

Young Learners' Perceptions in Sequential Post Game Implementation for English Language Learning

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi implementasi permainan pos berurutan dalam merubah persepsi siswa muda terhadap pembelajaran bahasa Inggris dan untuk menilai manfaat serta tantangan yang terkait dengan pendekatan ini. Studi ini berfokus pada siswa kelas 4 di sekolah dasar di Gunungkidul, yang menghadapi kesulitan dalam menguasai keterampilan bahasa Inggris akibat keterbatasan kosakata dan kurangnya kepercayaan diri. Tujuan utama dari penelitian ini adalah untuk mendukung penggunaan permainan pos berurutan sebagai media pembelajaran berbasis permainan dan menentukan dampaknya terhadap persepsi dan hasil belajar siswa. Penelitian ini menggunakan pendekatan metode campuran dalam desain penelitian, yang menggabungkan metode deskriptif kualitatif dan kuantitatif. Data dikumpulkan melalui kuesioner, instrumen observasi, dan wawancara. Hasil penelitian menunjukkan bahwa permainan pos berurutan terbukti menjadi media yang bermanfaat untuk mengajarkan keterampilan bahasa Inggris. Penelitian ini mencatat tingkat keberhasilan yang lebih rendah dalam hal implementasi (85,1%) dan tingkat manfaat yang lebih tinggi (89,4%) dari penggunaan permainan pos berurutan dalam meningkatkan keterampilan bahasa Inggris siswa. Studi ini menyoroti potensi permainan pos berurutan untuk meningkatkan kemampuan bahasa Inggris siswa muda dan memberikan wawasan tentang penerapannya dalam konteks pendidikan.

Kata Kunci: *Permainan Pos Berurutan, Kemampuan Berbahasa Inggris, Pembelajaran Anak-Anak*

Abstract

The researcher aimed to address the implementation of sequential post games to reshape young learners' perceptions of learning English and to evaluate the benefits and obstacles associated with this approach. This study focused on grade 4 students at an elementary school in Gunungkidul, who faced challenges in acquiring English language skills due to limited vocabulary and lack of confidence. The primary goal of the research was to support the use of sequential post games as a game-based learning medium and to determine its impact on students' perceptions and learning outcomes. A mixed-method approach was employed in the research design, combining descriptive qualitative and quantitative methods. Data were collected using questionnaires, observation instruments, and interviews. The findings indicated that sequential post games proved to be a valuable medium for teaching English skills. The study revealed a lower degree of success in implementation (85.1%) and a higher degree of benefit (89.4%) from using sequential post games to improve students' English skills. This study highlights the potential of sequential post games to enhance young learners' English abilities and provides insights into their application in educational settings.

Keywords: *Sequential Post Game , English Language Learning , Young Learners*

INTRODUCTION

English is a mandatory subject for students in Indonesian educational institutions, from kindergarten to college, due to its importance in globalization and future career opportunities. Although English is widely taught, students often face challenges in improving their English skills, such as limited speaking practice, less interactive teaching methods, and inadequate learning materials. Observations at an elementary school in Gunungkidul Regency revealed that 4th grade

students are enthusiastic about learning English but struggle with spelling, grammar, and expressing ideas both orally and in writing. This highlights the need for more effective and engaging teaching methods.

The researcher conducted a preliminary test to assess the students' language skill levels and identify their weaknesses. Following this, the researcher conducted interviews about students' hobbies and observed their learning styles. In the activity, students were asked to arrange pictures and vocabulary according to their imagination, after being provided with various images and vocabulary related to daily activities and story time. Observations revealed that some students consistently read misspelled English words and wrote sentences that did not adhere to proper grammatical rules. Many students struggled to express their ideas both orally and in writing, as evidenced by the extended time they took to complete tasks. These issues highlighted the primary problem of students' English skills needing improvement.

