

Developing ASKIT Digital Board Game as The Learning Media To Teach English On Asking And Giving Information Materials using ADDIE

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Abstract

This study aims to develop a digital board game called ASKIT (Amazing Snakes Knowledge and Information Trail) as a learning media to teach English, particularly the topic of asking and giving information for 8th-grade students at SMP Al-Manshur. The research employed the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the development process, Canva and Genially were used to design the game and integrate interactive materials, quizzes, and audio elements. Validation was conducted by media and material experts, showing high feasibility scores—95% from the media expert and 92.5% from the material expert. The implementation phase involved 21 students and demonstrated increased motivation, engagement, and speaking skills, confirmed by teacher and student questionnaires. The findings indicate that ASKIT is effective in making the learning process more interactive and enjoyable. It also helps address the lack of student interest due to monotonous teaching methods. The study concludes that digital board games can be a practical and innovative solution in English language education. However, the research was limited to a single school with a small number of participants and did not conduct long-term testing to evaluate retention or continuous impact. Future studies should involve broader implementation and extended evaluation periods.

Keywords: *Digital board game; Asking and Giving Information; ADDIE mode; English speaking skills.*



1. Introduction

Teaching English as a Foreign Language (TEFL) plays a crucial role in global education, especially in non-native English-speaking countries. TEFL focuses on equipping students with the ability to communicate effectively in English, which includes four fundamental language skills: listening, speaking, reading, and writing. In an era of globalization and digital transformation, English proficiency is not just a subject in school but a gateway to international communication, education, and career opportunities. According to Christopher et al. (2021) nearly one-third of the global population is believed to have spoken English at some point, either as a native language, a second language, or a foreign language. English serves as a global lingua franca that connects people from diverse linguistic and cultural backgrounds. The ability to communicate in English has become increasingly essential in various fields such as international business, science, technology, tourism, and diplomacy. In developing countries, including Indonesia, English has been officially taught from the elementary level up to university. Despite this widespread implementation, students often struggle to acquire sufficient English proficiency. The causes of these difficulties vary, but commonly include a lack of effective learning methods, limited exposure to authentic English use, and low motivation among students. In classroom contexts, particularly at the junior high school level, teachers are often still reliant on conventional teaching methods that emphasize rote memorization, grammar translation, and one-way instruction.

To successfully improve English skills, learners must be provided with appropriate strategies and environments that allow them to master the core language competencies: listening, speaking, reading, and writing. Among these, speaking is often considered the most challenging skill to master. It requires real-time processing, vocabulary recall, appropriate grammar use, and self-confidence. According to Al-farizi & Suherman, (2019) Students tend to face problems in learning English because the methods used by teachers are still traditional and lack interactive or engaging elements. These outdated methods often make students reluctant to participate actively, leading to low engagement and poor learning outcomes. As a result, students become passive learners who only absorb information without meaningful interaction or contextual application. To overcome this issue, it is essential for TEFL educators to adopt innovative, engaging, and student-centered teaching strategies. Teaching methods such as role-playing, storytelling, project-based learning, cooperative learning, and the use of multimedia are some examples of effective approaches that promote active participation and meaningful language use. In recent years, the integration of technology into language teaching has gained widespread attention. Technology-based learning media are now being developed to support interactive, flexible, and personalized learning. According to Dash, (2022) The use of modern technology in English language teaching is defined as the innovative application of tools, devices, systems, and strategies that help achieve educational goals more effectively. Through these means, learning can be tailored to individual student needs, thereby increasing student autonomy and motivation.

One of the most effective strategies to enhance student engagement in language learning is game-based learning (GBL). Game-based learning combines the principles of education and entertainment to create an immersive learning experience. It enables students to learn through exploration, problem-solving, and interaction, which can be especially beneficial in language learning contexts. Educational games provide opportunities for learners to use the language in a low-pressure environment, which reduces the anxiety often associated with speaking in a second or foreign language. Moreover, games create a sense of achievement and competition that can motivate students to participate actively. In particular, digital board games have emerged as a promising media for English language teaching. A digital board game is an interactive platform that combines elements of traditional board games with multimedia features such as audio, video, animation, and hyperlinks. According to Ali et al (2018), while conventional board games offer a hands-on and engaging way for students to learn, digital board games are more appealing to today's students who are accustomed to technology and digital interaction. These games simulate real-life situations, allow for collaborative play, and offer instant feedback, making them effective tools for practicing language skills. They also foster critical thinking, teamwork, and decision-making, which are essential skills in the 21st century. (Putri et al (2018) conducted a study on the use of digital board games in English classes and found that they significantly increased students' motivation, speaking confidence, and willingness to participate. The games provided a low-anxiety environment for practicing language skills, and the interactive features helped students better retain vocabulary and expressions. These findings are supported by Nabila Putri (2018) research at SMAN 3 Bandar Lampung, which demonstrated a significant improvement in students' speaking achievement after using board games in class. Her research showed that the average pre-test score of 68.2 improved to 78.18 in the post-test, highlighting the effectiveness of board games in stimulating students to express their ideas and engage in speaking activities.

