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DEVELOPING VOCABULARY LEARNING MATERIALS EQUIPPED WITH A BOARD GAME FOR FIFTH-GRADE STUDENTS OF FANANA INSAN BAKSYA (FIB) SCHOOL

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Abstract:
This study aimed to develop English vocabulary learning materials equipped with a board game entitled "Vocab Adventure: Learn and Play" for fifth-grade students at Fanana Insan Baksya (FIB) School, Malang. The study employed Design and Development Research (DDR) and adopted the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. Learning needs were identified through classroom observation, an interview with the English teacher, and student questionnaires. The product covered three themes—Fruits and Vegetables, Parts of the Body, and Things Around Us—with 45 target vocabulary items. The materials included vocabulary presentation, pronunciation practice, speaking activities, exercises, and reflection, while the board game incorporated vocabulary cards, sentence cards, and challenge cards. Both the material expert and graphic-design expert assigned an average score of 4.70 out of 5 (94%), categorized as Excellent. The product was implemented online through Zoom with six fifth-grade students. Their responses indicated positive perceptions of the clarity of the materials, illustrations, activities, and game. The findings suggest that the product is a suitable supplementary learning resource. Nevertheless, this study focused on product development and learner responses; therefore, it does not establish a causal improvement in vocabulary mastery.
Keywords: *vocabulary learning materials; board game; young learners; ADDIE; material development*

INTRODUCTION

Vocabulary is a fundamental component of language learning. Learners need an adequate vocabulary repertoire to understand messages and express meaning in spoken and written communication. For elementary school learners, vocabulary instruction is especially important because early learning experiences may influence their confidence and willingness to use English. Vocabulary learning, however, involves more than memorizing word forms; learners also need opportunities to recognize, pronounce, understand, and use words in meaningful contexts.

At the elementary level, learning activities should be suited to learners' developmental characteristics and interests. Young learners may benefit from concrete examples, visual support, repetition, and active participation. Materials that rely heavily on written explanations can be challenging when learners are still developing their familiarity with English words and sounds. Therefore, teachers need supplementary resources that present vocabulary in accessible and engaging ways.

This need was identified at Fanana Insan Baksya (FIB) School in Malang. The school applies a nature-based learning approach, while the preliminary classroom observation and teacher interview indicated that vocabulary activities were largely supported by conventional textbooks and printed worksheets. Although word-guessing and scrambled-word activities had occasionally been used, the activities remained mostly text-based and offered limited visual and interactive support. Students experienced difficulties in understanding, pronouncing, and remembering new words, and some showed reduced interest during vocabulary lessons.

To respond to these needs, this study developed vocabulary learning materials integrated with a board game entitled "Vocab Adventure: Learn and Play." The product was designed to connect vocabulary presentation with practice activities and collaborative gameplay. Familiar topics were selected to make the target words relevant to learners' everyday experiences. The game also aimed to provide opportunities for learners to encounter and use words repeatedly in a structured activity.

The instructional response was planned as a connected sequence rather than as a game-only intervention. The learning material introduces and organizes target words, while the board game provides a setting for retrieval, peer interaction, and repeated encounters with the same vocabulary. This relationship is relevant to the needs identified at FIB School: learners require support not only to recognize a word but also to pronounce it and recall it when completing an activity. The product therefore links guided learning tasks with game procedures so that the game remains connected to the instructional objectives.

Previous research and theoretical discussions have emphasized the role of engaging materials, visual support, and games in language learning. Cameron (2001) and Pinter (2021) discuss the importance of adapting language instruction to young learners, while Wright et al. (2006) describe games as a way to encourage participation and practice. However, the present project focuses on a particular development need: integrating supporting vocabulary materials with a physical board game and a multi-card activity system for fifth-grade learners in the FIB School context.

Accordingly, this study aimed to develop the learning materials and board game, obtain expert validation, and describe students' responses following implementation. The study contributes a context-specific instructional product and documents the development and review process. It does not aim to measure causal effects on vocabulary achievement.

The contribution of the study is primarily developmental and contextual. It documents how a supplementary vocabulary resource was designed for a particular group of fifth-grade learners, reviewed by experts, and tried out with a small group. The findings are presented as evidence of product quality and user response. They should not be interpreted as evidence of a measured improvement in vocabulary achievement, because the study did not employ a pre-test and post-test design.