In learning English, students must master four basic skills: listening, speaking, reading, and writing. According to Mahdi's research (2024), speaking skills are crucial yet challenging for students due to reluctance and fear of making mistakes. This highlights the need for engaging and motivating teaching methods. Many students face difficulties in improving their English skills, often hesitating to speak in a foreign language due to fear of errors. Teachers can help by encouraging and motivating students to speak English, thereby overcoming these barriers. (Mahdi, 2024) Thus, one effective technique to enhance English skills is Game-Based Learning, which involves using specially designed games to make learning more engaging and effective. This method provides opportunities for practicing speaking, listening, writing, and reading in an interactive way.

Game-Based Learning is a teaching method that uses specially designed games to enhance the learning process and effectiveness by stimulating emotional, intellectual, and psychomotor skills. Known as "pembelajaran berbasis permainan" in Indonesian, this method aligns learning activities with educational materials and technology, increasing student interest and effectiveness through the fantasy elements in games (Oktavia, 2022). It aims to boost motivation and outcomes while developing essential life skills such as communication, teamwork, and problem-solving. Although highly engaging, Game-Based Learning should complement rather than replace traditional methods, with careful selection and adjustment of games to match the subject matter and difficulty level for optimal learning outcomes (Academy, 2022).

Improving English skills involves mastering various elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. Several factors influence this improvement, including motivation and engagement, an authentic learning context, social interaction, and an adaptive approach (Wright, 2006). The game creates a fun and challenging learning environment that motivates students to learn and participate without fear of making mistakes. It provides real and meaningful situations for students to use English, helping them understand and remember vocabulary and grammar better (Hadfield, 2010). Social interaction through the game encourages cooperation between students, allowing them to practice language in real communication contexts. An adaptive teaching approach tailored to students' needs and abilities also enhances overall learning outcomes (Richards, 2001).

The application of the Sequential Post Game in English learning has shown positive results in enhancing students' overall English skills. This game makes learning more engaging and enjoyable, helping students address difficulties in spelling, grammar, and verbal expression. Increased motivation, intensive social interaction, and an authentic learning context allow students to make significant progress in their English proficiency. Despite challenges such as limited time and resources, variations in student abilities, restricted facilities, and difficulties in assessment, the benefits of this method in creating a fun and interactive learning environment make it a valuable tool in English language education. Thus, the research supports game-based learning techniques as an effective means of improving students' English skills.

Participation in the learning process is crucial for learning English, especially when using game-based methods like the Sequential Post Game. Before implementing this game, students' motivation levels and participation in English classes were low. Many students showed a lack of interest and enthusiasm, as evidenced by their passive attitudes and tendency to avoid English tasks. The introduction of the Sequential Post Game significantly increased student engagement,

providing a fun and challenging learning environment. According to Wright (2006), games can boost motivation by offering language practice in an enjoyable context, making students more willing to speak English without fear of making mistakes (Wright, 2006). This increased involvement helps expand vocabulary, improve grammar, and enhance speaking skills through real-life simulations and relevant challenges (Rochmawan, 2023).

In addition to increasing participation, the Sequential Post Game also enhanced student involvement in the learning process. High levels of participation are essential for achieving learning goals, but before using game methods, many students felt embarrassed or afraid to speak English, resulting in low engagement. After implementing the Sequential Post Game, students became more active in interacting with each other, following directions, and solving problems in English. According to Hadfield (2010), the game involves cooperative activities that improve communication and critical thinking skills, allowing students to use English in meaningful situations (Hadfield, 2010). An adaptive teaching approach, as suggested by Richards and Rodgers (2001), further improved learning outcomes by catering to students' needs and abilities (Richards, 2001). The use of the Sequential Post Game in English learning enhanced students' English skills, participation, and involvement, proving to be an effective method for improving English proficiency and learning outcomes.

Before the implementation of the Sequential Post Game, the English skills of 4th-grade students at an elementary school were observed to be low. Students faced challenges with spelling, grammar, and expressing ideas both orally and in writing. They often mispronounced English words and constructed grammatically incorrect sentences. Additionally, some students took a long time to complete English tasks due to difficulties in articulating their ideas verbally. Contributing factors to these challenges included low motivation and self-confidence, often stemming from monotonous learning methods that failed to actively engage the students.

