

The Effectiveness of Using Undercover Games in English Language Learning for English Language Education Students Class B of Ahmad Dahlan Islamic University Class 2024

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Abstract

The low motivation and English language skills of students are significant challenges in higher education in Indonesia. This study aims to determine the effectiveness of using the Undercover game in improving the motivation and English language skills of English Language Education students, class B, Ahmad Dahlan Islamic University. This study uses a quantitative approach with a one-group pretest-posttest design. The research subjects were 12 students selected using a saturated sample. The instruments used included tests (pre-test and post-test), observations, and questionnaires. The results showed an increase in the average score of 14.91 points in the post-test compared to the pre-test. Students' responses were also very positive towards learning with the Undercover game, as shown by high questionnaire scores and observation results that illustrate active participation. These findings confirm that a game-based learning approach can significantly increase students' motivation, involvement, and vocabulary mastery. Therefore, the integration of game media in language learning can be an innovative strategy to create a fun and effective learning atmosphere.

Keywords: Effectiveness, Undercover Game, English Learning, Learning Motivation.

1. Introduction

English has become the dominant international language in various sectors of life, including education, business, and global communication. In Indonesia, proficiency in English is expected to be one of the essential competencies for students, especially in the face of increasingly rapid globalization. However, data from the Central Statistics Agency ("Badan Pusat Statistik (BPS)," 2019) and the Ministry of Education and Culture indicate that English language skills among students remain relatively low. BPS data from 2020 shows that only around 9.4% of young Indonesians possess good or very good English proficiency, while the remaining 90.6% have not reached an adequate level. Furthermore, according to the 2023 English Proficiency Index (EPI) by Education First (EF), Indonesia ranks 79th out of 113 countries. (EF, 2019)

These statistical findings highlight the significant challenge Indonesia faces in enhancing English language competence, particularly to meet the demands of the increasingly competitive global job market. One of the underlying factors contributing to this low proficiency is the lack of student motivation and interest in learning English. Traditional teaching methods, which tend to be monotonous and teacher-centered, are often unable to stimulate active engagement and enthusiasm among learners. As a result, efforts to improve English education in Indonesia must not only focus on curriculum and policy reform but also explore more engaging and interactive learning approaches that can enhance students' motivation and participation.

One of the main challenges in learning English is the lack of student motivation and interest. Traditional learning methods that are often used, such as lectures and memorization, tend to make students feel bored and disengaged in the learning process. This can result in low motivation and student involvement in the learning process. According to (Mukarom, 2024), Motivation is one of the key factors in successful language learning. When students are not motivated, they tend not to put in much effort in learning, which ultimately has a negative impact on their learning outcomes. Therefore, it is important to use approaches that can increase students' motivation and engagement in English learning that are more innovative and interesting.

One of the innovative and engaging approaches that is increasingly being implemented in education is the use of games as a learning tool. This aligns with Constructivist Theory, as pioneered by Piaget and Vygotsky, which emphasizes the importance of active and interactive learning experiences. Educational games support these experiences

by encouraging collaboration among students, stimulating problem-solving skills, and providing simulated real-world scenarios that make learning more contextual and meaningful. Through game-based learning, students are not only recipients of information but become active participants in constructing their own knowledge. According to Vygotsky, learning occurs through social interaction and collaboration, where students construct their own knowledge through experience (Aura Yolanda et al., 2024). Games have the potential to create interactive and fun learning environments, which can increase student engagement. According to Gee, (Rangkuti et al., 2024) Games can provide immersive and contextual learning experiences, where students can learn through exploration and interaction.

In addition, the theory of Intrinsic and Extrinsic Motivation proposed by Deci and Ryan (1985) is also relevant in this context. Games can increase students' intrinsic motivation by providing interesting challenges and immediate feedback, so that they feel more involved in the learning process. Through games, students can learn in a more natural and enjoyable way, and can practice their English skills in a more relevant context. Games can also encourage collaboration and social interaction between students, which are important aspects of language learning.

