

Development of a Board Game-Based Learning Media for Teaching Narrative Writing to Eighth-Grade Junior High School Students

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Abstract

This study aimed to develop a board game as a learning medium for teaching narrative writing to eighth-grade junior high school students and to investigate Students' responses to its use. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were 30 eight-grade students at one SMP in Cimahi. Data were collected through informal interviews, expert validation sheets, and a student response questionnaire. The development process resulted in a board game called *Fable Run*, which integrates narrative writing activities with collaborative and game-based learning. The expert validation results indicated that the media was feasible for classroom implementation, obtaining an average score of 83% for technical quality and 85% for instructional quality, both categorized as very good. The implementation results showed highly positive student responses across four aspects: practicality (97%), attractiveness (94%), effectiveness (97%), and writing improvement impact (98%). These findings suggest that the developed board game was well received by students and has the potential to support the teaching of narrative writing instruction at the junior high school level. Therefore, *Fable Run* can be used as an alternative learning medium to create more engaging and interactive writing activities.

Keywords: Board Game; Narrative Writing; ADDIE; Learning Media; Junior High School Students

INTRODUCTION

Writing is one of the essential language skills in English learning because it enables students to express their ideas, experiences, and information in written form. However, writing is often considered one of the most challenging skills to master as students are required to generate ideas, organize information logically, use appropriate vocabulary, and apply grammatical rules simultaneously (Muthoharoh & Anita, 2018; Wulandari et al., 2025; Azirah et al., 2024). Therefore, writing instruction plays an important role in helping students develop their language proficiency and communication skills.

One of the text types taught at the junior high school level is narrative text. Narrative text aims to entertain readers through a sequence of events involving characters, settings, conflicts, and resolutions (Anderson & Anderson, 2003; Kirginas, 2022). Through narrative writing activities, students are expected to develop ideas creatively and organize stories coherently. Nevertheless, many students still encounter difficulties in writing narrative texts, particularly in generating ideas, organizing story structures and express their thoughts in written form (Rajagukguk, 2018; Wulandari et al., 2025; Nilubol & Sitthitikul, 2025). These difficulties may reduce students' confidence and participation during writing activities.

The success of writing instruction is influenced not only by students' abilities but also by the learning media used in the classroom. Learning media can facilitate students' understanding, increase motivation, and create more meaningful learning experiences (Kamila & Wahyudi, 2025). In writing instruction, appropriate media can help students visualize ideas, understand text structures, and develop stories more effectively. Therefore, teachers are encouraged to utilize innovative learning media that can support students throughout the writing process.

A preliminary needs analysis conducted with an English teacher at One SMP in Cimahi indicated that students still faced challenges in learning narrative writing and required more engaging learning media to support classroom activities. These findings suggest the importance of developing instructional media that align with students' learning needs and classroom conditions.

One learning approach that has gained considerable attention is game-based learning. Educational games have been reported to increase students' engagement, motivation, and participation by transforming learning activities into enjoyable experiences (Neill & Holmes, 2019; Breien & Wasson, 2021; Kirginas, 2022; Nilubol & Sitthitikul, 2025). Among various educational games, board games provide opportunities for students to collaborate, communicate, and solve problems while interacting actively with learning materials. Through board game activities, students become active participants in the learning process rather than passive recipients of information (Neill & Holmes, 2019)

Several previous studies have investigated the use of board games in English language learning. (Chaesar et al., 2025) developed a board game for teaching descriptive texts and reported that the media was feasible and appropriate for classroom implementation. Likewise, (Septianingsih et al., 2025) developed a communicative board game for teaching speaking through descriptive texts and found that the media increased students' participation and engagement during learning activities. These findings indicate that board games have the potential to support English language learning in various contexts.

Despite these positive findings, several research gaps remain. Previous studies mainly focused on descriptive texts (Chaesar et al., 2025) and speaking activities (Septianingsih et al., 2025), while limited attention has been given to the development of board game media specifically designed for teaching narrative writing. Furthermore, few studies have integrated narrative text concepts with collaborative writing activities within a board game environment for junior high school students' understanding of narrative texts while facilitating their narrative writing development.

To address this gap, The researchers developed a board game called *Fable Run* for teaching writing in narrative text to eight-grade students of junior high school. The media was designed to help students identify the characteristics of narrative texts, recognize generic structures and language features, identify moral values in fable stories, and develop simple narrative texts through collaborative learning activities.