To address these issues, this research implemented the Sequential Post Game as a teaching method. The use of games in education has been shown to make the material more engaging, help students understand and remember vocabulary, and increase interaction between teachers and students, thereby boosting motivation and making learning more enjoyable. The Sequential Post Game includes various activities designed to enhance students' English skills in a fun and interactive manner. These activities include puzzle challenges, listening exercises, reading descriptive texts, and drawing and describing professions. The tasks aim to improve vocabulary, grammar, speaking, listening, reading, and writing skills, creating a student-centered learning environment that increases student participation and interest in learning English.

Based on observations at an elementary school, students often encounter obstacles in learning vocabulary. Therefore, more attention is needed to make the vocabulary transfer process easier to understand, which can improve students' English skills. To achieve this effectively, teachers are expected to be creative in their teaching methods, using various techniques. One effective technique is incorporating games into teaching. Games help maintain students' interest and engagement while making learning enjoyable. Some games that can be applied in teaching English include puzzle games, guessing games, board games, Simon says, and the Sequential Post Game. Sequential Post Game can be played both indoors and outdoors. Outdoors, it can be played in a park or any other location deemed suitable by the teacher. The game is easy to follow as students only need to visit sequential stations, with each station featuring questions tailored to the learning styles and abilities of the students based on observations made.

Based on observations and interviews, several issues were found among students, such as difficulties with English skills. These problems can be caused by various factors, including a lack of vocabulary, difficulty understanding word meanings, and sometimes a lack of motivation to learn English. Another factor is that teachers may occasionally use methods or techniques that are not suited to the students' conditions. However, the effectiveness of a method or technique depends on how it is applied and the students' conditions in the class. This research focuses on how the Sequential Post Game technique can provide a new approach to English language learning. The game aims to make students more interested and active during English lessons, thereby motivating them to improve their English skills. Based on this background, the research is titled "Students' Perception of the Implementation of the Sequential Post Game in English Language

Learning" and aims to assess whether this game can enhance students' English skills. Furthermore, this research aimed to answer the question: (1) *How is the young learners' perceptions of Sequential Post Game Implementation for English Language Learning?* and (2) *What are the benefits and obstacles faced by students in Sequential Post Game Implementation for English Language Learning?*

METHOD

This research used mixed-methods research combines traditional quantitative and qualitative research approaches. This method collects both types of data to address research questions, integrating findings to draw comprehensive conclusions by offering a flexible and adaptive framework for conducting research. (Dawadi, 2021) The method emerged as a response to the limitations of using only quantitative or qualitative methods, providing a valid alternative to both. It involves the collection and analysis of both data types within a single study, without being constrained by traditional data collection approaches. The concept of mixed methods continues to evolve, reflecting its adaptability and ongoing development in research practices (Doyle, 2009) This approach involves collecting non-numerical data such as interviews, observations, and documents to obtain a rich picture of the situation under study (Creswell, 2018).

The subjects in this research were 6 fourth-grade students at an elementary school in Gunungkidul Regency. The selection of subjects was based on the research objective of understanding the influence of the Sequential Post Game on students' English skills. Observation was used to monitor the process of students' English skill development. According to Ayu (2024), observation is a data collection method that involves direct and systematic observation of phenomena or behavior without intervening, allowing researchers to gain an in-depth and valid understanding of real situations through field notes or other instruments (Anto, 2024). In this research, observations and interviews were conducted to assess changes in students' English language skills before and after implementing the Sequential Post Game.

This research involves several procedural steps in data processing. The first step is data collection. Data was collected through observations and interviews conducted during the research period. Observations and interviews were carried out during the learning process and after students participated in learning with the Sequential Post Game. The second step is data reduction. The collected data is reduced by simplifying and selecting relevant information for further analysis. This step aims to summarize and extract important details from the obtained data.