Despite the potential benefits of digital media in language education, many schools in Indonesia still face barriers in fully integrating such tools into the curriculum. Based on interviews conducted with English teachers at SMP Al-Manshur Candi, it was revealed that some students are highly motivated and understand the importance of English for their future. However, many others remain less enthusiastic due to several internal and external factors. These include limited vocabulary, difficulty in understanding abstract concepts, low self-confidence in speaking, and the lack of access to interactive media that supports meaningful learning. Although teachers have made efforts to incorporate technology through platforms like Kahoot and Wordwall, these tools are often used in isolation without integration into a broader, student-centered learning approach. To address these challenges, the researcher proposes the development of an innovative learning medium called ASKIT (Amazing Snakes Knowledge and Information Trail)—a digital board game designed specifically to teach the topic of Asking and Giving Information for 8th-grade students. This material is a key part of the English curriculum and involves expressions and dialogues used in everyday communication. The selection of this topic was based on a discussion with English teachers and a needs analysis of students. Many students reportedly struggle with constructing appropriate phrases and using correct grammar when communicating orally. Therefore, focusing on this topic is expected to provide immediate benefits in developing students' speaking competence.

The ASKIT digital board game is developed using Genially, an online interactive design platform, and Canva for creating visually appealing content. The game takes the form of a virtual snake-and-ladder board, where each square contains challenges such as multiple-choice questions, mini-games, or prompts related to the topic. This structure makes the game both educational and entertaining. It also includes audio narration, animated visuals, and embedded videos to accommodate different learning styles and maintain student interest. Moreover, it encourages collaborative learning as students are grouped and tasked with working together to progress through the game. The development of ASKIT follows the ADDIE model, which is a well-established instructional design framework comprising five stages: Analysis, Design, Development, Implementation, and Evaluation. This model allows the researcher to systematically analyze student needs, design the content, develop the game, implement it in the classroom, and evaluate its effectiveness. During the analysis stage, interviews and classroom observations were conducted to identify learning gaps and media preferences. The design stage focused on outlining the game structure, content, and learning outcomes. Development involved creating the game content and media integration. The implementation phase tested the game with 8th-grade students at SMP Al-Manshur, while the evaluation phase assessed student engagement, learning outcomes, and satisfaction using questionnaires and feedback forms.

Results from the implementation phase revealed very positive feedback from both students and teachers. The game helped reduce boredom, improved students' understanding of expressions used in asking and giving information, and encouraged more active participation in class. Teachers observed that students who were usually passive became more involved when using the game. Student questionnaire responses indicated that the game was easy to use, visually appealing, and helpful in improving their confidence in speaking English. More importantly, the use of ASKIT aligned well with the principles of independent curriculum (Kurikulum Merdeka), which promotes differentiated learning and the use of technology to enhance educational outcomes. Despite its success, the study acknowledges several limitations. The research was conducted in only one school, involving a relatively small number of participants. The evaluation of the media was limited to short-term outcomes, and there was no longitudinal study to assess its long-term impact on speaking fluency. Additionally, the game focused only on one topic, and its effectiveness for other language components such as listening or writing remains unexplored. These limitations open up opportunities for further research that could include expanding the topic scope, testing the game in different educational contexts, and integrating it into blended or online learning models. In conclusion, the ASKIT digital board game represents a valuable contribution to the field of TEFL and instructional media development. By leveraging technology and game-based learning principles, it provides a solution to common challenges in English language teaching, such as low student motivation and lack of speaking practice. The integration of interactive features and multimedia content makes learning more dynamic, enjoyable, and effective. The use of the ADDIE model ensures that the development process is structured and responsive to learner needs. Given the positive outcomes of this study, it is recommended that educators explore similar innovations and consider adopting game-based digital media to enrich the language learning experience.