Accordingly, this study was guided by the following research questions :

1. How is the process of developing board game media for teaching narrative writing to eight-grade students?
2. What are the students' responses toward the use of board game media in teaching narrative writing?

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model to develop a board game for teaching writing in narrative text to eight-grade students of junior high school. Research and Development is a method used to develop educational products and examine their feasibility before implementation in educational settings (Sugiyono, 2013). The ADDIE model was adopted as the development framework because it provides systematic stages consisting of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The study was conducted at One SMP in Cimahi and involved 30 eight-grade students. The participants were selected because narrative text is one of the learning materials taught at eight-grade level. In educational product development research, a relatively small group of a developed product (Creswell & Cresswell, 2018). The developed board game was intended to support students in learning how to write narrative texts through interactive and collaborative learning activities.

Several instruments were used to collect data throughout the study. In the Analysis stage, an informal interview was conducted to identify students' needs, difficulties and classroom learning conditions related to narrative text writing. In the Design stage, a blueprint was developed to describe the learning objectives, materials, game mechanics, and visual design of the board game.

During the Development stage, the prototype of the board game was evaluated through expert validation. The validation process involved three validators consisting of two university lecturers and one English Teacher from One SMP in Cimahi. The expert validation sheet was adopted from a thesis developed by Putri (2022), which was constructed based on the educational product development theory proposed by Sugiyono (2018). The instrument was used to evaluate the feasibility of the board game in terms of content, instructional, media aspects. All validators completed the same validation sheet and provided both quantitative scores and qualitative suggestions. The feedback obtained from the validator was used to revise and improve the product before implementation.

The Implementation stage was carried out by trying out the revised board game with 30 students. Following the learning activities, students completed a response questionnaire adapted from Rani Diandini (2015) to evaluate the practical, attractiveness, effectiveness, and writing impact of the developed media. The questionnaire was used to collect students' perceptions regarding the quality and usefulness of the board game.

The Evaluation stage focused on revising the board game based on the suggestions provided during the expert validation process. Several improvements were made to the How to Play section, particularly regarding the clarity of instructions and the organization of the game procedures. These revisions were intended to make the rules easier for students to understand and follow during the implementation stage. After the revisions were completed, the board game was ready to be used in the classroom.

RESULTS AND DISCUSSION

Results

The development of the *Fable Run* board game was carried out using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. Each stage contributed to the development and refinement of the learning media, from identifying students' needs to evaluating the final product. The results of each stage are presented as follows:

Analysis

The development process began with the analysis stage. An informal interview was conducted with the English teacher at One SMP in Cimahi to identify the suitability of the material, curriculum, and students' learning needs. The interview results showed that narrative text was included in the eight-grade curriculum and was appropriate to be used as the focus of this study. The teacher also stated that although students had previously learned narrative texts, many of them still experience difficulties in writing their own stories. Students often struggled to develop ideas and organize narrative structures into complete texts. Based on the findings, a learning medium was needed to support students in learning narrative writing in a more engaging and interactive way.

Design

Based on the findings from the analysis stage, a blueprint was developed to determine the learning objectives, materials, game activities, and visual design of the media. The learning objectives were designed to help students identify the characteristics, generic structure, and language features of narrative texts, as well as develop simple narrative writing through game-based activities. The materials included the definition and purpose of narrative texts, fable stories, generic structures, simple past tense, moral values, and story elements.

The game mechanics were organized through a set of playing rules (How to Play) that guided students throughout the learning activities. Students worked in groups, rolled a dice, answered questions related to narrative texts, and completed case card activities to create narrative stories. In addition, each group was required to complete a minimum number of tasks before finishing the game. These procedures were designed to encourage active participation and collaboration while supporting students' understanding of narrative texts. Figure 1 presents the game mechanics of *Fable Run*.



Figure 1. How to Play

After determining the learning content and game mechanics, The researchers designed the visual appearance of the board game. The design process began by selecting a suitable theme that matched the learning content. Since the media focused on fable stories, animal characters and nature-inspired elements were chosen as the main visual concept. Canva was used as the primary platform to create the board layout, and case cards, while ibis Paint was utilized to edit and refine several visual components.

During this stage, The researchers created several draft layouts and visual alternatives before deciding on the final concept. Particular attention was given to the arrangement of game components, readability of the text, and attractiveness of the illustrations to ensure that the media would be appropriate for junior high school students. The design process was challenging because The researchers had limited experience in graphic design and needed to create visually appealing products for students. However, continuous revisions and adjustments resulted in a complete prototype that was ready for expert validation. Figure 2 and 3 presents the initial design process of the *Fable Run* board game.



