

PLAY, PERFORM, PRESENT: AN EDUTAINMENT STRATEGY IN TEACHING ENGLISH FOR TOURISM TO IMPROVE STUDENTS' COMMUNICATION SKILLS

Ni Putu Dianita Safitri¹, Nirmala Tari²

^{1,2} Akademi Komunitas MAPINDO, Badung, 80361, Indonesia

Corresponding Author(S): mrs.rima88@gmail.com

Abstract:

This study implements an edutainment strategy, specifically focusing on games, role-play activities, and peer presentations to enhance the communication skills of undergraduate students enrolled in the English for Tourism course. The primary objective of this research is to investigate how enjoyable, interactive, and student-centered learning methods can impact students' fluency, confidence, and practical use of English in authentic tourism-related contexts. The study employs a descriptive qualitative approach, supplemented by quantitative data from students' final projects to complement the analysis. Data were collected through a post-test assessing students' speaking abilities, a questionnaire regarding their learning experiences, and an evaluation of final projects that involved communication tasks in tourism scenarios. The analysis of post-test results aimed to evaluate students' communication competence, while the questionnaire responses and final projects provided insights into students' engagement and learning outcomes. The findings demonstrate that the edutainment strategy significantly contributed to the enhancement of students' oral communication skills, particularly in vocabulary acquisition, speaking fluency, and confidence in tourism-related situations. A majority of students exhibited marked improvements in their speaking abilities, although they did not yet achieve full fluency; others showed progress but still require additional practice and support. Furthermore, the questionnaire results indicated high levels of motivation, participation, and enjoyment throughout the learning process. This study offers a valuable contribution to the enhancement of English for Tourism instruction through the application of contextual edutainment strategies. Its uniqueness lies in the integration of interactive activities, such as educational games, role-play simulations, and peer presentations, which collaboratively foster communication competence in pertinent tourism contexts.

Keywords:

Edutainment; English for Tourism; Communication Skills; Educational Games, Role-Play



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INTRODUCTION

In today's fast-paced world, people are not just looking for connections; they are searching for meaningful relationships. This makes social interaction incredibly important,

especially in education and fields like tourism, where strong interpersonal skills are key. The tourism industry relies heavily on effective communication, teamwork, and proficiency in languages such as English—all of which thrive on hands-on, real-life experiences (Astuti et al., 2023). These skills help build collaboration, trust, and a positive workplace atmosphere. Individuals who excel in interpersonal abilities tend to handle conflicts better and maintain team cohesion, even in high-pressure situations—traits that are highly prized in professional environments (Wello & Novia, 2021). Therefore, developing interpersonal skills is not only vital for personal growth but also essential for enhancing team performance and ensuring organizational sustainability.

Digital technology provides easy access to information and communication, but it often impairs emotional intimacy and diminishes the quality of social interactions. Many students, particularly those from Generation Z, tend to use technology mainly for entertainment rather than for improving their learning or communication skills. This shift has led to declining language abilities and a decrease in face-to-face interactions (Sikumbang et al., 2024). Such trends present challenges in areas like tourism, where strong interpersonal skills are essential. The heavy use of social media has a notable impact on how young people connect, shaping their identities and social skills while contributing to distractions that can lower academic performance (Fitrialis et al., 2024). Additionally, relying heavily on virtual communication undermines vital skills such as reading nonverbal cues and active listening (Syakhrani & Widijatmoko, 2024). These developments raise significant concerns in education, where effective communication is crucial for both academic achievement and career success.

English plays a crucial role as an international language in the tourism industry, facilitating effective communication between professionals and international visitors. Essential skills, such as grammar, fluency, and knowledge of specific phrases, are fundamental for providing excellent service (Wulandari & Rahmawati, 2020). To stay competitive, those in the tourism sector must continually hone their English through education and targeted training. Even a basic understanding of tourism vocabulary can greatly enhance interactions and bolster international relations (Maricar et al., 2024). Being proficient in English reduces the chances of misunderstandings and promotes positive experiences for tourists (Hananuraga, 2022). Furthermore, it shapes a professional image for the industry and contributes to Indonesia's competitiveness in the global tourism landscape (Dewi, 2023).

Governments and educational institutions should weave contextual English learning into tourism education to align with global market demands. While digital technology can sometimes hinder social interactions, it can also be a powerful tool for enhancing English proficiency when used effectively. Platforms like Quizizz, Gamilab, Educaplay, and Wordwall.net enable students to build their vocabulary and apply language skills in real-life situations, especially when paired with active learning techniques such as role-playing, offline games, and presentations. This approach not only sharpens speaking abilities but also boosts self-confidence and interpersonal skills, which are vital in the tourism sector. To tackle these challenges, this study introduces an edutainment-based strategy called Play, Perform, Present, which blends digital tools with hands-on practice to cultivate fluency and communication skills in English for Tourism courses. Utilizing engaging visuals and interactive media further enhances student motivation and

comprehension, fostering effective communication between teachers and students (Pratolo & Lofti, 2021; Temaja, 2023).

