International Journal of Academic Pedagogical Research (IJAPR)
ISSN: 2643-9123
Vol. 9 Issue 8 August - 2025, Pages: 161-167

Improving Senior High School Students' Procedural Writing Skills through Fun Learning

Dwi Mahmud Riza Maulana[1], Indri Astutik[2], Zaida Rahmi[3]

[1]Universitas Muhammadiyah Jember, Jember, Indonesia

Rezam0220@gmail.com

[2]Universitas Muhammadiyah Jember, Jember, Indonesia

Indri@unmuhjember.ac.id

[3]SMA Negeri Pakusari, Jember, Indonesia

Zaidarahmi@yahoo.co.id

Abstract: *This study aims to examine the effectiveness of the Fun Learning method in improving students' procedural writing skills. It focuses on how engaging and interactive activities can help students organize ideas logically, sequence steps clearly, and use appropriate language when writing procedural texts. The study used a one-group pretest–posttest experimental design, involving 33 eleventh-grade students from SMA Negeri Pakusari, Jember, Indonesia. The Fun Learning method was applied through two treatments: (1) Budgeting Challenge Game and (2) Financial Management Procedure Poster. Data were collected through pretests and posttests and analyzed using N-Gain scores, normality tests, and paired sample t-tests. It found that the Fun Learning method significantly improved students' procedural writing skills. The average N-Gain score increased from 0.3156 after the first treatment (Budgeting Challenge Game) to 0.4366 after the second treatment (Financial Management Procedure Poster), reflecting a moderate improvement in learning outcomes. The paired sample t-test confirmed a significant difference between the two treatments (p = 0.001), with the poster activity contributing more effectively to enhancing students' writing performance.The findings suggest that Fun Learning can be an effective strategy for teaching procedural texts, helping teachers create more engaging and contextualized writing lessons. However, the lack of a control group and the small sample size limit the generalizability of the results. Future studies should include control groups and larger samples to validate these findings. Teachers are encouraged to integrate interactive and real-life tasks to enhance students' writing outcomes and motivation*

Keywords: Fun learning; writing skills; procedure text,;experimental design

1. INTRODUCTION

Writing is an essential skill that plays a crucial role in students' ability to express their ideas and thoughts coherently. It is not merely an activity to fill a blank page but reflects students' critical, logical, and creative thinking skills (Harmer, 2007). In the Indonesian educational context, writing has become a significant challenge for many students, especially with the demand to produce structured and grammatically accurate texts. According to the 2013 Curriculum (Kurikulum 2013), writing is emphasized in the Indonesian education system, but its implementation often fails to engage students effectively. As a result, many students experience difficulties, particularly in writing procedural texts, which require systematic and logical organization of steps. Dewi et al. (2021) found that high school students in Indonesia struggle with writing clear and well-structured procedural texts. This challenge is often compounded by the lack of innovative teaching strategies, leading to low motivation and suboptimal learning outcomes.

In response to this challenge, fun learning has emerged as a promising approach grounded in constructivist theory, which positions students as active participants in their learning process. Fun learning integrates creativity, enjoyment, and participatory activities to create engaging learning experiences. Constructivist principles, as proposed by Piaget (1976) and Vygotsky (1978), emphasize the importance of active, hands-on learning and social interaction in cognitive development. In this context, teachers act as facilitators who design learning environments that encourage exploration and ownership of learning. Research by Herawati et al. (2022) and Sari and Syafei (2013) supports this view, showing that incorporating creativity, games, and entertainment into language learning can significantly enhance student motivation, engagement, and achievement.

However, there are also those who provide critical notes on the application of fun learning. Saputra et al. (2023) and Harmer (2007) remind us that fun learning must be carefully aligned with learning objectives to avoid diluting the core material. Similarly, Fredricks et al. (2004) highlight that while engagement is crucial, tasks that are too challenging or overly focused on entertainment can lead to fatigue or loss of focus. Therefore, achieving a balance between enjoyment and pedagogical rigor is key. This balance ensures that learning activities not only capture students' interest but also promote meaningful knowledge construction (Tomlinson, 2013; Csikszentmihalyi, 1990).