The third step is data presentation. The reduced data is presented in descriptive form, including narrative text, interview transcripts, and observation notes. Presenting the data in this way helps in organizing the information so that it is easy to understand and analyze. The fourth step is drawing conclusions. Conclusions are drawn based on the analysis of the presented data. These conclusions include the main findings of the research as well as the implications of the results obtained (Miles, 1994). Thus, it is hoped that this research can provide a comprehensive picture of the influence of the Sequential Post Game on students' English language skills, as well as the factors that support and hinder the application of the game.

FINDING AND DISCUSSION

This section presents the findings of this study. The results obtained the research question in this study concerning (1) *How is the young learners' perceptions of Sequential Post Game Implementation for English Language Learning?* and (2) *What are the benefits and obstacles faced by students in Sequential Post Game Implementation for English Language Learning?*

Implementation of Sequential Post Game Combined with Cooperative Language Learning

The Sequential Post Game media combines two approaches: non-digital game-based learning and cooperative learning. Using non-digital game-based learning media in the classroom enhances student engagement and helps them understand the learning materials. When combined with the cooperative learning approach, the learning process becomes more accessible and enjoyable. This combination indirectly motivates students to continuously improve their English skills. Regarding the implementation of the Sequential Post game, this survey assessed how students understood the game and their opinions on its implementation. The researcher explained

the questionnaire questions to ensure that students comprehended their meanings. Overall, the details of the Sequential Post game implementation are presented in Table 1.

Table 1. Implementation of Sequential Post Games

Statements	Agree	Disagree
Game-based learning is very useful for increasing focus during the learning process	100%	0%
Sequential Post Game learning media makes the learning process more exciting to complete each	100%	0%
The teacher provided learning media in the form of games that made me excited	100%	0%
I like it when learning in class is done in groups	100%	0%
Group learning makes the learning process easier and more effective	100%	0%
By learning in groups, I find it easier to solve the problems given by the teacher	100%	0%
I actively participate in group learning in every task given by the teacher	100%	0%
Group learning gives me the opportunity to interact with my peers	100%	0%
The teacher uses the Sequential Post Game as a learning media.	100%	0%

Based on the questions in Table 1, the students' responses indicate unanimous positive feedback towards the implementation of Sequential Post Game as a learning medium and the effectiveness of group learning in improving English skills. The questionnaire, comprising ten questions, highlighted the effectiveness of cooperative learning and game-based learning. According to Table 1, students were more motivated to complete every challenge presented by the teacher when learning through Sequential Post Game. Cooperative learning also made it simpler for students to tackle these challenges, and the Sequential Post Game used in the learning process further enhanced student engagement. When games and cooperative learning are employed, students become more involved in the learning process and find it easier to solve the problems posed by the teacher. In Table 1, the item indicating that game-based learning media made the learning process more exciting to complete any game given by the teacher received a 100% agreement score. Students claimed that the availability of non-digital game-based learning media made them feel challenged by the teacher's tasks. Moreover, game-based learning resources made it easier for students to understand the material and respond to related questions.

Additionally, the availability of game-based learning resources made students feel more excited about the lessons. Learning in groups was also highly appreciated, as it allowed students to collaborate and interact with their peers, making the learning process more effective and enjoyable. Group learning facilitated easier problem-solving and active participation in every task. The consistent 100% agreement across all items highlights that students found the Sequential Post Game and cooperative learning approach to be highly beneficial in creating a fun, engaging, and effective learning environment. The students' comments further demonstrated how non-digital game-based learning can spark their interest in the subject and present them with engaging challenges. This is evident from the students' survey responses, which showed a perfect score (100%) response rate, indicating that they felt more engaged and challenged by the non-digital game-based learning to enhance their English skills.