Quizizz is a popular interactive learning platform that enables educators to create and share personalized quizzes, track real-time learning outcomes, and access a wide range of user-generated content. Its gamified features—such as leaderboards, score competition, time constraints, and engaging visuals—promote active student participation and motivation, contributing to a lively and competitive classroom environment (Lim & Yunus, 2021; Degirmenci, 2021; Meng et al., 2019). Quizizz is effective for both formative and summative assessments, and its user-friendly interface helps reduce student anxiety during testing (Pertiwi, 2020). Research shows that it also enhances learning outcomes, aids memory retention, and serves as a favorable alternative to traditional assessment methods (Amalia, 2020; Pham, 2022). Additionally, educators benefit from real-time feedback that supports reflection and instructional improvement. Therefore, integrating technologies like Quizizz offers a relevant and adaptive solution to the challenges of 21st-century education, particularly in promoting student engagement and performance. In addition to Quizizz, Wordwall stands out as an excellent digital tool for enhancing English learning with engaging and interactive content. It enables teachers to create captivating games and quizzes using user-friendly templates, making it suitable for both classroom settings and independent study (Rosydiyah et al., 2022; Fakhruddin et al., 2021). Research indicates that Wordwall significantly enhances vocabulary, increases motivation, boosts engagement, and improves speaking skills by cultivating a fun and interactive atmosphere (Shabrina & Taufiq, 2023; Syamsidar et al., 2023; Umairah & Agustina, 2023). Similarly, Gamilab – a game-based learning platform – employs gamification features such as points and leaderboards to elevate motivation and facilitate mastery of content (Mahmud & Tamuri, 2023). Its adaptable and interactive design caters to kinesthetic learners and effectively alleviates boredom, making it a great choice for entertaining and educational language learning (Cheong, 2023). As educational technology continues to evolve, interactive platforms like Gamilab and Educaplay are becoming increasingly popular for enhancing learning through game-based approaches. In particular, Educaplay stands out for its ability to improve vocabulary comprehension in an engaging manner, although it's important to have teacher guidance to fully unlock its potential (Vargas-Saritama & Celi, 2024). Research by Rahman & Muallim (2025) also highlights that Educaplay not only helps with vocabulary acquisition but also boosts student motivation. These results underscore that gamification is more than just a passing trend; it's a robust strategy for enhancing learning outcomes. Tools such as Quizizz, Wordwall, Educaplay, and Gamilab showcase how gamified approaches can uplift motivation, support vocabulary mastery, and enrich the overall learning journey, particularly in English for tourism, where effective and contextual communication is essential.

Digital platforms like Quizizz, Wordwall, Gamilab, and Educaplay have proven effective in integrating gamification into online English learning. However, similar strategies can be effectively utilized in offline settings through direct, activity-based educational games. These offline games provide an engaging alternative that captures the essence of gamification, fostering face-to-face interaction between students and instructors. Various types of offline educational games have shown significant success in enhancing the quality of English language learning, particularly in contexts like English for Specific

Purposes (ESP), such as tourism. In this study, games were not only employed to create a lively learning environment but also aimed at enriching vocabulary and expressions relevant to the tourism sector. Additionally, these activities helped in developing students' speaking skills and teamwork.

One standout example is the Whispering Game, a chain game where participants pass along a message through whispering. This game effectively hones active listening and speaking abilities while promoting an interactive and enjoyable classroom atmosphere. It trains students to concentrate, collaborate, and convey information clearly and accurately. Research indicates that this technique can significantly enhance fluency, confidence, and vocabulary mastery (Al Muammamah & Zuhriyah, 2024; Fauziah et al., 2020; Sihombing et al., 2022; Yazdanparast & Gorjian, 2018). The modified Snake and Ladder game has been shown to effectively enhance students' speaking skills. In this version, every move requires students to articulate a sentence or dialogue based on a word or situation related to tourism. This approach makes the game both competitive and enjoyable, motivating students to engage actively, share their ideas, and collaborate in groups. Beyond expanding their vocabulary, the game builds self-confidence and encourages active participation (Prabantari et al., 2014; Sofyan et al., 2019; Taka, 2019). The Bingo game serves as a fun way to review and reinforce vocabulary that has already been introduced. Its straightforward yet captivating format prompts students to confidently express tourism-related words and phrases orally. The interactive nature of the game also nurtures cooperation and mutual respect among students (Eviyuliwati et al., 2020; Rahmasari, 2021). Additionally, the Matching Game, or Make a Match, plays a positive role in mastering vocabulary. Students pair cards that contain tourism terms with their definitions or contexts, either individually or in groups. This game strikes a balance between competition and collaboration, inspiring students to be active participants, think critically, and work together to deepen their understanding. Not only does this activity boost engagement, but it also fosters discipline with time and builds confidence in using vocabulary (Marpaung et al., 2024; Widiastuti & Al-Qibtiyah, 2023; Yuliarsih & Sa'adiyah, 2018). Finally, the Catur Jantra game serves as a creative platform for developing students' speaking abilities. By forming sentences with vocabulary written on bottle caps, students are encouraged to think on their feet, collaborate, and generate sentences without repeating themselves. This game has been found to promote teamwork and enhance speaking skills in contexts relevant to English for Specific Purposes (ESP), particularly within the tourism sector (Purwaningsih & Dewi, 2019).

The use of offline, game-based learning in English for Specific Purposes (ESP) has proven to be effective in enhancing vocabulary, tourism-specific expressions, speaking skills, and collaboration among students. By fostering an interactive, competitive, and cooperative atmosphere, these games create meaningful and enjoyable learning experiences that positively impact students' proficiency in English. Complementing game-based learning, role-play provides a more structured method for students to use English in authentic and professional contexts. While the educational games discussed can indirectly bolster confidence, vocabulary mastery, and collaboration through interaction and competition, role-play gives students the chance to simulate real-life communication scenarios commonly found in the workplace, particularly within the tourism sector. In this study, role-play serves as a central method for training speaking skills through tourism-themed conversations modeled after professional interactions.