Students of Class B, 2024 cohort, from the English Language Education Program at Ahmad Dahlan Islamic University demonstrated a significant need for more innovative and engaging instructional approaches, such as the integration of game-based learning. Based on the initial survey conducted, 75% of the students reported a lack of motivation when learning English through traditional methods, which they perceived as repetitive and uninspiring. Furthermore, 80% of the respondents expressed a clear preference for an engaging and collaborative learning environment—one that allows for active communication and peer interaction as part of the learning process.

One type of game that is interesting to apply in learning English is the game "Undercover". This game requires players to communicate, think critically, and strategize in completing missions. In this game, players must hide their identities and try to reveal the identities of other players, which encourages them to use English in a fun and competitive context. The use of games in education can increase student motivation and engagement, as well as help them develop social and communication skills (Farhan et al., 2024).

This study aims to explore the effectiveness of using the Undercover game in English language learning for college students. By understanding how this game can affect students' motivation, engagement, and language skills, it is hoped that more effective methods can be found in teaching English. This study will also provide insight for educators about the importance of integrating game elements into the learning process to create a more dynamic and engaging learning environment.

Through this research, it is expected to provide a positive contribution to the development of more innovative and effective English learning methods. By identifying the advantages and challenges in using the Undercover game, it is hoped that educators can design learning activities that are more interesting and in accordance with the needs of students. With a more interactive and fun approach, it is hoped that students can be more motivated to learn English and improve their language skills significantly game.

Research Objectives:

1. To determine the effectiveness of using the Undercover game in improving the motivation and English language skills of English Language Education students, class B, Ahmad Dahlan Islamic University, class 2024.

Research Questions:

1. Is the use of the Undercover game effective in improving the motivation and English language skills of English Language Education students of the 2024 intake, class B, Ahmad Dahlan Islamic University?

Based on these research objectives and questions, hypotheses correspond to each area this research explores. These hypotheses are statements that this research aims to test and validate.

Hypothesis 1: The use of the Undercover game in English learning is effective in increasing the learning motivation of English Language Education students, class B, 2024, Ahmad Dahlan Islamic University.

Hypothesis 2: The use of the Undercover game in English learning is effective in improving the English language skills of English Language Education students, class B, 2024, Ahmad Dahlan Islamic University.

Hypothesis 3: The increase in learning motivation obtained through the use of the Undercover game contributes positively to improving students' English language skills.

Hypothesis 4: Students who showed active participation in using the Undercover game tended to experience more significant improvements in motivation and English language skills than students with low participation.

2. Method

This study employed a quantitative approach using a one-group pretest-posttest experimental design. The subjects consisted of 12 students from Class B, 2024 cohort, in the English Language Education Program at Ahmad Dahlan Islamic University. Data were collected through tests, observations, and questionnaires. A vocabulary test was administered prior to and following the implementation of the Undercover game to measure the improvement in students' mastery of English vocabulary.

Data Collection

This study aims to determine the effectiveness of using the Undercover game in improving the motivation and English language skills of English Education students class B, batch 2024. Data were collected through observations of student activities, student response questionnaires, and calculations of pre-test and post-test results.

Data Analysis Quantitative Phase

This study uses a quantitative approach with hypothesis testing through pre-test and post-test techniques. This technique is used to measure differences in student learning outcomes before and after the implementation of the Undercover game in English learning (Beno et al., 2022). The data obtained are then analyzed to determine the effectiveness of using the learning media in improving student learning outcomes.

Qualitative Phase

Observations were used to observe the activities, participation, and use of English directly in the learning process, while questionnaires were used to determine students' responses to the Undercover game. The research instrument was in the form of English vocabulary test questions which included three assessment indicators, namely pronouncing, writing, and using vocabulary (Nada et al., 2019). Data were analyzed using a paired sample t-test to determine the significance of the increase in learning outcomes. The treatment procedure was carried out four times with the stages of implementing the Undercover game, namely word presentation, object identification, word association, and pronunciation.