Based on the students' responses above, Sequential Post games stimulate student engagement in the learning process. When students enjoy learning, they become enthusiastic and competitive. According to Lewis (2003), games encourage students to learn English because they are fun, promoting experimentation, discovery, and interaction with their environment. In enriched learning environments with various sensory stimuli, students pay greater attention to the material and perceive the information as relevant to their lives (Lewis, 2003). When implementing the game, students feel like they are merely playing rather than studying. They enjoy the learning process

without any pressure, indicating that having fun can make learning easier, which is in line with the opinion of Wechselberger (2013). He noted that playing games allows learners to forget their worries and escape daily routines, giving them space to enjoy themselves (Wechselberger, 2013). From these opinions, it could be concluded that the use of Sequential Post games as a game-based learning medium can stimulate student engagement and enthusiasm in learning by creating a fun and competitive environment. This helps students forget their worries and enjoy the learning process, making it easier and more effective.

Excerpt 1.

Saya senang belajar melalui permainan Pos Berurutan karena membuat proses belajar menjadi lebih seru dan menarik. (I enjoy learning through Sequential Post games because it makes the learning process more exciting and engaging.) (Participant 1/Interview on July 23, 2024)

Excerpt 2.

Penggunaan permainan Pos Berurutan oleh guru memberikan pengalaman baru dalam belajar, membuat prosesnya lebih menyenangkan dan interaktif. (The use of Sequential Post games by the teacher provides a new experience in learning, making the process more enjoyable and interactive.) (Participant 4/Participant 1/Interview on July 23, 2024)

Excerpt 3.

Permainan Pos berurutan yang digunakan di kelas membuat saya lebih bersemangat dalam mengikuti pelajaran, terutama karena ini pertama kalinya saya belajar dengan pendekatan berbasis permainan seperti ini. (The Sequential Post games used in class have made me more enthusiastic about the lessons, especially since this is my first time learning through such a game-based approach.) (Participant 5/Interview on July 23, 2024)

Based on the students' responses above, Sequential Post games stimulate student engagement in the learning process. When students enjoy learning, they become enthusiastic and competitive. According to Lewis (2003), games encourage students to learn English because they are fun, promoting experimentation, exploration and interaction with their environment. In enriched learning environments with various sensory stimuli, students pay greater attention to the material and perceive the information as relevant to their lives (Lewis, 2003). When implementing the game, students feel like they are merely playing rather than studying. They enjoy the learning process without any pressure, indicating that having fun can make learning easier, which is in line with the opinion of Wechselberger (2013). He noted that playing games allows learners to forget their worries and escape daily routines, giving them space to enjoy themselves (Wechselberger, 2013). From these opinions, it could be concluded that the use of Sequential Post games as a game-based learning medium can stimulate student engagement and enthusiasm in learning by creating a fun and competitive environment. This helps students forget their worries and enjoy the learning process, making it easier and more impactful.

Based on the interviews conducted by the researcher, students in the class expressed positive responses towards learning through Sequential Post games. Participant 1 mentioned that this method makes the learning process more engaging and enjoyable. Similarly, Participant 4 stated that the use of Sequential Post games by the teacher provides a new and enjoyable learning experience. Participant 5 noted that this game-based approach has increased their enthusiasm for the lessons, especially since it was their first time learning in this manner. The findings from these interviews indicate that using Sequential Post games in the classroom can enhance student engagement and enthusiasm, making the learning process more enjoyable and participatory.

Excerpt 4.

Saya sangat menghargai pembelajaran dengan permainan Pos berurutan karena memungkinkan saya untuk berkolaborasi dengan teman dan guru, menciptakan rasa kompetisi dan membuat lebih menantang untuk memecahkan masalah yang diberikan oleh guru. (I really appreciate learning with Sequential Post games because it allows me to collaborate with friends and teachers, creating a sense of competition and making it more challenging to solve the problems given by the teacher.) (Participant 2/Interview on July 23, 2024)

Excerpt 5.