According to Krebt (2017), utilizing role-play can boost pronunciation, confidence, and interpersonal communication skills in settings that mirror actual work situations. This approach also fosters an active and collaborative learning environment, enhancing contextual vocabulary mastery and encouraging students to engage more fully in the learning process (Rahimy & Safarpour, 2012). The effectiveness of role-play hinges on the instructor's ability to craft realistic scenarios and facilitate discussions that stay aligned with learning objectives, all while allowing students the freedom to express themselves and tap into their creativity (Maulana & Lolita, 2023).

This study focuses on improving students' speaking skills for effective professional communication in the tourism industry, with a strong emphasis on precision, adaptability, and intercultural competence. It builds on the research by Safitri and Tari, which demonstrated that the use of online and offline games, alongside role-playing, significantly enhances English for Specific Purposes (ESP) speaking skills. By blending gamification with realistic simulations, this approach takes learning to the next level (Safitri & Tari, 2022; Tari & Safitri, 2023). Their findings show that tools like Quizizz, Kahoot, and Wordwall.net, combined with hotel role-plays, not only boost motivation and confidence but also enhance language fluency. In the "English for Housekeeping" course, incorporating game-based elements such as points and rewards has led to higher levels of engagement and better academic performance, despite some technological limitations faced by students (Safitri & Tari, 2024). Further research conducted in 2025 by Safitri and Tari reinforced that merging gamification with social media content effectively supports vocabulary acquisition and oral skills. Aligning with these insights, this study confirms that performance-based role-playing fosters contextual learning, teamwork, and professional communication. Clear assessment criteria help steer students toward improved outcomes (Safitri & Oktaviani, 2020), creating a well-rounded learning environment that meets the demands of the tourism industry.

Mastering presentation techniques is crucial in vocational education, particularly in hospitality and tourism, where effective public speaking can make all the difference. Incorporating presentation tasks into English lessons not only boosts communication skills but also fosters critical thinking and builds confidence. Students take part in hands-on projects like describing locations or promoting products, utilizing tools such as PowerPoint and Canva. These tools encourage visual communication and creativity by allowing students to express themselves in their own words rather than relying solely on scripts. Using visual aids, bullet points, and design-centered guidance enhances clarity and keeps audiences engaged. Interactive presentations that incorporate images and videos help students relate language to real-world situations. Research supports these methods: Ati & Parmawati (2022) found that oral presentations promote active language usage, while Farabi et al. (2017) observed a decrease in anxiety and an increase in fluency among students. Additionally, Oommen (2012) highlighted how PowerPoint effectively caters to various learning styles through multimedia elements. In summary, presentations play a vital role in enhancing speaking skills, boosting motivation, and deepening comprehension.

METHOD

This study adopted a descriptive quantitative approach to assess the effectiveness of Edutainment strategies, specifically Online Games, Offline Games, Role Play, and

Presentations, in teaching English to students enrolled in the Tourism Study Program. The research focused on second-semester undergraduates at Triatma Mulya University who were taking the "English for Tourism" course. Over a semester, spanning approximately 14 sessions, the researcher integrated Edutainment strategies into the learning process. Data were gathered using two main instruments to evaluate the strategy's effectiveness:

1. At the end of the semester, students completed a questionnaire designed to capture their perceptions of learning through Edutainment. The questions addressed various aspects, including learning motivation, student engagement, vocabulary, and grammar comprehension in a tourism context, the effectiveness of both online and offline learning resources, improvements in speaking skills, confidence in communication, social interactions in collaborative learning, and evaluations of the instructional strategies employed. This included discussions on the challenges faced and solutions implemented during the learning journey. The questionnaire combined closed-ended questions with a Likert scale and open-ended questions to delve deeper into students' experiences and perceptions regarding the use of Edutainment techniques in their English for Tourism studies.
2. Additionally, the researcher collected students' scores from assignments, exercises, midterm tests, and final exams to gauge their learning achievements.

The collected data underwent quantitative analysis using descriptive statistics, such as mean scores and percentages. The questionnaire results provided valuable insights into students' feedback on the instructional methods, while academic performance data were used to evaluate the impact of Edutainment strategies on learning outcomes.

RESULTS AND DISCUSSION

Results

Table 1 Questionnaire Results on the Use of Online Games in English Language Learning

No.	Questions	1	2	3	4	5
1	Do you feel more motivated to learn when using online games?			11.1%	22.2%	66.7%
2	Do online games help you understand vocabulary, expressions, and sentences used in tourism contexts?				22.2%	77.8%
3	Do you feel that the challenges in online games make you more focused during learning?			11.1%	33.3%	55.6%
4	After playing online games and understanding the words and sentences related to the topic, do you feel more confident to try speaking in English?		11.1%		11.1%	66.7%
5	The point system feature in online games motivates me to answer correctly.				22.2%	77.8%
6	The ranking/leaderboard feature encourages me to compete in a healthy way with my classmates.				22.2%	77.8%
7	The presence of levels or stages in the game makes me want to keep trying and complete the challenges.				11.1%	88.9%
8	The superpower feature makes the game more exciting and engaging.			22.2%	22.2%	55.6%
9	I feel more enthusiastic about learning English when the game includes competitive elements.				55.6%	44.4%
10	I feel more focused and engaged when playing games that have a scoring and ranking system.				33.3%	66.7%
11	The visual features and sound effects in the game increase my concentration during learning.	11.1%		11.1%	33.3%	44.4%
12	I feel more motivated to review the material or questions when the game offers rewards such as level-ups or double scores.				33.3%	66.7%
13	The features in online games help me learn tourism-related vocabulary and expressions in a fun way.				22.2%	77.8%
14	I feel that online games allow me to learn without feeling like I'm studying.				44.4%	55.6%