Although fun learning has been widely applied in language teaching, its specific application in procedural writing, particularly in the Indonesian high school context, remains underexplored (Dewi et al., 2023; Saputra et al., 2023). Previous studies have generally focused on improving general writing skills or motivation through fun learning (Herawati et al., 2022; Farizka et al., 2020), but have not investigated how fun learning strategies impact students' ability to compose procedural texts that require logical sequencing and clarity. This creates a research gap that needs to be addressed to ensure that instructional strategies effectively support the development of this important writing genre (Nunan, 2004). For example, preliminary observations at SMA Negeri Pakusari indicated that many students struggled to sequence steps clearly when writing procedural texts, and their motivation in writing tasks was generally low (Field Observation, 2024).

Departing from this background, this study was conducted based on concerns about the low ability to write procedural texts among class XI students of SMA Negeri Pakusari. Procedural text writing challenges students to organize ideas logically and use language effectively to convey step-by-step instructions. Therefore, an innovative and engaging teaching strategy that facilitates these skills is needed. This study examines the effectiveness of the fun learning method in improving students' procedural text writing skills. By using N-Gain calculations and paired sample t-tests on pretest and posttest results, the study assesses whether fun learning significantly enhances students' writing performance. The theoretical contribution of this study is to expand the application of fun learning within writing pedagogy, while the practical contribution provides educators with insights into how to engage students in procedural writing tasks.

To address these issues and fill the research gap, this study aims to investigate the effectiveness of the fun learning method in improving students' ability to write procedural texts. Specifically, it focuses on how the integration of creative and participatory learning activities influences students' skills in organizing ideas logically, sequencing steps clearly, and using appropriate language in procedural writing. Therefore, this study addresses the following research question: How does the application of fun learning impact students' ability to write procedural texts?

2. METHOD

This study applied a quantitative approach using a quasi-experimental one-group pretest-posttest design (Sugiyono, 2023; Creswell, 2012). In this design, a single group of students was given a pretest to assess their initial procedural writing skills. The students then participated in two treatments applying the Fun Learning method: (1) the Budgeting Challenge Game and (2) the Financial Management Procedure Poster activity. After the treatments, a posttest was administered to measure improvements in students' writing performance (Cohen et al., 2018).

Table 1: Experimental Design of the Study

Phase	Treatment / Activity	Assessment
O1	-	Pretest (procedural writing test)
X1	Fun Learning: Budgeting Challenge Game	-
O2	-	Posttest 1 (after Treatment 1)
X2	Fun Learning: Financial Management Procedure Poster	-
O3	-	Posttest 2 (after Treatment 2)

This design does not include a control group, which is a limitation, but was chosen due to practical constraints such as the limited sample size and the aim to explore the effectiveness of the intervention within a single cohort. The use of this design allows for examining changes in learning outcomes attributable to the intervention in a measurable and systematic manner. To strengthen internal validity, future research should consider including a control group to compare the effects of the Fun Learning method against a standard teaching approach (Sugiyono, 2023).

The study was conducted at SMA Negeri Pakusari, Jember, East Java. The participants were 33 eleventh-grade students selected using purposive sampling. The class was intentionally chosen because this research is a pilot study to test the effectiveness of the Fun Learning method. The class selected was taught by the researcher, as the students were already familiar with the procedural text material and were expected to be able to follow the learning method well. While the dual role of teacher and researcher may have introduced potential bias, efforts were made to minimize this risk by standardizing the learning activities and involving an independent scorer during evaluation.

Data collection involved administering a written test, consisting of a pretest and posttest designed to measure students' procedural writing skills. The test instrument focused on important aspects of writing, including text structure, vocabulary use, grammar accuracy, and the logical sequencing of procedural steps. The scoring rubric was reviewed by two English education experts to ensure content validity and alignment with the learning objectives. To strengthen reliability, both the researcher and an independent English teacher scored the writing tasks. Any discrepancies in scoring were discussed to reach consensus.