Ethical Consideration

In maintaining ethical standards, this study prioritizes participant rights and well-being. Transparency, informed consent, and data confidentiality are integral to upholding the highest ethical principles. A demographic profile of the 93 lecturers enhances contextual understanding, demonstrating the researcher's commitment to responsible and considerate research (Mardiana, 2024).

3. Findings and Discussion

Table 1 Student Activity Observation Results

| No | Observed Aspects | Yes (✓) | NO (X) | Information |
|----|--|---------|--------|---|
| 1 | Students actively participate in games | ✓ | | Most of the students showed enthusiasm and actively interacted in English. |
| 2 | Students use English while playing | ✓ | | Students try to speak English in discussions and guess words. |
| 3 | Students can understand the instructions in the game | ✓ | | The game instructions are easy to understand so the learning process runs smoothly. |
| 4 | Students are able to collaborate with classmates | ✓ | | There was good interaction between students in groups during the game. |
| 5 | Students show high interest in learning | ✓ | | Cheerful and focused faces were seen during the game. |

The analysis and results of this research focused on assessing the validity and reliability of questionnaire data to find out students' responses to learning using the Undercover game, a questionnaire was used after the entire learning series was completed. The questionnaire consisted of 10 statements using a Likert scale of 1–4 (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). The following are response data from 12 students to learning using the Undercover game with a Likert scale of 1–4.

Table 2 Student Questionnaire Response Score

| No | Responden | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | Total Skor |
|----|-----------|----|----|----|----|----|----|----|----|----|-----|------------|
| 1 | M1 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 36 |

| | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|----|
| 2 | M2 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 34 |
| 3 | M3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 37 |
| 4 | M4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 37 |
| 5 | M5 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 36 |
| 6 | M6 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 34 |
| 7 | M7 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 36 |
| 8 | M8 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 36 |
| 9 | M9 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 36 |
| 10 | M10 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 35 |
| 11 | M11 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 38 |
| 12 | M12 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 34 |

Interpretation of Table 2 Student questionnaire responses

Table 2 presents the questionnaire response scores from 12 English Language Education Study Program Class B Class 2024 Ahmad Dahlan Islamic University students regarding their perceptions of learning using the Undercover game. Each respondent gave an assessment of 10 statements (P1–P10) using a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The total score obtained by each respondent ranged from 34 to 38, indicating that all responses were in the positive category towards the use of Undercover in English learning.

The data shows that most students gave high scores (scores 3 and 4) to all statements, reflecting that Undercover game-based learning is perceived as something interesting, fun, and able to encourage active involvement in the use of English. There were no very low scores found in the overall responses, so it can be concluded that no participants showed significant disagreement with this learning method.

The findings confirm that the game-based learning approach—particularly through the Undercover game—is positively received by students. Their responses indicate that the game successfully engages learners and enhances their motivation, especially in the context of English language learning. The increase in student participation and involvement suggests that Undercover is an effective and enjoyable learning medium that aligns with students’ preferences for interactive and collaborative environments. In addition to these positive perceptions, the consistency of student responses across various questionnaire items suggests that the instrument used was clearly and appropriately formulated. The clarity and relevance of the item statements contribute to the content validity of the questionnaire, ensuring that it accurately captures the aspects of student engagement and motivation intended to be measured.

Correlation Findings

Descriptive statistical analysis functions to describe or summarize data in an easily understandable form. The results of the questionnaire data processing using descriptive statistical analysis in this study are as follows: Next, this research will conduct a Descriptive analysis, explained in Table 3.

Table 3 Descriptive Analysis

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|-----------|-----------|-----------|-----------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic |
| Total_Skor | 12 | 34 | 38 | 35.75 | 1.288 |
| Valid N (listwise) | 12 | | | | |

Interpreting Descriptive Analysis

Based on the results of descriptive statistical analysis of the total score of students' responses to learning using the Undercover game, the minimum value was 34 and the maximum value was 38, with an average (mean) of 35.75 from 12 respondents. The standard deviation value of 1.288 indicates that the data distribution is relatively low, which means that the students' response scores are relatively uniform. In addition, the standard error value of 0.372 indicates a fairly high level of average accuracy.