15	The content provided in the online games is relevant to the English for Tourism learning topics.	22.2%	77.8%	
16	I would like to use games like this (Online Games) again in future classes or other courses.	11.1%	22.2%	66.7%

Table 2 Questionnaire Results on the Use of Offline Games in English Language Learning

No.	Questions	1	2	3	4	5
1	Do you feel more active when participating in offline games?				22.2%	77.8%
2	Do you think offline games increase your interaction with classmates during English learning?				22.2%	77.8%
3	Do offline games help you improve your communication skills, such as pronunciation and fluency?			11.1%	11.1%	77.8%
4	Do you find it easier to remember words, phrases, or sentences related to the lesson topics after playing offline games?				44.4%	55.6%
5	Do these activities make learning more enjoyable?				11.1%	88.9%
6	I feel more confident speaking English after playing this game.			11.1%	33.3%	55.6%
7	The offline game materials are relevant to real-life situations in the tourism industry.				44.4%	55.6%
8	I experienced some difficulties during the game (e.g., understanding the rules or using English).		44.4%		22.2%	33.3%
9	I find learning more effective through collaboration and interaction with peers during the game.			11.1%	22.2%	66.7%
10	I would like this kind of game (Offline Game) to be used again in future classes or other subjects.			11.1%	33.3%	55.6%

Table 3 Questionnaire Results on the Use of Role Play in English Language Learning

No.	Questions	1	2	3	4	5
1	I feel more confident speaking English after completing role-play/conversation sessions.				22.2%	77.8%
2	Role-play helps me understand expressions/sentences and grammar used in topics related to real tourism contexts.				22.2%	77.8%
3	The example conversations provided in the topics that match tourism contexts are very helpful in enabling me to create my conversations with my friends.				33.3%	66.7%
4	Role-play practice makes me more prepared to face real situations, such as serving tourists in the future.				33.3%	66.7%
5	I feel that learning from mistakes during role-play helps me grow and identify my weaknesses so I can improve them.				55.6%	44.4%
6	I feel the roles I played were relevant to the tourism industry.				33.3%	66.7%
7	I feel enthusiastic about learning English when doing role-play/conversations.				55.6%	44.4%
8	Role-play helps me more easily remember and use vocabulary and sentences related to tourism topics.				44.4%	55.6%
9	I feel more comfortable speaking in front of others after participating in several role-play sessions.				33.3%	66.7%
10	I feel I am able to collaborate well when doing role-play in groups.				44.4%	55.6%
11	I would like to do more role-play/conversations in future English for Tourism learning.				22.2%	77.8%
12	Feedback from the lecturer after conversations helps me improve my speaking skills.				22.2%	77.8%

Table 4 Questionnaire Results on the Use of Presentations in English Language Learning

No.	Questions	1	2	3	4	5
1	I feel I understand the material better after preparing and delivering a presentation in English.		11.1%		22.2%	66.7%
2	I feel confident when delivering a presentation on a tourism topic individually.				33.3%	66.7%
3	I feel confident when delivering a presentation on a tourism topic as a group.			11.1%	44.4%	44.4%
4	My classmates' presentations help me learn in a more contextual way.			11.1%	66.7%	22.2%

5	Feedback from the lecturer and peers after the presentation helps me improve my speaking skills.	44.4%	55.6%	
6	Presentations make me aware of the importance of structure and clarity in speaking English.	44.4%	55.6%	
7	Presentations encourage me to prepare and use tourism-related vocabulary more accurately.	33.3%	66.7%	
8	I learn a lot from group presentations because I can discuss and share ideas with others.	33.3%	66.7%	
9	I find presentations to be an effective way to practice public speaking skills.	22.2%	22.2%	55.6%
10	The topics given for the presentations are relevant to real-life situations in the tourism industry.	22.2%	77.8%	
11	I would like presentations to continue being used in future English for Tourism learning.	33.3%	66.7%	
12	I feel I understand the material better after preparing and delivering a presentation in English.	44.4%	55.6%	

Table 5 Open-Ended Questionnaire Results on the Use of Online Games in English Language Learning