Figure 2. Process of Design (1)



Figure 3. Process of Design (2)

Development

After the design stage was completed, the *Fable Run* board game was developed and evaluated through expert validation. The validation process involved two university lecturers and one English teacher from One SMP in Cimahi. The validators assessed feasibility of the product based on technical quality and instructional quality aspects. The results of the technical quality validation are presented in Table 1.

Table 1. Media Validation Quality

No	Statement	Expert Validator 1	Expert Validator 2	English Teacher	Score	Average Each - Question	Validity Criteria
1	Clarity of game usage instructions	4	4	4	12	80%	good
2	Readability of materials and questions	4	4	5	13	87%	very good
3	Use of communicative language	4	4	4	12	80%	good
4	Ease of pounds use	4	4	4	12	80%	good

5	Accuracy of placement	4	4	4	12	80%	good
6	Consistency in case card for each command	4	4	4	12	80%	good
7	Ease in selecting answers	4	4	4	12	80%	good
8	Selection of setting (problem, plot, and place)	4	4	5	13	87%	very good
9	Clarity of the game flow so that it is easy to follow	4	4	4	12	80%	good
10	Selection of game introduction	4	4	5	13	87%	very good
11	Selection of game content (finding material and answering questions)	4	4	5	13	87%	very good
12	Selection of the challenges provided	4	4	5	13	87%	very good
Total		80%	80%	88%	80%	83%	very good

As shown in Table 1, the technical quality aspect obtained an average score of 83%, which was categorized as Very Good. The results indicated that the game components, instructions, materials, and overall presentation were appropriate for classroom use. The validators considered the board game visually clear and easy for students to understand, indicating that the technical aspects of the media supported the learning activities effectively.

Table 2. Media Validation Quality

No	Statement	Expert Validator 1	Expert Validator 2	English Teacher	Score	Average Each - Question	Validity Criteria
1	Suitability of layout and visual elements in each setting in the game	4	4	5	13	87%	very good
2	Appropriateness of color combinations and overall composition	4	4	5	13	87%	very good

3	Quality of graphics in the game	4	4	5	13	87%	very good
4	Appropriateness of font type and size selection	4	4	4	12	80%	good
5	Selection of images and animations that support imagination in the game	4	4	4	12	80%	good
6	The language used and the board game is clear and can be understood by students	4	4	5	13	87%	very good
7	The question are in accordance with narrative texts	4	4	5	13	87%	very good
Total		80%	80%	94%		85%	very good

Table 2 shows that the instructional quality aspect obtained an average score of 85%, which was also categorized as Very Good. The validators agreed that the board game was suitable for teaching narrative text writing and could support students in understanding story elements before developing their own narratives. The learning activities, language use, and organization of the game were considered appropriate for eight-grade students.

Overall, the expert validation results indicated that *Fable Run* was feasible to be used as a learning medium. However, several suggestions were provided to improve the clarity of the game instructions and activity procedures. These suggestions became the basis for revising the product before the implementation stage.

Implementation

After the revision process was completed, the final version of *Fable Run* was implemented with 30 eight-grade students at One SMP in Cimahi. At the beginning of activity, The researcher doing large - scale field testing with introduced the learning objectives and explained the rules of the board game. Students were divided into four groups and received the game materials, including the board game, question cards, case cards, playing pieces, and dice. The researchers presents the procedures for using *Fable Run* during the learning activities.



Figure 4. Large - Scale Field Testing.

During the implementation, students took turns rolling the dice and moving their playing pieces according to the number shown. Each group was required to answer questions based on the square they landed on and complete at least one case card activity. The case cards provided story elements that students later used to develop narrative texts. Throughout the activity, students actively participated in group discussions, answered questions, and exchanged ideas to complete the assigned tasks. The learning process continued until all groups completed the required activities and reached the finish point. Overall, the implementation showed that students were able to follow the game procedures and use the provided story elements to support their narrative writing activities.

After the implementation stage was completed, The researchers distributed a questionnaire to the students to identify their responses toward the use of *Fable Run* as a learning medium for teaching writing in narrative text.

