



Louder Board Puzzel Game

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Abstract: Board games are commonly used as learning tools to enhance engagement and effectiveness in the learning process. Additionally, board games are traditional games that are widely enjoyed and can be played by people of all ages. The Louder Board is a puzzle game that has been modified to help boost self-confidence in reading English texts. Each puzzle piece contains a card with a paragraph from a story, allowing students to collaborate in assembling the story. The goal of Louder Board is to encourage students to think critically, work together, and build confidence in reading English texts, while also expressing their opinions within the context of Narrative Text learning materials.

Keywords: Board Game, Learning Media, Narative Text

Introduction

Learning media is a tool used for learning activities that are useful for stimulating thoughts, feelings, attention and skills until the teaching and learning process occurs (Rahma & Astutik, 2022). In addition, teachers also need to hone their creativity to create learning media in order to create innovative and attractive learning (Apsari, Lisdawati, & Mulyani, 2020). One of the interesting and fun learning media that can train students' thinking processes to be many ideas and innovative is Board Game. So that students not only learn to socialize but also aspects of communication (Ningtyas, 2023). Board Game aims to encourage individuals or groups to gain knowledge, skills, and personality development in various different domains, in specially designed games and simulations. So that Board Game can be modified according to learning needs (Rajković, Ružić, & Ljujic, 2012).

Board Games in the form of puzzles can be used as an introductory tool to increase student motivation in critical thinking and problem solving, changing passive learners into active ones (Li, 2023). Puzzle Games can help students to improve their understanding of reading English texts, reduce fear when learning, and make students more relaxed and cooperative (E-UNESA Journal, n.d.). Louder Board was developed to overcome students' problems in reading skills, especially Narrative Text material (Molenda, 2008). Louder Board is a puzzle game that has been modified with a short story card that aims to help students understand text, construct meaning, be able to guess meaning, and students can pay attention to social functions, text structures, linguistic elements and short story formats (Lismayanti & Misnawati, 2021). Louder Board is an efficient learning media, easy to make,

easy to carry outside or inside the classroom (E-UNESA Journal, n.d.). Louder Board invites students to think and solve problems by arranging story pieces into a complete story (Kristanto, 2016).

Methodology

This study applied a descriptive qualitative method to explore the use of the Louder Board as a learning medium in teaching Narrative Texts. The participants were junior high school students who engaged in reading and assembling puzzle-based story pieces. Each puzzle contained a paragraph fragment from well-known folktales such as Sangkuriang, Malin Kundang, and The Golden Starfruit Tree. The procedure began with a brief explanation of Narrative Text structure, followed by students drawing puzzle pieces and reading them aloud. Through collaborative discussion, students arranged the fragments into a complete story and analyzed its orientation, complication, climax, and resolution. Observations and field notes were collected to evaluate students' confidence, comprehension, and interaction during the process. The analysis focused on how the Louder Board influenced motivation, critical thinking, and cooperative learning while enhancing reading skills.

Results and Discussion

Product Content

Louder Board is a board game in the form of a puzzle game that has been modified so that it contains efforts to increase self-confidence in reading English texts. The material used is Narrative Text. Students will be given a brief explanation of Narrative Text. Then students are asked to remember and mention stories they have heard and read. After that, one by one students are asked to take a piece of the puzzle, which contains a paragraph fragment from three different stories (Sangkuriang, Malin Kundang, and The Golden Star Fruit Tree), and the student must read it out loud (Louder) so that it can be heard by other students. From the process of reading and listening, students are expected to be able to put together the pieces of the story to become a complete story, as well as forming a group. In the final stage, each group will be asked to analyze and present the text structure of the story, in order to find out students' understanding of the Narrative Text material.

An explanation of the components and materials used during the Louder Board manufacturing process is as follows:

1. On the Game Board, the base uses plywood and the top uses thick cardboard with a printed banner cover, so that the image is not easily damaged or faded.
2. Puzzle pieces, using thick cardboard in a hexagonal shape, and given a pocket for the story cards made from origami paper.
3. Story Cards, made from buffalo paper containing pieces of stories from Sangkuriang, Malin Kundang, and The Golden Star Fruit Tree, with shaped like a rounded rectangle callout.
4. 4. Text Structure Board, which contains Orientation, Complication, Climax, and Resolution. Located behind the board.