THEORETICAL FRAMEWORK

Vocabulary Learning for Young Learners. Vocabulary knowledge supports learners' comprehension and communication. For young learners, vocabulary instruction should be organized around meaningful and familiar contexts and should offer opportunities to revisit words. Cameron (2001) emphasizes the distinctive considerations involved in teaching languages to children, while Pinter (2021) discusses approaches responsive to young learners' needs. In this study, vocabulary was selected from everyday themes and presented with visual and activity-based support. Vocabulary acquisition requires repeated exposure, meaningful practice, and opportunities to retrieve and use lexical items in different learning contexts (Nation, 2001).

Learning Materials and Visual Support. Learning materials serve as resources that connect instructional objectives with learner activities. Materials for elementary learners need to be understandable, appropriately sequenced, and visually accessible. In the developed product, illustrations accompany target vocabulary to provide contextual clues and help learners associate words with familiar referents. Activities include word presentation, pronunciation practice, speaking, exercises, and reflection so that learning does not stop at word recognition. Effective language learning materials should address learners' needs, facilitate meaningful engagement, and provide opportunities for language use (Tomlinson, 2011).

The sequencing of a learning resource is also important: learners need a manageable entry point before they are asked to produce language independently. In the present material, presentation and pronunciation tasks are followed by speaking practice, exercises, and reflection. This sequence allows the material to move from supported recognition toward more active use, while illustrations serve as visual cues. The design does not assume that pictures

alone ensure learning; rather, pictures are combined with language tasks and opportunities to revisit the target vocabulary.

Board Games in Language Learning. Games can provide a structured setting for language practice, interaction, and repetition. Wright et al. (2006) explain that language games can support participation and make practice more engaging. A board game may also establish a shared goal and clear procedures that encourage learners to take turns and communicate. In the present product, the game is paired with vocabulary, sentence, and challenge cards to extend practice beyond matching a word with an image and to encourage use of words in simple language contexts.

For instructional use, a game needs a transparent relationship between its rules and its learning purpose. The card system in this product distinguishes vocabulary cards, sentence cards, and challenge cards. These card types create different prompts for learners and provide variety while maintaining a shared vocabulary focus. A board game also structures turns and participation, which can make practice more collaborative. However, the degree of language learning that occurs depends on how the teacher facilitates the activity and how learners engage with the prompts; the presence of a game by itself is not a guarantee of learning.

Instructional Product Development and ADDIE. Design and Development Research is appropriate when a study seeks to design and examine an educational product (Richey & Klein, 2007). The ADDIE model provides a systematic sequence of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). Analysis identifies learner needs; Design plans objectives and product components; Development produces and revises the resource; Implementation tries the product with learners; and Evaluation gathers information for improvement. These stages guided the development of the vocabulary materials and board game in this study.

RESEARCH METHOD

Research Design and Setting

This study employed Design and Development Research (DDR) to produce vocabulary learning materials equipped with a board game for fifth-grade students at Fanana Insan Baksya (FIB) School, Malang. The ADDIE instructional design model was used to organize the development procedure. The participants involved in the implementation were six fifth-grade students, while an English teacher contributed to the needs analysis. The product was implemented online through Zoom Meeting.

Development Procedure

Analysis. The initial analysis explored learners' vocabulary-learning needs and the conditions of English instruction. Data were gathered through classroom observation, an interview with the English teacher, and student questionnaires. The information was used to identify the difficulties learners experienced and to determine the need for more engaging, visually supported vocabulary activities.

Design. The researcher planned the learning objectives, selected vocabulary themes, and designed the learning materials and game components. The themes were Fruits and Vegetables, Parts of the Body, and Things Around Us. The planning included the board-game structure, rules, vocabulary cards, sentence cards, challenge cards, and supporting activities. The design sought to make the procedures clear for both learners and teachers.

Development. The planned materials and game were produced using digital applications. The learning resource incorporated vocabulary explanations, pronunciation practice, speaking activities, exercises, and reflection tasks. The product was then submitted to a material expert and a graphic-design expert. Feedback was used to revise grammar, punctuation, writing consistency, and visual elements before implementation.