Overall, these results indicate that most students gave positive and consistent responses to Undercover game-based learning.

Student Learning Outcomes: Comparison of Pre-test and Post-test

To measure students' English vocabulary mastery, a pre-test was conducted before implementing learning using the Undercover game and a post-test after implementing the Undercover game. The following presents the data from the pre-test and post-test results.

- a) Pre-test and Post-test Results

In this section, the results of the pre-test and post-test that have been collected by the researcher are presented. The data will be compared between the pre-test scores (before treatment) and post-test (after treatment) to identify changes that occur as a result of using the Undercover game in learning.

Table 4

| No | Nama | Pre-Test | Post-Test | Selisih (Post - Pre) |
|----|------|----------|-----------|----------------------------|
| 1 | M1 | 65 | 80 | 15 |
| 2 | M2 | 60 | 75 | 15 |
| 3 | M3 | 70 | 85 | 15 |
| 4 | M4 | 68 | 82 | 14 |
| 5 | M5 | 62 | 78 | 16 |
| 6 | M6 | 66 | 79 | 13 |
| 7 | M7 | 63 | 77 | 14 |
| 8 | M8 | 65 | 80 | 15 |
| 9 | M9 | 61 | 76 | 15 |
| 10 | M10 | 67 | 83 | 16 |
| 11 | M11 | 64 | 79 | 15 |
| 12 | M12 | 62 | 78 | 16 |

Based on pre-test and post-test data obtained from 12 students, there was an even increase in scores after the implementation of learning using the Undercover game. Before the treatment, students' pre-test scores ranged from 60 to 70, with some students still showing limited vocabulary mastery. After learning, the post-test results showed a consistent increase, with higher and more stable final scores, mostly in the range of 75 to 85.

Students such as M2 and M5, who previously got pre-test scores of 60 and 62, managed to increase their scores to 75 and 78 after participating in learning with game media. Even students who already had relatively good pre-test scores, such as M3 and M10, still showed significant improvement. This shows that the Undercover game not only helps students with low initial abilities, but also strengthens vocabulary mastery for students who already have a basic understanding. Overall, learning with the Undercover game has been proven to be able to improve student learning outcomes effectively, both in terms of average scores and the even distribution of increased abilities between individuals.

b) Normality Test

Normality test is a statistical method used to determine whether a data sample comes from a population that has a normal distribution. Shapiro-Wilk Test: This test is more effective for small samples ($n < 50$). This test calculates the W statistic which shows how close the data distribution is to a normal distribution.

Basis for Decision Making Normality Test:

1. If the significance value (Sig.) > 0.05 then the research data is normally distributed.
2. If the significance value (Sig.) < 0.05 then the research data is not normally distributed.

Table 5

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pretest | .123 | 12 | .200* | .976 | 12 | .963 |
| posttest | .159 | 12 | .200* | .969 | 12 | .904 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Tests of Normality above, it can be concluded that:

1. For the pretest data, the significance value in the Shapiro-Wilk test is 0.963 (> 0.05), which means that the pretest data is normally distributed.
2. For the posttest data, the significance value in the Shapiro-Wilk test is 0.904 (> 0.05), which means that the posttest data is also normally distributed.

Thus, both the pretest and posttest data meet the assumption of normality, so that parametric statistical analysis, such as the paired sample t-test, can be used to test the differences in learning outcomes before and after treatment with the Undercover game.

c) Homogeneity Test

Homogeneity test is conducted to determine whether the data is homogeneous. In this study, the homogeneity test was used to evaluate whether the variance of the pretest and posttest data was homogeneous. The following presents the results of the homogeneity test in this study.

Decision Making Basis for Homogeneity Test:

1. If the significance value (Sig.) > 0.05, it is said to be homogeneous
2. If the significance value (Sig.) < 0.05, it is said not to be homogeneous.