No.	Questions	Responses
1	"What obstacles/difficulties did you face while learning English before joining the Tourism English class?"	Before joining the Tourism English class, most participants did not face major difficulties learning English. However, some struggled with reading unfamiliar texts, speaking fluently, and understanding the correct context for using certain sentences. A lack of tourism-related vocabulary was also a common challenge.
2	What obstacles/difficulties did you face while attending the Tourism English class?	While attending the Tourism English class, most participants reported no significant difficulties and felt the lessons increased their interest in learning English. The teaching approach created an enjoyable and effective environment. However, one participant continued to struggle with speaking skills. Overall, the class had a positive impact on participants' motivation and their ability to use English in tourism contexts.
3	What was your experience using online games in learning Tourism English?	Participants found the use of online games in learning English for Tourism highly positive. The games made lessons more enjoyable, interactive, and motivating, while also expanding their tourism-related vocabulary and knowledge. The repetition feature helped them correct mistakes and deepen their understanding. Overall, online games effectively enhanced engagement, satisfaction, and active participation in the learning process.
4	Did online games help you memorize or understand tourism-related vocabulary more easily?"	Most participants felt that online games helped them memorize and understand tourism-related vocabulary more easily, including less commonly used but important terms. The games also boosted their confidence in speaking English. While one participant saw minimal benefit, overall, the games were effective in making vocabulary learning more accessible, engaging, and enjoyable.
5	Did you feel more challenged or motivated when learning through an online game platform?"	Most participants felt more challenged and motivated when learning through online game platforms. Interactive features and scoring systems encouraged healthy competition and improved learning performance. The novelty of using games sparked curiosity and enthusiasm, while presenting new vocabulary in an enjoyable, easy-to-understand way. Despite one participant finding the challenges minimal, overall, the games created a motivating environment that supported tourism-related English learning goals.
6	Was there a particular moment when you felt that the online game truly helped you gain confidence and understand the material being taught?	Most participants noted that online games helped boost their confidence and understanding of the material, especially through activities like vocabulary matching and sentence construction. These games clarified language context and practical usage, making the content easier to grasp. Overall, the interactive nature of the games enhanced engagement and supported effective learning in the tourism-related English context.
7	What made the online game interesting or less effective in your opinion?	Participants viewed online games as interesting and fairly effective for learning English in the Tourism class. The games made learning enjoyable, reduced boredom, and increased interest through varied challenges. They were also effective in enriching vocabulary through interactive learning. While overall feedback was positive, one participant suggested switching to Kahoot for a potentially better experience, highlighting the need to evaluate platform choice for improved learning effectiveness.
8	What is your opinion about the score, ranking, and level features in online games? Do these features make you more enthusiastic and focused on learning?	Most participants responded positively to the score, ranking, and level features in the online games. These elements increased enthusiasm, focus, and healthy competition, motivating learners to improve and take on new challenges. The level progression encouraged skill development and sustained interest. Overall, these features enhanced engagement and built intrinsic motivation to improve English proficiency in a tourism context.
9	Do features like 'superpowers' or bonus points make the learning experience more exciting? Why or why not?	Participants found that features like superpowers and bonus points made learning more exciting and competitive, boosting motivation and focus. These gamification elements increased engagement, encouraged better performance, and helped learners access material more eagerly and remember vocabulary more effectively. Overall, such features enhanced both the enjoyment and effectiveness of learning English in a tourism context.
10	Did you feel more motivated to replay the game in order to improve your score or level up?	Most participants felt motivated to replay the games to improve their scores or level up, showing that gamification elements like scoring and leveling fostered strong intrinsic motivation. This drive encouraged continuous engagement, healthy competition, and active review of the material.

		Overall, these features effectively boosted learning motivation and strengthened vocabulary mastery and understanding in the English for Tourism course.
11	If you could add another feature to the online game for learning English, what feature would you want?	While most participants felt the current game features were effective and comprehensive, some suggested improvements. One recommended adding a speaking feature to enhance pronunciation practice, and another proposed showing correct answers after gameplay for better feedback and understanding. Overall, the games provided a positive learning experience, but there is room for enhancement, especially in supporting speaking skills and reinforcing comprehension.
12	What challenges or difficulties did you face when playing the online game? How did you overcome them?	Most participants did not face major difficulties when playing online games in the English for Tourism lessons. However, some encountered challenges such as internet connectivity issues, limited device access, and difficulties understanding certain vocabulary or matching words. These were addressed through personal initiative, like using mobile data, borrowing devices, and translating unfamiliar terms. Overall, while the games were accessible and enjoyable, technical readiness and vocabulary support are key considerations for effective digital-based learning.

Table 6 Questionnaire Results on the Use of Offline Games in English Language Learning (Open-Ended Questions)

No.	Questions	Responses
1	What is your opinion about learning English using offline games?	Participants had very positive experiences with offline games like Snake and Ladder, Bingo, and Matching Game. These activities were fun, engaging, and effective in boosting enthusiasm, expanding vocabulary, and promoting active class participation. They also fostered teamwork, improved student-lecturer interaction, and helped learners stay focused on the English for Tourism material. Overall, offline games created a satisfying and effective learning environment.
2	How do these offline games help improve speaking skills or teamwork in groups?	Offline games in the English for Tourism class positively impacted speaking skills and teamwork. They encouraged discussion, coordination, and mutual support, creating a collaborative and enjoyable learning environment. Most participants gained speaking practice through these activities, increasing their confidence and active use of English. Overall, game-based learning enhanced both language proficiency and social-communicative skills.
3	How do these offline games make you more engaged in the learning process?	Offline games effectively increased engagement in the English for Tourism class by creating a fun, challenging atmosphere that encouraged active participation. Working in groups promoted collaboration, communication, and the use of English, motivating students to express themselves and stay involved. Overall, these games enhanced enjoyment, activeness, and a deeper understanding of the material.
4	Do these offline games make you feel more comfortable using English spontaneously?	Offline games made participants feel more comfortable and confident using English spontaneously. The interactive, real-life context of the games and the relaxed group atmosphere encouraged natural expression and reduced pressure. Activities like word arrangement promoted quick thinking and vocabulary use, making offline games effective in developing practical communication skills in English.
5	What challenges did you experience while playing offline games, and how did you overcome them?	Most participants did not face major challenges with offline games in the English for Tourism class, though some encountered individual difficulties. These included managing emotions, understanding unfamiliar vocabulary, and grasping game strategies. Participants addressed these by staying calm, using translation tools, and observing carefully. Overall, while offline games were generally accessible, success in game-based learning also depends on mental readiness, vocabulary comprehension, and strategic thinking.