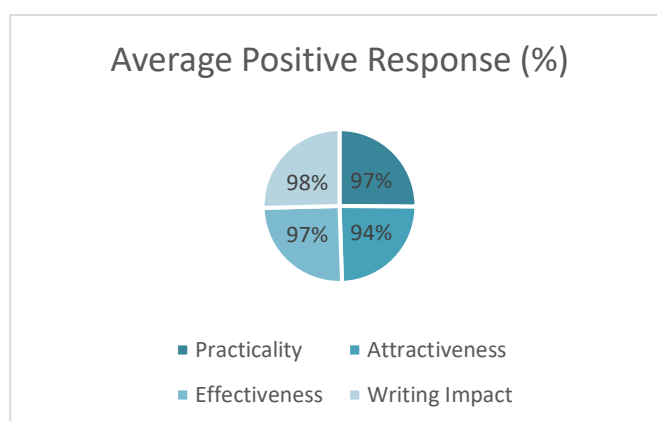


Figure 5. Students Responses

The findings showed that all categories received highly positive responses from the students. Writing impact obtained the highest percentage (98%), indicating that students perceived the board game as helpful in supporting their narrative writing activities. Effectiveness followed with (97%), while practicality obtained (97%). These results suggested that students considered the board game easy to use and beneficial during the learning process. Attractiveness received the lowest percentage among the four categories, with (94%), however, it still reflected a highly positive response. Overall, the results demonstrated that students responded positively to the use of *Fable Run* as a learning medium for teaching writing in narrative text.

Evaluation

The evaluation stage was conducted based on the feedback provided by the validators during the expert validation process. Several revisions were made to improve the clarity of the game instructions, particularly the explanation of answering questions, completing case card activities, and fulfilling the minimum taste requirements. In addition, some instructions in the How to Play section were simplified and reorganized to make the game procedures easier for students to follow. These revisions were intended to reduce confusion during gameplay and support smoother classroom implementation. After the revision process was completed, the final version of *Fable Run* was considered suitable for use as a learning medium for teaching writing in narrative text. Researchers present the final version of the board game after revision.



Figure 6. Final Evaluation of Board Game

Discussion

The findings of this study showed that *Fable Run* was successfully developed as a board game for teaching narrative text writing to eighth-grade students through the ADDIE model. The analysis stage revealed that although students had previously learned narrative texts, many still experienced difficulties in generating ideas, organizing story structures, and developing narrative texts independently. In addition, classroom learning was primarily supported by textbooks and teacher explanations, which limited students' opportunities to engage actively in the learning process. These findings are in line with Auranisa & Nuryanto, (2025), who reported that students often encounter difficulties in narrative writing due to limited writing practice and the lack of engaging learning media. Similarly, Apriliyah and Christanti (2025) found that students' motivation and participation tend to decrease when learning activities rely mainly on conventional teaching methods. Therefore, the development of *Fable Run* was intended to provide a more interactive learning experience that could help students understand narrative texts while actively participating in learning activities.

The findings from the analysis stage also highlight the importance of providing instructional media that actively involve students in the learning process rather than relying solely on teacher explanations and textbooks. Previous studies have emphasized that students tend to demonstrate higher motivation and participation when learning activities incorporate interactive and game-based approaches. For instance (Daryusman et al., 2023) developed interactive multimedia for teaching narrative texts and found that engaging learning media encouraged students to participate more actively during classroom instruction. Similarly, (Khoirunisa & Floriasti, 2023) reported that augmented reality novel games successfully increased students' interest and involvement in learning narrative texts by combining storytelling with interactive technology. These findings indicate that attractive instructional media play an essential role in supporting

students' engagement, which became one of the primary considerations in developing *Fable Run* as an interactive board game for narrative writing instruction.

The experts validation results indicated that *Fable Run* was feasible for classroom implementation. The validators generally agreed that the content, learning activities, and visual design were appropriate for eight-grade students. Several suggestions were provided regarding the clarity of instructions and the organization of the game procedures, particularly in the How to Play section. These revisions were important to ensure that students could easily understand the rules of the game and participate effectively in the activities. This finding supports previous studies which emphasized the importance of expert validation in educational board games developed through systematic procedures that achieved high feasibility scores after undergoing expert review and revision. Likewise, (Wayan et al., 2023) found that revisions based on expert feedback contributed significantly to improving the quality and usability of board game-based learning media. The positive validation results obtained in this study indicate that the board game successfully met the instructional and media requirements needed for classroom use.

The positive expert validation results are also consistent with previous research on educational media developed through systematic instructional design models. (Chaesar et al., 2025) demonstrated that an ADDIE-based board game for descriptive text learning achieved high feasibility after being evaluated by content experts, media experts, and practitioners. Likewise, (Ayu et al., 2023) and (Wayan et al., 2023) reported that educational media developed using the ADDIE model obtained high validity, practicality, and effectiveness scores after expert review and product revision. These findings suggest that expert validation is an essential stage in educational media development because constructive feedback contributes to improving both instructional quality and media usability before classroom implementation. Therefore, the revisions made to *Fable Run* following the validators' suggestions strengthened the quality of the final product and ensured its suitability for classroom use.