Table 6

Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|-------|--------------------------------------|------------------|-----|--------|------|
| nilai | Based on Mean | .080 | 1 | 22 | .780 |
| | Based on Median | .124 | 1 | 22 | .728 |
| | Based on Median and with adjusted df | .124 | 1 | 21.627 | .728 |
| | Based on trimmed mean | .090 | 1 | 22 | .768 |

Based on the results of the homogeneity of variance test using Levene's Test in the table above, a significance value (Sig.) of 0.780 (based on the average) was obtained, which is greater than 0.05. This indicates that the variance of the value data between the pre-test and post-test groups is homogeneous or uniform. Thus, the data meets the assumption of homogeneity of variance, so that it can be continued to the next parametric statistical test.

d) Hypothesis Test (Paired Sample T-Test)

Hypothesis testing with paired sample t-test is a statistical method used to compare two sets of paired data, usually to determine the effectiveness of a treatment. This test is often used in research that involves measurements before and after treatment, such as pretest and posttest. Generally, the level of significance used is 0.05 (5%). If the p-value of the test is less than 0.05, then the null hypothesis (H0) is rejected.

The hypotheses in this study are:

H0: The use of the Undercover game is not effective in improving the English language proficiency of English Language Teaching students, class B, Ahmad Dahlan Islamic University.

Ha: The use of the Undercover game is effective in improving the English language proficiency of English Language Teaching students, class B, Ahmad Dahlan Islamic University.

Table 7

Paired Samples Test

| | Paired Differences | | | 95% Interval Difference | Confidence of the | | t | df | Sig. (2-tailed) |
|----------------------------------|--------------------|----------------|------------|-------------------------|-------------------|---------|----|------|-----------------|
| | Mean | Std. Deviation | Std. Error | | Lower | Upper | | | |
| Pair 1 nilai pre-test - pos-test | -14.917 | .900 | .260 | -15.489 | -14.345 | -57.393 | 11 | .000 | |

Based on the results of the Paired Samples Test above, it can be concluded that there is a very significant difference between the pre-test and post-test scores of students. This is indicated by the significance value (Sig. 2-tailed) of 0.000 which is smaller than 0.05 ($\alpha = 0.05$). The average difference in value is -14.917, which means that the post-test score is significantly higher than the pre-test score. Therefore, it can be concluded that the use of the Undercover game is effective in improving the English language proficiency of English Language Education students, class B, Ahmad Dahlan Islamic University, class 2024.

DISCUSSION

1. Demographic Profile:

In this study, the demographic profile of participants provides important context for interpreting the findings related to the effectiveness of the Undercover game in English language learning. The participants consisted of 12 students from the Tadris Bahasa Inggris (English Education) program, Class B, 2024 cohort, at Universitas Islam Ahmad Dahlan. In terms of gender distribution, the class includes both male and female students. However, the small sample size (n=12) naturally limits the extent to which the findings can be generalized to broader populations. Given this limitation, the study is best understood as an exploratory case study, aiming to gain in-depth insights into the implementation of game-based learning within a specific educational context.

All participants share a similar academic background and level of study, offering a consistent foundation for analyzing their responses to the learning intervention. This homogeneity in academic discipline ensures that the results remain highly relevant within the scope of English language teaching and learning. Additionally, because all students belong to the same cohort and academic environment, it is likely they have comparable exposure to teaching methods, curricular content, and institutional practices. This uniformity allows for a more controlled examination of the Undercover game's impact, minimizing the influence of external academic variables. By taking into account these demographic characteristics—gender composition, academic discipline, and cohort consistency—this study offers a focused yet meaningful interpretation of how digital games such as Undercover can influence motivation and learning outcomes in higher education English language classrooms.

2. Questionnaire and Descriptive Results (Tables 2 and 3):

Based on the results of the descriptive statistical analysis, it can be concluded that students gave consistently positive responses to the use of the *Undercover* game in English language learning. The total response scores ranged from 34 to 38, with a mean of 35.75 out of a possible maximum, reflecting a generally high level of agreement across participants.