Belajar secara berkelompok dengan permainan Pos berurutan memudahkan saya dalam menyelesaikan soal yang diberikan guru, karena saya dapat berdiskusi dan berkolaborasi dengan teman satu kelompok.(Learning in groups with Sequential Post games makes it easier for me to solve the problems given by the teacher, as I can discuss and collaborate with my group mates.)(Participant 6/Interview on July 23, 2024)

Collaborative learning can take place in small group discussions, problem-solving activities, and both face-to-face and virtual game settings. This is in line with Saha's opinion (2016). According to him, language games are effective in developing essential collaborative skills and maintaining individuality, while also reducing student anxiety and encouraging participation. These games help improve language skills and foster social skills like active listening, respect, and social awareness (Saha, 2016). According to Lestari (2023), games offer numerous advantages in the English learning process, particularly in boosting students' confidence and motivating them to be more interactive and engaged in their studies. They encourage students to become active participants, facilitate consolidation and interaction among peers, and create an enjoyable atmosphere for learning English (Lestari, 2023). From this opinion, it can be concluded that collaborative learning, including small group discussions, problem-solving activities, and game settings, can effectively help students develop essential collaborative skills. Language games, in particular, reduce anxiety, encourage participation, and foster important social skills, making learning more engaging and enjoyable. Games also boost confidence, motivate interaction, and facilitate peer consolidation, ultimately enhancing the English learning process.

Based on the excerpts, it can be concluded that students highly value the use of Sequential Post games for learning as it facilitates collaboration with peers and teachers, fosters a sense of competition, and enhances problem-solving challenges. Participants expressed that group learning with these games made it easier to tackle the problems given by the teacher through discussion and collaboration with their group mates. This indicates that cooperative learning methods, especially those involving interactive games, significantly aid students in problem-solving and increase their engagement and enthusiasm for learning.

Excerpt 6.

Saya lebih suka belajar dengan permainan Sequential Post karena materi menjadi lebih mudah dipahami, dan saya dapat dengan cepat menjawab pertanyaan dibandingkan dengan yang lain. (I prefer learning with Sequential Post games because the material becomes easier to understand, and I can quickly answer questions compared to others.) (Participant 3/Interview on July 23, 2024)

According to Hieu (2017), the effectiveness of using games in teaching English is considered important in improving students' learning experiences. Games alleviate the pressure of learning a foreign language and create a positive environment where students engage more actively, competitively, and cooperatively in the classroom, contributing to the success of foreign language instruction (Hieu, 2021). Based on Excerpt 6, it can be concluded that learning with Sequential Post games makes the material easier to understand for students. Participants noted that this method allowed them to answer questions more quickly compared to traditional learning methods, indicating that the use of interactive games enhances both comprehension and efficiency in learning.

The Benefits of the Sequential Post Game

This section outlines the benefits of the Sequential Post game from the perspective of young learners regarding its implementation in English language learning. The researcher clarified the questionnaire questions to ensure that students comprehended their meanings. Overall, the advantages of the Sequential Post game are detailed in Table 2.

Table 2. The Benefit of the Sequential PostGame

Statements	Agree	Disagree
Teachers use Sequential Post learning media that can foster learning motivation	100%	0%
The Sequential Post learning media can improve my	83%	17%

vocabulary to write a sentence in English		
The Sequential Post learning media makes the writing learning process more effective	100%	0%
The Sequential Post game makes me easier to work together with classmates in groups	83%	17%
The learning process using games feels more effective so that it can create a fun learning process	100%	0%
The Sequential Post game help me more confident to learn the English speaking skills better.	100%	0%
The Sequential Post game help me more confident to learn the English listening skills better.	100%	0%
The Sequential Post game help me more confident to learn the English reading skills better	100%	0%
The Sequential Post game help me more confident to write English texts better	83%	17%
The Sequential Post learning media makes me participate more in the learning process	100%	0%
The Sequential Post game learning media makes the English learning process more fun and conducive	100%	0%

The responses in Table 2 indicate strong positive feedback towards the implementation of Sequential Post games as a learning medium and their impact on improving English skills. The questionnaire, consisting of eleven questions, highlighted the success of game-based learning in enhancing students' motivation and engagement. According to Table 2, students unanimously agreed that the use of Sequential Post learning media by teachers fosters learning motivation, with a 100% agreement rate. This demonstrates that the game-based approach significantly boosts students' enthusiasm for learning. Additionally, 83% of students agreed that the Sequential Post learning media can improve their vocabulary and help them write better sentences in English. While 17% of students disagreed, the majority found it beneficial for enhancing their language skills.

