the highest scores from validators, and its practicality, as assessed by students. This indicates that students are more motivated by a learning process that combines visual elements and the ease of the medium used to help them understand the material being studied more deeply. However, of course, no product is truly 100% perfect. The product developed by the researchers certainly has its own shortcomings, such as the need to adjust the difficulty level of the content, questions, or instructions provided to students, and the font size being too small. Additionally, the game duration is not fixed, as it must be adjusted to class schedules that sometimes change, and stricter supervision is required once the game begins because there are occasionally hyperactive students who slip under the teacher's supervision.

To conclude, this study highlights the benefits of interactive and game-based learning media in EFL contexts. By providing an engaging, non-digital, and student-centered learning medium,

the Ink Adventure board game contributes to the innovative teaching of descriptive writing, especially in schools with limited access to digital technology. Furthermore, each stage of the ADDIE model in this study also contributed to the quality of this product's development. In the analysis phase, researchers conducted observations to identify what students needed to improve their skills, followed by the design phase. The researchers carefully crafted game instructions and interactive components that remained aligned with the material being studied. The clue cards, challenge cards, and ink cards - new additions to the game - require students to identify and respond to vocabulary items before proceeding. This design emphasizes repetition, visual learning, and peer interaction, which are key components of effective vocabulary acquisition. With a new knowledge of vocabulary, students find it easier to write descriptive texts. During the development process, the researchers ensure product quality through expert validation, resulting in highly valid outcomes across every category.

The development process involves creating instructional materials based on the validated design, including printed game boards, cards, dice, character pawns, instruction sheets, and student workbooks. The use of instruction sheets is particularly important for teachers to give clear guidance on how to effectively implement this game in the learning process. Findings indicate that the game successfully transformed the learning environment into a more interactive and student-centered space. Students actively participated in responding to vocabulary challenges, collaborated with their group to tackle challenges, and created short descriptive texts related to the provided material. Finally, the evaluation phase was conducted to address the product's shortcomings, making it even better in terms of validity, feasibility, and practicality. The evaluation was based on expert assessments, student surveys, and feedback collected after the implementation phase. The consistently high validation scores and positive student feedback indicate that the Ink Adventure board game meets the criteria of a feasible instructional product.

CONCLUSION

The board game Ink Adventure was used in this study to teach descriptive writing, employing a research and development (R&D) process based on the ADDIE model. This model is divided into five phases: analysis, design, development, implementation, and evaluation. According to the initial study and needs analysis, the students' low writing skills and motivation were due to restricted access to digital learning materials and repetitive, teacher-centered teaching methods. These factors indicated the need for a different type of teaching that was engaging, participatory, and suitable for classrooms with limited access to technology.

The findings of this study show that implementing the board game in the classroom effectively increased students' motivation in learning to write descriptive texts. With a score of 90% from the practice validator and 92% from the material and media validators, the expert validation results demonstrated that the product achieved a very high level of validity. These findings suggest that the game's technical features, instructional materials, and visual design were suitable for junior high school students. Additionally, 80% of the students' responses to the questionnaire were classified as feasible, indicating that the game was well-received and had the potential to improve students' enthusiasm and engagement in vocabulary-learning exercises.

Based on the results and discussion, the Ink Adventure Board Game is an alternative learning medium that can be used for teaching descriptive writing, particularly by English teachers in schools that still face difficulties accessing the internet or other online resources. Furthermore,

to create a learning medium for helping teachers with other materials, teachers can adapt this product to specific subjects or topics as needed. For students, this board game medium can increase active engagement, particularly for kinesthetic learners, and can also help visual learners better understand the material through the images and text presented in the Ink Adventure Board Game. The results of this study are certainly not entirely perfect, further evaluation is needed. The media developed by the author is focused solely on teaching descriptive writing to 7th-grade students. Therefore, future research is recommended to adapt this board game for other language skills or content, such as reading, speaking, or even listening, so that the benefits of this media can be expanded in English language learning.

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