The Implementation stage demonstrated that students responded positively to the developed media. The questionnaire results showed high levels of practical, attractiveness, effectiveness, and writing impact. These findings suggest that students perceived the board game as easy to use, interesting, and beneficial for learning narrative texts. The positive responses may have been influenced by the integration of game elements into the learning process. Unlike conventional learning activities, *Fable Run* encouraged students to participate actively through group discussions for case card activities. As a result, students were not only receiving information but were also directly involved in solving problems and completing learning tasks. This finding is consistent with Apriliyah and Christanti (2025), who found that board game-based learning increased students' enthusiasm and participation during classroom activities. Similarly, (Wayan et al., 2023) reported that students perceived board game media as interesting, easy to use, and effective in supporting learning. These findings suggest that game-based learning can create a more engaging classroom environment and promote active student involvement.

Beyond students' positive responses, the findings also demonstrate that *Fable Run* reflects the principles of game-based learning, where students actively construct knowledge through interaction, collaboration, and problem-solving. During the gameplay, students discussed story ideas, solved challenges presented in the case cards, and collaboratively developed narrative texts. This learning process is consistent with (Bruno et al., 2024), who emphasized that educational board games should facilitate student-centered learning while encouraging

collaboration and critical thinking. Likewise, (Usman et al., 2025) concluded that game-based learning improves students' cognitive, behavioral, and emotional engagement by integrating meaningful challenges and interactive learning experiences. In addition, (Jemmali et al., 2018) argued that integrating narrative elements into educational games creates more immersive learning experiences, while (Kirginas, 2022) found that gameplay activities improved students' narrative skills by helping them organize more coherent stories. Therefore, the integration of storytelling, collaboration, and game mechanics within *Fable Run* may explain why students perceived the developed media as engaging and beneficial for learning narrative writing.

Although previous studies have demonstrated the effectiveness of educational board games, most of them focused on descriptive writing, descriptive texts, regional culture learning, or elementary school contexts (Muntiari & Megawati, 2021; Chaesar et al., 2025; Khotimah & Wahyuningtyas, 2023; Ayu et al., 2023). Other researchers developed interactive multimedia and augmented reality applications to improve students' reading comprehension of narrative texts rather than narrative writing skills (Daryusman et al., 2023; Khoirunisa & Floriasti, 2023). Furthermore, (Ayu et al., 2023) mainly proposed a framework for designing educational board games, while recent review studies by (Usman et al., 2025) and (Sauri et al., 2025) emphasized the need for more empirical studies investigating game-based learning in specific language skills. Therefore, the present study extends previous research by developing *Fable Run*, an ADDIE-based educational board game specifically designed for teaching narrative text writing to eighth-grade students. Unlike previous studies, this research integrates expert validation, classroom implementation, collaborative storytelling, and narrative writing practice into a single instructional product. Consequently, this study contributes empirical evidence that educational board games can effectively support narrative writing instruction while creating a more engaging and student-centered English learning environment.

CONCLUSION

This study aimed to develop a board game called *Fable Run* for teaching writing in narrative text to eighth-grade students and to investigate students' responses toward the development media. Using the ADDIE model, the development process consisted of analysis, design, development, implementation, and evaluation stages. The findings showed that *Fable Run* was successfully developed and categorized as feasible for classroom use based on expert validation results. The media integrated narrative writing activities with game-based learning elements, providing students with opportunities to learn through interaction, collaboration, and problem solving tasks.

The results of the students' response questionnaire revealed highly positive responses across the aspects of practically, attractiveness, effectiveness, and writing impact. Among these aspects, writing obtained the highest result, indicating that students perceived the board game as helpful in supporting their narrative writing activities. Therefore, *Fable Run* has the potential to be used as an alternative learning medium for teaching narrative text writing at the junior high school level.

Despite these positive findings, this study had several limitations. The implementation was conducted with only 30 students from one school and within a limited period of time. In addition, the study focused on students' responses toward the developed media and did not examine its long-term impact on students' writing achievement. Therefore, future researchers are encouraged to involve larger numbers of participants from different educational contexts and conduct longer implementation periods. Further studies may also investigate the

effectiveness of board games in improving students' writing performance through experimental or longitudinal research design.

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