Based on this background and supported by previous research, this study is conducted with the goal of clearly describing the process and outcomes of developing digital board game-based learning media to teach English, particularly the topic of asking and giving information. The research also aims to assess the effectiveness of this media in increasing students' motivation, engagement, and speaking competence in English. Therefore, the aims of this study to partying gameboard as media to teach English for junior high school.

2. Method

Research Design

This study uses a R&D research method to develop a digital board game to teach asking and giving information in grade 8 material. According to (Soegiyono (2013) R&D research methods are the research used to produce a particular product, and test the effectiveness of that product. The type of research carried out to develop existing knowledge (education). Research is carried out to develop, deepen or expand existing knowledge (education). This research was carried out using a development procedure with a research procedure that refers to the ADDIE model, which includes five steps, namely Analysis, Design, Development, Implementation, and Evaluation.

Research Object

This research focuses on the development of technology-based learning media, namely digital board games for 8th grade students at junior high school, using the ADDIE approach model. The object of this research includes grade 8 students who are studying asking and giving information material who have difficulty understanding and composing sentences to improve students' speaking skills

Research Procedure

This research was carried out using a development procedure with a research procedure that refers to the ADDIE model, which includes five steps, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE concept was developed with the following steps:

a. Analysis

In the analysis stage of the ADDIE development model, the researcher collected some relevant information related to the 8th-grade learning process at Junior High School . First, the researcher analyzed the characteristics of the students including their level of ability, learning style and interest in learning English. Furthermore, the researcher analyzes the learning needs of students by examining the difficulties they face in understanding. This analysis is carried out for the purpose of making the media in accordance with the characteristics. At this stage, the need for interviews with teacher and students is very necessary for researchers to obtain relevant information. Researchers also set learning goals to be achieved, so that the learning media developed can help students improve students' speaking skills in English optimally. The researcher analyzed learning objectives through the 8th grade teaching module which teachers commonly use for the learning process and also the document of PERMENDIKBURISTEK No. 12 of 2024.

b. Design

At this stage, the researcher designs learning materials and media that will be used in the research, this process includes the design of teaching materials that are compiled based on students' abilities and teacher books and PERMENDIKBUDRISTEK NO 12 of 2024 documents to ensure that the content used is relevant, systematic, and in accordance with the level of student understanding. In addition, the researcher also designed a digital media concept that suits the needs of students by using the Genially and Canva applications. Researcher designed a board game that contained short video, images, text, and sound. At this stage, a learning media "snake and ladder board game media" has been created using the Genially application including images, text, sound, and Canva to create short videos containing material to support more interesting and effective learning.

c. Development

At the development stage, after designing digital board game media using the Genially and Canva applications. The next step is to validate the developed product. This validation is carried out by involving two types of experts, namely material experts and media experts. The purpose of this validation is to assess the feasibility of the content and appearance of the media, as well as ensure that the material presented is in accordance with the curriculum, easy to understand by students, and can support the learning process effectively. In addition, validation also aims to identify deficiencies or aspects that need to be corrected before the media is implemented in the classroom. By involving experts in this stage, the researcher hopes that the

media that will be developed is really suitable for use by 8th grade students at Junior High School as one of the English learning media, especially in asking and giving information materials.

d. Implementation

At the implementation stage, it was carried out at Al-Manshur Junior High School, a which included 8th grade students. This implementation aims to test the effectiveness of the digital board game learning media developed through the Genially application. In this process, The teacher will operate the media in learning.

e. Evaluate

The final stage in the ADDIE model is evaluation. At this stage, the researcher made a final revision of the developed media based on the input obtained from the response questionnaire or field notes on the questionnaire. This aims to make the learning media really appropriate and can be used by a wider range of schools.

Data Collection Technique

In this research, the researcher used three data collection techniques: interviews, questionnaires, and documentation.

1. Interview

This interview technique is carried out by researchers with the aim of exploring information about student characteristics and learning needs. Through this interview, researchers can identify student needs related to more interactive and interesting learning media, as well as understand the characteristics of students that are the basis for product development to suit their needs. In this interview, the researcher interacted directly with English teachers and grade 8 students to get a clear picture of students' abilities and obstacles faced in the learning process.

2. Questioner

Questionnaires will be given to media and material expert validators to assess the service of the material and the media developed. Questionnaires are also distributed to students and teachers at the end of the research after the media has been tested, this is done to collect quantitative data on the effectiveness and relevance of the learning media to be developed. The questions in the questionnaire will be designed to gauge their opinion of the existing material as well as expectations for the development of new teaching materials.