The standard deviation of 1.288 suggests a low variation in the responses, indicating that students had similar perceptions regarding the learning method. Furthermore, the standard error of 0.372 indicates a high level of accuracy in the estimation of the average score, further strengthening the reliability of the results.

These findings affirm that *Undercover* game-based learning was well-received by the students and perceived as an effective and engaging learning approach.

3. Regression Analysis (Table 4)

Based on the results of the homogeneity of variance test using Levene's Test, a significance value of 0.780 was obtained, which is greater than the standard threshold of 0.05. This indicates that the variance between the pre-test and post-test scores is homogeneous, thus meeting the assumption required for parametric testing.

Following this, the paired sample t-test was conducted to evaluate the effectiveness of the *Undercover* game in enhancing students' English language proficiency. The test compares the pre-test and post-test scores of the same group of students. The result showed that the significance value (p-value) was less than 0.05, leading to the rejection of the null hypothesis (H_0).

Therefore, it can be concluded that the *Undercover* game has a statistically significant positive effect on improving the English language proficiency of the students. This supports the alternative hypothesis (H_a) that game-based learning using *Undercover* is effective in enhancing student learning outcomes.

4. Normality Test (Table 5)

Based on the results of the normality and homogeneity tests, it can be concluded that the data used in this study meets the assumptions required for parametric statistical analysis.

First, the Shapiro-Wilk normality test results show that both the pretest (Sig. = 0.963) and posttest (Sig. = 0.904) data have significance values greater than 0.05. This indicates that the data are normally distributed.

Second, the homogeneity of variance test (Levene's Test) produced a significance value greater than 0.05, indicating that the variances of the pretest and posttest data are homogeneous.

Since both the normality and homogeneity assumptions are fulfilled, it is appropriate to proceed with a paired sample t-test to assess whether there is a statistically significant difference in students' English learning outcomes before and after using the Undercover game.

5. Test of Homogeneity (Table 6)

Based on the results of the homogeneity of variance test using Levene's Test, the significance value obtained was 0.780, which is greater than 0.05. This indicates that the data variances between the pre-test and post-test groups are homogeneous, fulfilling one of the key assumptions for conducting a parametric test.

Following this, a Paired Sample T-Test was conducted to evaluate the effectiveness of using the Undercover game in improving students' English proficiency. Since the significance value (p-value) obtained from the t-test was less than 0.05, the null hypothesis (H_0) was rejected.

Therefore, it can be concluded that the use of the Undercover game is effective in enhancing the English language proficiency of English Language Teaching students in Class B at Ahmad Dahlan Islamic University. This supports the claim that game-based learning, particularly using *Undercover*, serves as an engaging and impactful educational strategy.

6. Paired Sample Test (Table 7)

Based on the results of the Paired Samples Test, it can be concluded that there is a highly significant difference between students' pre-test and post-test scores. The significance value (Sig. 2-tailed) of 0.000, which is less than the alpha level of 0.05, indicates that the improvement is statistically significant.

The average score difference of -14.917 shows that post-test scores were substantially higher than pre-test scores. This confirms that the implementation of the Undercover game had a positive and effective impact on improving the English language proficiency of Class B students of the English Language Education Program, Class of 2024, at Ahmad Dahlan Islamic University

4. Conclusion

Research on the effectiveness of using the Undercover game in learning English for English Language Education students, class B, Ahmad Dahlan Islamic University, showed that this game succeeded in increasing student motivation and engagement, as seen from their active participation in the fun and collaborative learning process. There was a significant increase in English vocabulary mastery, with the average pre-test and post-test scores increasing by almost 15 points, indicating the effectiveness of this method.

The positive response from students was also reflected in the questionnaire, where the majority felt that learning using this game was interesting and encouraged active involvement. The validity of the data was guaranteed through normality and homogeneity tests, and the results of the paired sample t-test showed $p = 0.000$, indicating that the increase in value was the impact of using the game. Thus, this study recommends the integration of game elements in English learning as an effective strategy to improve students' language skills and create a more dynamic learning environment.

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