The Sequential Post learning media was found to be highly successful in making the English learning process more engaging and impactful. The 100% agreement rate on items related to creating a fun and conducive learning environment, increasing learning motivation, providing new learning experiences, and fostering a liking for learning underscores its effectiveness. Students felt that learning through games made the process more enjoyable and productive. The interactive and collaborative nature of the game-based approach facilitated their ability to express ideas in writing and actively participate in the learning process. The consistently high agreement rates across most items highlight that students found the Sequential Post game to be an extremely beneficial tool for improving their English skills, making learning more enjoyable, and motivating them to engage deeply with the material. The students' feedback underscores the value of incorporating non-digital game-based learning media to create a dynamic and effective learning environment. Researchers implemented the Sequential Post game, which involves clues and directions to find "treasures," to enhance English skills among fourth-grade students. The results after the implementation showed that students' English skills improved and became more accurate compared to the exercises given before the implementation. This game is considered to make language learning more effective, as evidenced not only by the questionnaire results and student observations but also by interviews with several students, as explained below.

Excerpt 7.

Penggunaan permainan Berburu Harta Karun sebagai media pembelajaran membuat proses pembelajaran lebih efektif karena membuat pembelajaran lebih menyenangkan dan materi lebih mudah dipahami. (Using the Sequential Post Game as a learning medium makes the learning process more effective because it makes learning more enjoyable and the material easier to understand.)(Participant 1/Interview on July 23, 2024)

Excerpt 8.

Belajar melalui permainan Pos berurutan memang telah membuat proses pembelajaran menjadi lebih efektif dan menyenangkan(Learning through the Sequential Post Game has certainly made the learning process more effective and enjoyable.) (Participant 3/Interview on July 23, 2024)

Excerpt 9.

Belajar dan bermain Permainan Pos berurutan untuk pertama kalinya sangat menyenangkan karena saya dapat belajar dan bermain secara bersamaan. (Learning and playing with the Sequential Post Game for the first time was a lot of fun because I was able to learn and play simultaneously.) (Participant 5/Interview on July 23, 2024)

According to Papadimitriou (2020), game-based learning significantly increases engagement and enjoyment in educational settings. He argues that games satisfy psychological needs and foster positive experiences, which increase engagement. Effective games are problem-solving spaces that stimulate deep learning. Additionally, game-based learning promotes a dynamic, student-centered environment that effectively enhances motivation and learning outcomes (Papadimitriou, 2020). Meanwhile, Prensky (2001) notes that games attract students' attention and maintain their interest through interactive and immersive experiences. By making learning fun, games help reduce anxiety and increase motivation, leading to more effective learning. Prensky emphasizes that the interactive nature of games encourages active participation and problem-solving, improving students' understanding and retention of the material (Prensky, 2001). Thus, game-based learning effectively boosts student engagement and enjoyment, making material easier to understand and enhancing motivation. The interactive and immersive nature of games promotes active participation and problem-solving, leading to better retention and understanding of the material. This results in a more dynamic, student-centered learning environment that improves learning outcomes.

Based on the interviews conducted, the use of the Sequential Post Game as a learning medium has made the learning process more effective and enjoyable. Participants noted that the game makes learning fun and helps in understanding the material more easily. The findings from these excerpts suggest that integrating games like the Sequential Post Game into the learning process can enhance both the effectiveness and enjoyment of learning for students.

Excerpt 10.