Table 7 Questionnaire Results on the Use of Role Play in English Language Learning (Open-Ended Questions)

No.	Questions	Responses
1	How did you feel the first time you participated in a role-play (conversation) activity in English?	Most participants had a positive first experience with role-play activities, feeling happy, enthusiastic, and eager to practice speaking. While some initially felt hesitant due to limited language skills, this did not diminish their motivation to improve. Overall, role-play was viewed as an effective and enjoyable way to build communication skills in the context of English for Tourism.
2	In the role-play simulation, which role did you find the most challenging or interesting? Why?	Participants found the role-play activity both challenging and engaging, especially roles like receptionist, restaurant staff, service provider, and tour agency staff. These required confident speaking, appropriate tourism-related vocabulary, and clear communication. Despite initial difficulties, the activity helped participants practice real-world professional scenarios and improve their English skills in a tourism context.
3	To what extent has this activity helped you feel prepared to speak in real-life situations when serving guests in the industry?	Game-based learning and role-play activities were seen as highly effective in preparing participants to speak confidently in real-life tourism scenarios. Most felt more ready to interact with tourist, some up to 90% ready, and gained practical skills like service-related vocabulary, giving information, and handling guest needs professionally. This approach bridged theory and practice, enhancing participants' real-world readiness for the tourism industry.
4	What changes have you noticed in your speaking ability after participating in several role-play/conversation activities?	Most participants reported positive improvements in their speaking skills after role-play activities, including increased fluency, confidence, better grammar awareness, and expanded tourism-related vocabulary. One participant even developed a stronger interest in learning English. Although not all experienced immediate change, role-play was widely seen as an effective method for enhancing speaking abilities through practical, supportive practice.

5	Did you learn from your peers during the role-play/conversation activities? How did that interaction affect your speaking skills?	Peer interaction during role-play activities significantly enhanced participants' English skills. Most learned through feedback, corrections, and collaboration, which improved vocabulary, communication, and confidence. While a few preferred individual learning, social interaction was widely recognized as valuable for building real-life language use and overall speaking ability.
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Table 8 Questionnaire Results on the Use of Presentations in English Language Learning (Open-Ended Questions)

No.	Questions	Responses
1	How did you prepare your presentation in English for the English for Tourism class?	Students prepared their English for Tourism presentations independently and systematically, starting with online research and using tools like Google Translate or DeepL to understand tourism-related terms. They simplified and rephrased content to aid comprehension and focused on both content mastery and presentation skills. This approach showed their awareness of delivering information effectively in a professional tourism context.
2	Did the process of creating a presentation help you better understand the material or tourism-related vocabulary?	Creating presentations positively impacted students' understanding of content and tourism-related vocabulary. By researching and preparing material, they deepened their knowledge, discovered new terms, and applied vocabulary directly. This process enhanced both language skills and subject mastery, making presentations an effective learning tool.
3	How did you feel when delivering your presentation in front of the class? Did it boost your confidence?	Most students felt happy and enthusiastic during their presentations, despite initial nervousness. The experience effectively boosted their confidence, improved public speaking and communication skills, and prepared them to use English in a professional tourism context. Overall, presentations played a key role in developing students' readiness to communicate in the industry.
4	What were your classmates' and lecturer's responses to your presentation? How did their feedback help you improve?	Feedback from lecturers and classmates was positive and constructive, boosting students' confidence and motivation. Lecturer feedback was especially valued for its specificity in improving English skills within a tourism context, while peer support encouraged continued learning. Overall, the feedback helped students grow, strengthen communication skills, and address their weaknesses.
5	What kind of classmate presentation did you find the most interesting or helpful in improving your understanding?	Students found presentations with clear pronunciation, confident delivery, and strong content mastery the most helpful and engaging. Role-play elements, such as acting as hotel staff or tour agency, were especially effective for reflecting real-world tourism practices. These communicative and interactive presentations motivated peers and enhanced overall comprehension and learning enthusiasm.

Table 9 Questionnaire Results on the Use of Edutainment in English Language Learning (Open-Ended Questions)

No.	Questions	Responses
1	Which technique did you enjoy the most and consider the most effective in improving your English skills?	Students identified presentations and role-play as the most effective techniques for improving English skills. Presentations built public speaking confidence and vocabulary, while role-play provided real-world practice in tourism contexts. Many also appreciated all learning methods, games, conversations, and presentations, for their unique benefits, highlighting a preference for practical, communicative, and enjoyable approaches to language learning.
2	Do you feel that the materials provided are relevant to the tourism industry?	Students found the materials highly relevant to the tourism industry, covering practical skills such as guest service, professional communication, and roles like receptionist or tour guide. Practice-based methods like simulations and games reinforced understanding, making the learning both theoretical and practical, well aligned with real-world tourism demands.
3	What is the most significant change you have experienced after participating in learning activities involving online games, offline games, presentations, and conversations?	Students reported significant improvements in their English skills and learning attitudes after engaging in varied activities like online/offline games, presentations, and role-plays. The most notable changes included increased speaking confidence, enriched tourism-related vocabulary, better pronunciation, and greater motivation. These interactive methods also fostered a more positive and active approach to learning English.
4	What suggestions do you have to make this kind of learning method more effective in the future?	Students gave positive feedback on the interactive and contextual learning methods, expressing hope that they will continue. They suggested placing greater focus on speaking skills, adding more variety to offline games, and encouraging passive students to participate more actively. While some felt no major changes were needed, all appreciated the engaging and effective classroom environment created by these approaches.