Louder Board design can be seen as follows:

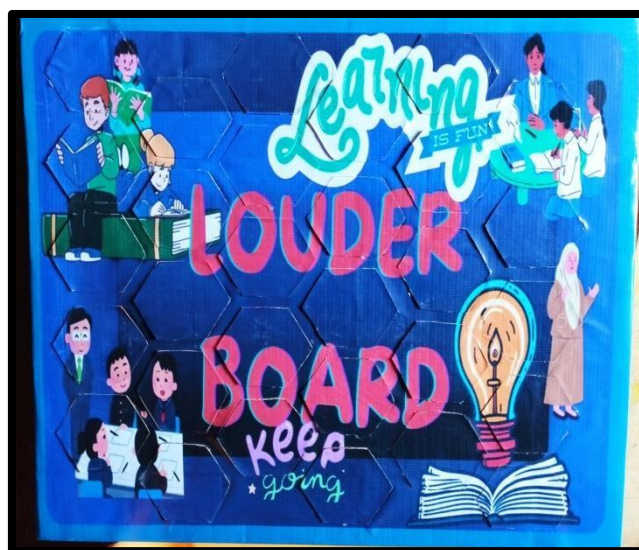


Figure 1. The Look of the Louder Board Game Board

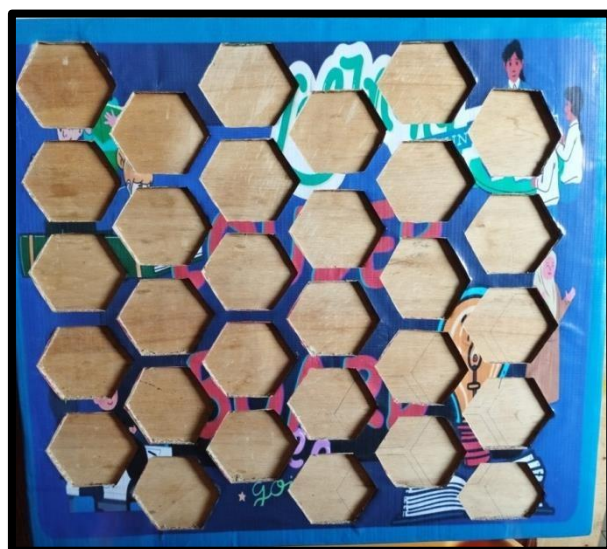


Figure 2. The appearance of the Louder Board game board without the puzzle pieces.



Figure 3. The look of the puzzle pieces.

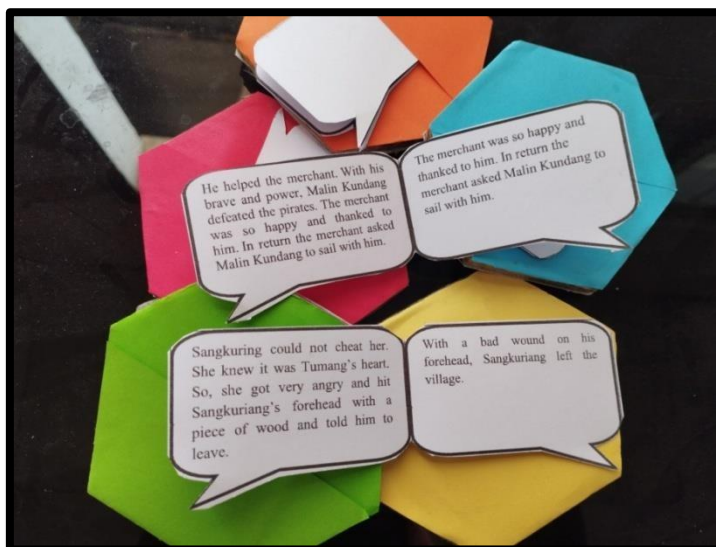


Figure 4. The look of Story Card



Figure 5. Rear View of the Puzzle Piece.

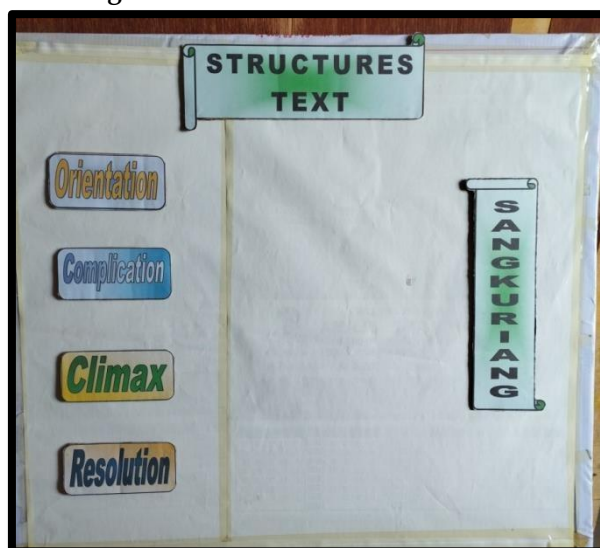


Figure 6. The look of Text Structure.

Conclusion

The findings highlight that the Louder Board Puzzle Game is an effective learning medium for teaching Narrative Texts. By combining reading, collaboration, and problem-solving, it successfully engaged students in active participation. The activity encouraged learners to read aloud, build confidence, and analyze text structures in a fun and interactive way. Students were not only motivated to understand the content but also demonstrated improved comprehension and teamwork. Furthermore, the game fostered a positive classroom atmosphere by reducing anxiety and making reading activities more enjoyable. In conclusion, Louder Board has strong potential to be integrated into English teaching practices as an innovative tool that promotes critical thinking, collaboration, and self-confidence in learning.

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