Implementation. The product was tried out with six fifth-grade students in an online session. Students watched the learning video, completed exercises, practiced speaking, and participated in the board game. After the activities, students completed a response questionnaire through Google Forms.

Evaluation. Evaluation was carried out through expert validation and learner responses. The expert assessments provided information about the quality and suitability of the product, while student questionnaire responses and comments provided information about their experience using the materials and game. The evaluation was used to identify strengths and possible areas for future improvement.

Data Collection and Analysis

The study used classroom observation, a semi-structured teacher interview, expert-validation sheets, and a student-response questionnaire. The expert-validation instruments used a five-point rating scale. Student responses were summarized descriptively by considering the distribution of agreement responses and open-ended comments. Since the implementation involved six students and did not include a pre-test and post-test comparison, the analysis describes product validation and learner perceptions rather than measured gains in vocabulary achievement.

The analysis was descriptive. Expert ratings were reported as the scores documented in the thesis, and student questionnaire responses were summarized by response category. Open-ended comments were considered to identify recurring impressions and suggestions. This approach was appropriate for describing the development and initial reception of the product, while avoiding statistical generalization from the small implementation group.

RESULTS AND DISCUSSION

The needs analysis indicated that learners needed additional support in understanding, pronouncing, and retaining English vocabulary. The teacher interview and classroom observation suggested that existing resources relied mainly on textbooks and worksheets. While such resources provided written practice, they offered limited interaction and visual variety. Some learners became less engaged during text-centered activities, and difficulties with pronunciation could affect confidence when speaking.

The findings also pointed to a need for materials compatible with the school's nature-based learning approach. The proposed product therefore combined a vocabulary resource with a game-based activity. Familiar daily-life topics were selected to provide a meaningful starting point for vocabulary practice and to make the material accessible to fifth-grade learners.

Product Design and Development

The resulting product was titled "Vocab Adventure: Learn and Play." It addressed three themes: Fruits and Vegetables, Parts of the Body, and Things Around Us. Across these themes, the product presented 45 target vocabulary items. The learning material combined word presentation with pronunciation, speaking, exercises, and reflection. The board game was designed for group participation and included vocabulary cards, sentence cards, and challenge cards, creating opportunities to review words and use them within simple sentence patterns and game tasks.

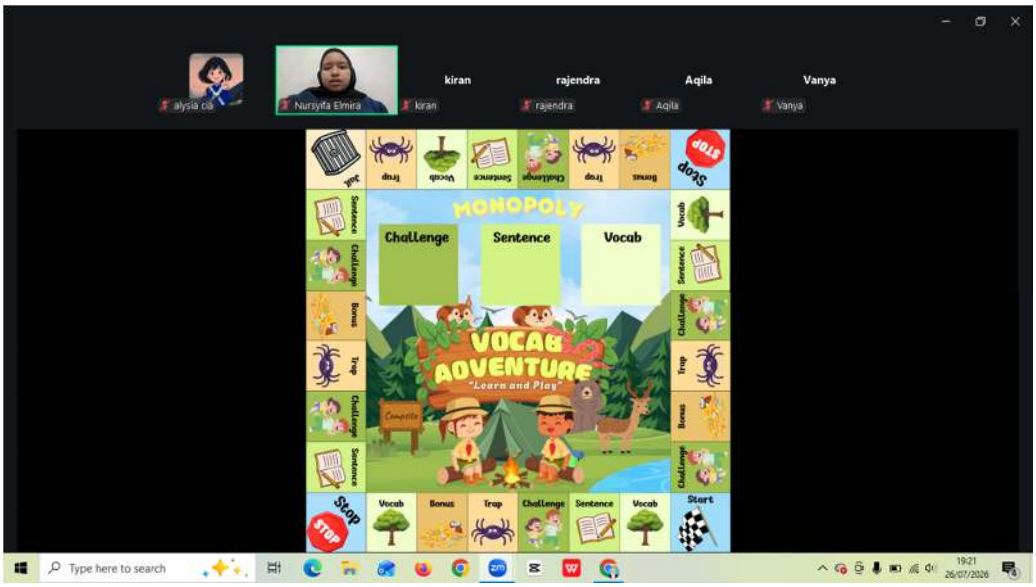


Figure 1. Overview of the "Vocab Adventure: Learn and Play" board game (source: thesis documentation).