Table 10 Student Learning Outcomes

STUDENTS	Participatory Activities	Project Outcomes	Quiz	MIDTEST	FINAL TEST
1	86	90	93	89	90
2	82	86	93	82	85
3	81	86	94	89	85
4	81	81	92	82	78
5	81	82	92	82	80
6	88	89	93	89	85
7	68	81	93	75	75

8	86	90	94	89	90
9	77	84	92	82	85
Rata - Rata	81	85	93	84	84

Discussion

Based on the data in Table 1, the majority of students responded positively to the use of online games in English for Tourism learning. A significant 66.7% reported feeling more motivated, and 55.6% noted improved focus, suggesting that the competitive and challenging nature of games plays a key role in maintaining student engagement. These game-based dynamics help transform the learning environment into something more stimulating and interactive. Furthermore, 77.8% of students stated that online games enhanced their understanding of tourism-related vocabulary and expressions, while 66.7% felt more confident speaking English after participating. This indicates that games serve not only as engaging tools but also as effective media for improving language comprehension and speaking skills. The immersive and repetitive nature of game tasks reinforce vocabulary while encouraging students to use the language actively. Gamified features such as point systems, leaderboards, levels, and rewards were also well-received, with over 77% of students reporting that these elements kept them motivated. This supports the idea that gamification increases learning enthusiasm by introducing a sense of achievement and progress. Additionally, 77.8% of students described the learning process as fun, and 55.6% felt that it reduced learning pressure. These responses highlight how games create a relaxed yet productive atmosphere, which aligns well with edutainment principles that combine education and entertainment. Finally, 77.8% of students believed the game content was relevant to the English for Tourism curriculum, and 66.7% expressed interest in using similar games in future classes. This shows that students not only found the content applicable to their studies but were also enthusiastic about continuing this learning method. In conclusion, the findings clearly demonstrate that online games can effectively enhance students' motivation, focus, comprehension, and confidence in speaking English. Through engaging features and contextual content, game-based learning offers a dynamic and enjoyable approach to English for Tourism education.

Based on the data from Table 2, the use of offline games in English for Tourism classes received very positive feedback from students. A total of 77.8% reported feeling more active and engaged, while the same percentage noted improved interaction with peers. This shows that offline games are effective in promoting collaboration and student participation—key skills needed in tourism-related communication. In terms of language skills, 77.8% of students said the games helped improve their pronunciation and fluency, and 55.6% found it easier to remember vocabulary after playing. These results suggest that learning through physical, interactive games creates meaningful contexts that reinforce vocabulary retention and spoken language use. Enjoyment and relevance also stood out in student responses. Nearly 88.9% found the learning experience more enjoyable with games, and 55.6% felt the content applied to real-life tourism situations. This indicates that the contextual nature of the games supports both engagement and practical skill development. Furthermore, 55.6% of students reported increased confidence in speaking English, and 66.7% believed learning through teamwork was more effective. This confirms that game-based learning not only fosters enjoyment but also boosts self-confidence and strengthens interpersonal communication. Despite 44.4%

of students facing challenges such as understanding rules or using the language under pressure, the overall response remained highly favorable. 88.9% expressed satisfaction at the highest levels and showed interest in using offline games again in future classes. In conclusion, offline games prove to be a valuable method for enhancing student interaction, language retention, speaking confidence, and teamwork. By offering hands-on and collaborative experiences, these games prepare students for real-world communication in the tourism industry, making them both practical and enjoyable learning tools.

Based on the data in Table 3, the role-play method had a highly positive impact on students' speaking skills in the context of English for Tourism. All students gave scores of 4 or 5 for every statement, indicating strong agreement and high satisfaction with this learning approach. A total of 77.8% of students reported increased confidence after the role-play, and 66.7% felt more prepared to handle real-life situations such as interacting with tourists. This suggests that role-play serves as an effective simulation of professional scenarios, building students' communication readiness. In terms of language understanding, 77.8% of respondents agreed that the activity helped them grasp key expressions, sentence structures, and grammar relevant to the tourism field. The sample dialogues used during practice were also found helpful in constructing realistic conversations, supporting the development of practical language skills. Importantly, all students agreed they learned from their mistakes during the activity, which helped them identify areas for improvement. This shows that role-play encourages reflection and continuous learning, critical elements for language development. Students also demonstrated high levels of enthusiasm and became more comfortable speaking in front of others. With 44.4% strongly agreeing and 55.6% agreeing, it's clear that repeated practice helped reduce speaking anxiety and built public speaking confidence. Additionally, 55.6% of students found it easier to remember and use vocabulary through role-play, and all participants reported effective group collaboration. These outcomes highlight the method's ability to support vocabulary retention and foster teamwork through interactive practice. Finally, 100% of the students expressed a desire for role-play to continue being part of English for Tourism classes, with 77.8% strongly agreeing. They also found lecturer feedback especially useful in improving their speaking abilities, emphasizing the importance of constructive guidance. In conclusion, role-play is a highly effective method for improving speaking confidence, contextual language use, collaboration, and reflection. It prepares students for real-world communication challenges in the tourism industry through practical, engaging, and supportive learning experiences.