3. Documentation

Documentation techniques are used to analyze existing learning materials, such as lesson plans or teaching modules used by teachers, the curriculum in the regulation of the PERMENDIKBUDRISTEK, Number 12 of 2024, PERMENDIKBUDRISTEK Number 8 of 2024 concerning Content Standards, BSKAP (Head of the Educational Standards, Curriculum, and Assessment Agency) number 32/H/KR/2024 to find learning outcomes, and analyze the Pancasila Student Profile in the 2024 Independent curriculum. The documents in this study are used to collect materials in the creation of media and materials such as images, audio and the Genially application as a platform to create teaching media, besides that the content in the material that will be included in the learning media is also needed from documents in the form of student and teacher books, as well as several material references on the internet, to determine the learning objectives of students researchers also need documents in the form of teacher modules.

Research Instrument

Researchers need several research instruments to support the data collection process, such as interview questions, questionnaire sheets, and document analysis sheets.

a. Interview Sheet

Interview questions will be used to obtain in-depth information about research products from English teachers and 8th grade students of Al-Manshur Junior High School. Questions will be drafted first, but the researcher will also provide room for additional questions based on respondents' answers.

b. Questionnaire Sheet

The questionnaire in this study was used to collect validation data from experts, both media experts and material experts. They are invited to give suggestions on the products produced to ensure the readiness of the products to be used.. Questionnaires are also used to get feedback from teachers and students regarding products that have been developed by researchers questionnaire sheets containing likert scale questions to measure teacher and student perceptions.

c. Documentation Sheet

This technique involves the process of collecting and analyzing various relevant documents, such as lesson plans (RPP), materials used to create learning media, learning outcomes, materials, and sample questions.

Data Analysis Technique

In the development research, data analysis techniques were carried out based on data obtained from three instruments, namely: interviews, questionnaires, and documentation. Interviews are used to get in-depth information from respondents. Questionnaires are used to systematically collect data from a larger group of respondents. Documentation is used to reinforce data that has been obtained from interviews and questionnaires, this instrument involves collecting data in the form of notes, photos, or other documents relevant to the development process. The data analysis technique used in this research is a qualitative descriptive analysis technique that describes the results of learning media product development using ADDIE and a Likert scale to measure quantitative data. The following is a request scale assessment to determine product result validation:

Table 1 Likert Scale For Validator

NO	DESCRIPTION	SCORE
1	Excellent	4
2	Good	3
3	Sufficient	2
4	Poor	1

Source (Soegiyono, 2013: 305)

From the result of the likert scale, the calculation of the overall questionnaire value interpretation will be carried out using the following formula :

$$\text{Percentage} = \frac{\text{Score was Obtained}}{\Sigma \text{Maximum Score}} \times 100\%$$

Description :

Total scores obtained: The total number of scores given by the validator for all questions

Maximum amount: The total maximum score of all questions.

Table 2 Percentage of Validity Sheet

NO	PERCENTAGE	CATEGORY	DESCRIPTION
1	76% - 100%	Excellent	Very Valid, or it can be used without revision
2	51% - 75%	Good	Quite valid, or it can be used but needs minor revision
3	26% - 50%	Sufficient	Less valid, it is recommended no to be used because of major revision
4	<25%	Poor	Invalid or it may not be used

Source : (Soegiyono, 2013:305)

From the result of the validation percentage by media and material experts, the researcher took an indication of the success of the media feasibility above 80%.

Analysis of questionnaire data from teacher and students responses are follows :

Table 3 Likert Scale for Questionnaire Sheet

NO	DESCRIPTION	SCORE
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Agree	1

Source (Soegiyono, 2013:305)

The calculation of the percentage of data analysis of the result of the students and teacher responses questionnaire will be calculated using the formula :

$$\text{Percentage} = \frac{\text{Score was Obtained}}{\Sigma \text{Maximum Score}} \times 100\%$$

Description :

Total scores obtained: The total number of scores given by the Respondent for all questions

Maximum amount: The total maximum score of all questions.

Furthermore, to find out whether the learning materials are suitable for use or not, it can be seen by using the product eligibility criteria with a Likert scale to find out.

Table 4. Percentage of Questionnaire Sheet

Score Level	Category
76% - 100%	Excellent
51% - 75%	Good
26% - 50%	Sufficient
<25%	Poor

Source (Soegiyono, 2013 :305)

The product is feasible to be applied if the percentage result obtained is more than 80%. Meanwhile, products that obtain a percentage below 81% must be revised.