Figure 2. Example of the learning material developed for the vocabulary themes (source: thesis documentation).

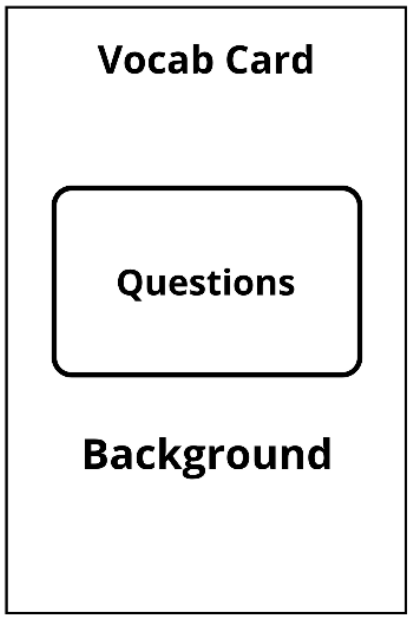


Figure 3. Example layout of a vocabulary card (source: thesis documentation).

The design emphasized clear instructions and visual components so that learners could focus on the language activity. The board game offered an additional setting for practicing vocabulary with peers, while the supporting materials provided more guided practice. In this way, the product integrated individual learning tasks and collaborative gameplay rather than treating the game as a separate recreational activity.

Product component	**Description in the developed resource**	**Instructional role**
Learning material	Three themes: Fruits and Vegetables; Parts of the Body; Things Around Us; 45 target words	Introduce and organize vocabulary in familiar contexts
Guided activities	Vocabulary presentation, pronunciation practice, speaking, exercises, and reflection	Provide supported practice and opportunities to use words
Board game	Game board used with group participation	Create an interactive context for reviewing target vocabulary
Card set	Vocabulary cards, sentence cards, and challenge cards	Vary prompts and connect word recognition with sentence/task practice

Expert Validation and Revision

The material expert assigned an average score of 4.70 out of 5, equivalent to 94%, and classified the product as Excellent. The graphic-design expert also assigned an average score of 4.70 out of 5 (94%), with the same Excellent category. These ratings indicate that the product received favorable expert assessments in both content and visual design.

The matching scores suggest that the two review dimensions were assessed favorably, although they address different aspects of product quality. The material review concerns the instructional content, while the graphic-design review concerns its visual presentation. Read together with the revision notes, the validation process indicates that the product was not simply accepted in its first form: language-level corrections and visual refinements were incorporated before the learner try-out. The reported percentage is a validation rating, not a measure of student learning gains.

Validation aspect	Mean score (out of 5)	Percentage	Category
Content/material expert	4.70	94%	Excellent
Graphic-design expert	4.70	94%	Excellent

Expert feedback also led to minor revisions before the implementation stage. The revisions included corrections to grammar, punctuation, and writing consistency, as well as improvements to selected visual elements of the board game. This review process was important because clarity of language and visual presentation can influence how easily elementary learners follow instructions and engage with learning activities.

Implementation and Student Responses

The implementation was conducted through Zoom Meeting with six fifth-grade students. During the session, students watched a learning video, completed exercises, practiced speaking, and played the board game. Their participation was described as active, and the questionnaire responses indicated positive perceptions of both the learning materials and the game.

With regard to the learning materials, four students strongly agreed and two agreed that the material was easy to understand. Three students strongly agreed and three agreed that the exercises progressed from easy to difficult. All six students strongly agreed that the pictures helped them understand the lesson. Five students strongly agreed and one agreed that the layout was interesting; the same distribution was reported for the statement that learning activities were enjoyable.

Responses to the board game were also favorable. All six students strongly agreed that the game made English learning more enjoyable and helped them remember new vocabulary. Four students strongly agreed and two agreed that the game rules were easy to follow. All six strongly agreed that the pictures and colors used in the game were attractive. In open-ended responses, students described the materials and game as interesting and enjoyable and reported that they helped them learn vocabulary more easily. Some suggested adding further vocabulary topics and game challenges.