*Permainan Berburu Harta Karun membantu saya mengekspresikan pikiran saya dengan lebih baik dalam tulisan, sehingga lebih mudah menerjemahkan ide-ide saya ke dalam kalimat.*The Sequential Post Game helps me better express my thoughts in writing, making it easier to translate my ideas into sentences. (Participant 2/Interview on July 23, 2024)

Based on the researcher's observations, the students demonstrated an ability to socialize easily with their peers, which proved beneficial during cooperative learning activities. Enthusiasm was evident when implementing group-based learning combined with non-digital game media. Questionnaire results also indicated that all participants favored cooperative learning, affirming that this method aids in solving tasks assigned by the teacher. Similarly, interviews revealed that students found group learning helpful in tackling their teachers' assignments. Specifically, one student noted that the Sequential Post Game improved their ability to express thoughts in writing.

Excerpt 11.

Permainan Pos Berurutan membantu saya mengekspresikan pikiran saya dengan lebih baik dalam tulisan, sehingga lebih mudah menerjemahkan ide-ide saya ke dalam kalimat.(The Sequential Post Game makes learning more effective and helps me better understand the material. (Participant 4/Interview on July 23, 2024)

Excerpt 12.

Permainan Pos Berurutan memberikan pengalaman baru bagi saya, membuat pembelajaran lebih menyenangkan dan materi lebih mudah dipahami.(The Sequential Post Game provides a new experience for me, making learning more enjoyable and the material easier to grasp). (Participant 6/Interview on July 23, 2024)

According to Ashok (2013), language games significantly improve comprehension and efficiency in learning English. Games break the monotony of traditional lessons and foster active engagement, motivation, and enjoyment. Games create a dynamic and interactive learning

environment, making complex grammar concepts more accessible and enjoyable for students. Games also encourage collaboration, communication, and practical application of language skills, leading to better retention and mastery of the material (Ashok, 2013). Kaur (2019) similarly argues that language games improve comprehension and efficiency in learning vocabulary among secondary school students. Games make learning interesting and fun, which can overcome students' boredom and disinterest in vocabulary. Effective vocabulary teaching through games not only improves language skills and memory but also builds students' self-confidence and social interaction, making the learning process more holistic and effective (Kaur, 2019).

Based on the researcher's observations, students in the class are capable of easily socializing with their peers, which is advantageous for cooperative learning. Their enthusiasm was apparent during the implementation of group learning combined with non-digital game media. Questionnaire results revealed that all participants favored cooperative learning, indicating that it aids in solving problems assigned by the teacher. In interviews, students echoed this sentiment, finding group learning helpful for their assignments. Specifically, one student highlighted that the Sequential Post Game made learning more effective and helped them better understand the material, while another appreciated the new, enjoyable experience it provided, making the material easier to grasp.

The study on the implementation of Sequential Post Game as a learning medium revealed several benefits for improving students' English skills. The research found unanimous positive feedback from students, highlighting the effectiveness of cooperative and game-based learning in enhancing engagement, motivation, and understanding. Students were more enthusiastic and competitive, with games making the learning process more enjoyable and effective. The Sequential Post Game facilitated group collaboration, making it easier for students to solve problems and express their ideas in writing. The findings suggest that non-digital game-based learning media, like the Sequential Post Game, can create a dynamic and effective learning environment, boosting students' confidence and active participation, ultimately leading to better learning outcomes in English language skills.

CONCLUSION

The implementation of Sequential Post Games as a non-digital game-based learning medium demonstrates high qualification, with an implementation percentage of 85.1% and a benefits percentage of 89.4%. This study aimed to evaluate how Sequential Post Games impact English language learning, as well as the associated benefits and obstacles. Although the implementation and benefits percentages are very positive, the obstacles faced remain quite significant. Therefore, it is recommended that teachers, readers, and future researchers seek solutions to address these obstacles and continue to develop Sequential Post Games as a medium for English language learning, especially for young learners.

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