Based on the data in Table 4, the presentation-based learning strategy had a strong positive impact on students' understanding, speaking skills, and confidence in the English for Tourism context. Most students gave scores of 4 and 5, showing high agreement with the effectiveness of this method. A total of 66.7% of students reported better material comprehension and improved vocabulary accuracy after preparing and delivering their presentations. This suggests that the process of organizing and explaining content motivates deeper engagement and learning. Confidence also improved significantly through both individual and group presentations. About 66.7% felt more confident when presenting alone, while 44.4% strongly agreed that group presentations helped build their speaking confidence. These experiences allow students to practice public speaking in a

supportive, structured setting. Moreover, 88.9% of students stated that watching peers present helped them understand the material in more meaningful, real-world ways. Group presentations also fostered discussion and collaboration, making the process not just evaluative but also interactive and peer-driven. All respondents agreed that presentations raised their awareness of speaking clarity and structure. Feedback from both lecturers and peers was especially valuable, with 55.6% strongly agreeing and 44.4% agreeing that it helped them improve their delivery. This highlights the key role of formative feedback in refining communication skills. Furthermore, 77.8% of students found presentations effective for practicing public speaking, and most felt the topics were relevant to real tourism scenarios. This confirms the contextual suitability of presentations in English for Specific Purposes (ESP) learning. Finally, 55.6% strongly supported the continued use of presentations in future English for Tourism classes. The strategy clearly supports active learning, improves communication competence, and builds both confidence and collaboration among learners. In summary, presentation-based learning effectively enhances content mastery, vocabulary usage, speaking confidence, peer learning, and communication skills. It provides a valuable, engaging, and authentic platform for preparing students for real-world tourism interactions.

Based on the open-ended questionnaire responses, students expressed highly positive perceptions of the edutainment strategies, online games, offline games, role-play, and presentation, used in the English for Tourism course. Online games were seen as interactive and motivating due to gamification features such as scores, rankings, and levels, which helped reinforce vocabulary learning. While some students faced technical issues like poor internet or limited device access, most managed them independently. They also suggested adding pronunciation features to enhance speaking skills. Offline games like Snake and Ladder, Bingo, and Whispering Game fostered collaboration, spontaneity, and active English use. These games built team spirit and helped students speak more confidently in real-life situations, with minimal technical or emotional challenges. Role-play was especially valued for simulating real-life tourism scenarios, such as being a receptionist or tour guide. It improved students' confidence, fluency, and grammar, while also fostering peer learning through feedback and error correction. Students felt more prepared for professional communication in tourism contexts. Presentations helped students develop structured thinking, independent research skills, and public speaking ability. By organizing content relevant to tourism and receiving feedback from lecturers and peers, students improved both their content mastery and clarity of delivery. Overall, students considered role-play and presentations the most effective strategies, but many emphasized that the combination of all four methods created a more engaging and supportive learning experience. The edutainment approach was credited with boosting motivation, vocabulary acquisition, analytical skills, and self-confidence. Students recommended continuing this approach while placing greater focus on speaking, diversifying activities, and maintaining strong encouragement from instructors.

Based on the data in Table 10, the quiz component showed the highest performance, with an average score of 93, indicating that most students understood the weekly test materials well. The components of participatory activity and project outcomes remained stable around the 80s range, although Student 7 showed the lowest participation score (68), suggesting a lack of engagement in the learning process. Overall, students performed

fairly well in the midterm and final exams, with average scores of 84.33 and 83.67, respectively. Student 8 stood out with excellent and consistent scores across all components, while Student 7 demonstrated the lowest overall performance, particularly in participation, midterm, and final exams, indicating a need for closer monitoring and targeted support. These findings highlight the importance of active student engagement in the learning process and the necessity of academic support for those at risk of underperformance.

This study has several limitations. First, the number of participants was limited to a single class of undergraduate students enrolled in the English for Tourism course, so the findings may not be generalizable to students in other institutions or programs. Second, the implementation period of the edutainment strategies was relatively short, which means the long-term impact on students' communication skill development could not be fully assessed. Lastly, the study did not extensively analyze external factors such as students' prior English proficiency, individual learning styles, and intrinsic motivation. These unmeasured variables may have contributed to the learning outcomes and should be considered in future research.

CONCLUSION

This study highlights the significant positive impact of edutainment-based learning strategies, such as online games, offline games, role-play, and presentations, on students' communication skills in the English for Tourism course. Such approaches created a fun, contextual, and interactive learning environment that boosted students' motivation, confidence, and vocabulary mastery. Online games played a crucial role in enhancing motivation and focus through engaging features like scores, leaderboards, and challenges. This gamified approach not only made learning more enjoyable but also reinforced students' understanding of tourism vocabulary. In contrast, offline games promoted social interaction, teamwork, and spontaneous language use, fostering a collaborative and enjoyable atmosphere. Role-play offered students the chance to engage in real-world tourism scenarios, which increased their confidence, speaking readiness, and contextual understanding of the language. Additionally, presentations, both individual and group, helped students structure their thoughts, understand language application, and improve their public speaking skills.

Moreover, quantitative assessment results indicated that students who were more actively engaged performed better academically. This finding underscores the importance of student involvement in edutainment-based learning. Overall, these strategies effectively enhance students' cognitive, emotional, and physical capabilities in learning English for tourism. This method not only meets industry demands but also encourages meaningful, enjoyable, and practical language learning experiences.

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