Questionnaire statement	Strongly agree	Agree	Overall response
Learning material was easy to understand	4	2	All 6 positive
Exercises progressed from easy to difficult	3	3	All 6 positive

Pictures helped students understand the lesson	6	0	All 6 strongly agree
Learning-material layout was interesting	5	1	All 6 positive
Learning activities were enjoyable	5	1	All 6 positive
Game made learning English more enjoyable	6	0	All 6 strongly agree
Game helped students remember vocabulary	6	0	All 6 strongly agree
Game rules were easy to follow	4	2	All 6 positive
Game pictures and colors were attractive	6	0	All 6 strongly agree

Discussion

The development process illustrates how needs analysis can inform the design of an instructional product. The observed reliance on text-based resources and the reported difficulties with vocabulary understanding, pronunciation, and retention provided a rationale for adding visual and interactive elements. The use of ADDIE offered a structured process for translating these needs into a product, obtaining expert feedback, and trying it with the target learners (Branch, 2009).

The expert validation results were consistent across content and graphic design, with both dimensions receiving 94% and an Excellent classification. The subsequent revisions to language accuracy and visual presentation show that product development involved review and refinement rather than relying solely on the initial design. These processes support the suitability of the product as a supplementary resource in the setting examined.

Student responses suggest that visual support and game activities were well received. All six learners endorsed the helpfulness of the illustrations and the enjoyable nature of the game, while responses to clarity, sequencing, layout, and rule comprehension were also positive. This pattern is in line with the role of games in creating opportunities for participation and language practice described by Wright et al. (2006), and with the need to make learning materials responsive to young learners (Cameron, 2001; Pinter, 2021).

A closer look at the response pattern shows that the strongest endorsement concerned the visual and game features: all six students strongly agreed that pictures supported understanding, that the board game made English learning more enjoyable, that it helped them remember vocabulary, and that its pictures and colors were attractive. These responses are consistent with the product's design emphasis on visual cues and game-based review. They provide evidence that learners perceived these features positively; nevertheless, the questionnaire does not independently verify how many words each student retained after the session.

Nevertheless, the results should be interpreted within the scope of the study. The implementation involved only six students and was conducted online. The questionnaires captured learners' perceptions, not objectively measured changes in vocabulary knowledge. Therefore, the study supports the product's feasibility and positive reception in this context, but further research with a larger sample, classroom-based implementation, and pre-test/post-test or other achievement measures is needed to examine its impact on vocabulary learning.

The online implementation is another contextual consideration. A Zoom-based try-out enabled the researcher to conduct the activities with the six participants, but it may not reproduce all the interaction patterns of a face-to-face classroom or an outdoor learning setting. Future implementation could therefore examine how the product functions when learners handle the board and cards directly, how teachers manage turns, and whether the material remains practical with a larger class. Such follow-up work would complement the initial feasibility and response evidence reported here.

CONCLUSION

This study developed "Vocab Adventure: Learn and Play," vocabulary learning materials equipped with a board game for fifth-grade students at Fanana Insan Baksya (FIB) School. The development followed the ADDIE model and addressed 45 vocabulary items across three familiar themes: Fruits and Vegetables, Parts of the Body, and Things Around Us. The materials included vocabulary presentation, pronunciation and speaking practice, exercises, and reflection, while the game used vocabulary, sentence, and challenge cards.

Practical Implications. For teachers, the product may serve as a supplementary option when introducing or reviewing familiar vocabulary themes. The materials can be used to prepare learners before gameplay, while the board and card prompts can provide a structured activity for peer practice. Teachers may adapt the topics, language prompts, and challenge level to their students' needs. The positive responses in this small-scale try-out support considering the resource for classroom use, subject to local instructional objectives and teacher guidance.

Both expert assessments resulted in 4.70 out of 5 (94%) and were categorized as Excellent. During implementation with six students, questionnaire responses showed positive perceptions of the materials' clarity, illustrations, layout, activities, and game. The product can therefore be considered a promising supplementary resource for supporting vocabulary instruction and learner engagement in the study context.

The findings are limited by the small number of participants and the absence of a pre-test and post-test measure. Future research may implement the product with a larger group, examine learning outcomes, and expand the vocabulary themes and game challenges. Teachers may also adapt the materials to their learners' needs and instructional settings.

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