3. FINDINGS AND DISCUSSIONS

This study was conducted to develop a digital board game named ASKIT (Amazing Snakes Knowledge and Information Trail) as an innovative learning medium to teach Asking and Giving Information material for 8th-grade students at SMP Al-Manshur. The development was based on the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation.

In the analysis stage, data collection was conducted through interviews with English teachers and 8th-grade students. The findings indicated that students often lacked motivation in learning English, mainly due to monotonous learning methods and limited speaking ability. Teachers also noted that students faced difficulties understanding expressions used in asking and giving Information. This analysis concluded that students needed an engaging and enjoyable medium—specifically one that is game-based and integrated with technology—to support speaking skill improvement.

Moving into the design and development stages, the researcher created a digital board game using the Genially and Canva platforms. The game adopted a snakes and ladder concept and included an interactive homepage, learning materials, and 25 multiple-choice questions related to the topic. Visual animations, sound effects, short videos, and real-time feedback were integrated to enhance engagement and interactivity. This media was designed to be accessible online via various digital devices such as laptops and smartphones.

After development, the product underwent a validation process by two expert validators: one media expert and one material expert. Their evaluations are summarized in the following table:

Table 1. Validation Results of the ASKIT Digital Board Game

NO	VALIDATOR	PERCENTAGE	CATEGORY
1	Media Expert	95%	Excellent
2	Mterial Expert	92,5%	Excellent

The validation results showed that the ASKIT media was categorized as "very feasible" to use in the classroom. However, some revisions were made according to the feedback from the validators. These included adjusting the typography for consistency and readability, modifying the color of the home icon for better visibility, and simplifying the instructional section to make it more concise and understandable for students.

In the implementation stage, the digital board game was tested in a real classroom involving 21 students of SMP Al-Manshur. The game was integrated into the English learning session where students, after receiving a brief explanation of the material, played the board game in groups. Students responded enthusiastically and actively participated in the learning process. According to the teacher's observation, students who were previously passive became more involved and motivated. Moreover, the game format encouraged collaboration among students, fostering both engagement and speaking practice.

To evaluate the product's effectiveness, the researcher distributed questionnaires to both teachers and students. The teacher's response reached a perfect score of 100%, indicating strong agreement across all aspects such as design, content clarity, interactivity, and usefulness in supporting learning. The students' response yielded an average score of 88.9%, categorized as "excellent". Students stated that the media was clear, easy to use, visually attractive, and helpful in understanding the material. Many also reported increased confidence and motivation in speaking English.

These findings strongly support the view that game-based digital media, especially those designed with educational principles and curriculum alignment, can significantly enhance students' interest, engagement, and achievement. This aligns with previous studies by Radiajati (2024), Putri (2018), and Wang, (2023), who emphasized the positive impact of board games on motivation, speaking ability, and cognitive engagement. The ADDIE model used in this research also proved effective in guiding the media development process step by step, from initial needs analysis to final evaluation.

4. CONCLUSION

Based on the results of the development and implementation of the ASKIT digital board game as a learning media to teach Asking and Giving Information material for 8th-grade students at SMP Al-Manshur, it can be concluded that this media is both feasible and effective to support the English learning process. The development was carried out using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which provided a structured framework to identify students' needs, design relevant and interactive content, develop appropriate media, test its effectiveness, and evaluate its impact.

The needs analysis revealed that students experienced low motivation and difficulty in understanding speaking material due to monotonous methods and limited practice. The ASKIT media, designed as a digital board game in the form of a snake and ladder game, successfully addressed these problems by offering fun, interactive, and curriculum-aligned content. This media was equipped with features such as animations, sound effects, quizzes, and instructional videos that helped enhance student engagement and comprehension.

Validation results from media and material experts showed high feasibility scores of 95% and 92.5% respectively, which indicate that the media meets the criteria of good instructional design in terms of appearance, usability, and content accuracy. During classroom implementation, students showed high levels of enthusiasm and participation, while teachers reported that the media helped improve clarity in delivering materials and boosted students' confidence in speaking English. Questionnaire responses from both students and teachers also fell into the "excellent" category, with percentages of 88.9% and 100% respectively.

In conclusion, the ASKIT digital board game is a highly recommended alternative media for teaching English—especially speaking skills—because it not only meets educational standards but also increases students'

motivation and active involvement in learning. This media can be an effective solution for teachers to create a more enjoyable, student-centered, and interactive classroom environment.

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