The treatments were conducted in two stages applying different Fun Learning activities. In the first stage, students participated in the Budgeting Challenge Game, where they worked in groups to compose a procedural text based on a simulation of daily financial planning in a creative and collaborative atmosphere. In the second stage, students created procedural texts in the form of visually appealing posters, combining logical thinking with visual creativity. This two-stage approach was designed to provide varied learning experiences and assess their impact on students' writing skills through pretest-posttest comparison (Sermsook et al., 2020).

With this design, the study is expected to provide an empirical picture of the effectiveness of the Fun Learning method in improving procedural text writing skills at the secondary education level.

1. **N-Gain Test**

The improvement in student learning outcomes was analyzed using the N-Gain formula:

$$\text{N-Gain} = \frac{\textbf{\textit{Posttest − Pretest}}}{\textbf{\textit{Maximal Score − Pretest}}}$$

N-Gain results are categorized into three based on the following table:

Table 2: Distribution of N-Gain Scores

N-Gain Score Distribution	
N-gain $\geq$ 0,7	N-gain $\geq$ 0,7
0,3 ≤ g ≥ 0,7	0,3 ≤ g ≥ 0,7
g ≤ 0,3	g ≤ 0,3

Source: (Alawiyah & Ahmadi, 2024)

2. **Normality Test**

Normality tests were conducted on Ngain1 and Ngain2 data to ensure normal data distribution. Testing is done through SPSS software using Shapiro Wilk with a significance level of 0.05. Data is considered normally distributed if the value of Sig. > 0.05 (Ghozali, 2021).

3. **Paired Sample t-Test**

To determine the significance of the difference between the gain score results on posttest 1 (Ngain1) and posttest 2 (Ngain2), the Paired Sample t-Test test was used through SPSS with $\alpha = 0.05$. The treatment is considered effective if the Sig. (2-tailed) < 0,05 (Sugiyono, 2023).

This research design allows a clear measurement of the effect of the fun learning method on student learning outcomes by comparing Ngain1 and Ngain2 data. The use of a small sample size was deliberately done to minimize potential risks at the initial implementation stage of the learning method. To address potential external variables or measurement biases, the study ensured consistency in the application of the learning method across all students, and the researcher actively monitored the process to minimize any external influences. Additionally, the pretest and posttest were designed to be as objective as possible, using a rubric to standardize the evaluation of student performance. The findings of this pilot study are expected to serve as a basis for further research involving a wider context and a larger group of participants, which will allow for more robust control of external variables and increase the generalizability of the research results.

3. Result

To determine the effectiveness of the Fun Learning method in improving students' procedural writing skills, the normalized gain (N-Gain) value was calculated from the students' pretest and posttest scores for each treatment (Alawiyah & Ahmadi, 2024). Based on the descriptive analysis, the average N-Gain after the first treatment (Budgeting Challenge Game) was 0.3156 with a standard deviation of 0.14102, while after the second treatment (Financial Management Procedure Poster) it increased to 0.4366 with a standard deviation of 0.18486. According to the N-Gain classification, scores between 0.3 and 0.7 are considered to indicate moderate improvement, while scores above 0.7 reflect high improvement (Sudjana, 2009). The N-Gain in the first treatment (0.3156) shows a moderate improvement in students' writing ability. The second treatment (0.4366) also falls within the moderate category but reflects a more substantial gain, suggesting that students made greater progress as a result of the poster-based learning activity.

Table 3. Descriptive Statistics of N-Gain Score

N-Gain	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Ngain 1	33	0.00	0.57	0.3156	0.14102
Ngain 2	33	-0.09	0.75	0.4366	0.18486

International Journal of Academic Pedagogical Research (IJAPR)
ISSN: 2643-9123
Vol. 9 Issue 8 August - 2025, Pages: 161-167

From the table above, it can be seen that the average N-Gain in the second treatment (Financial Management Procedure Poster activity) was higher than in the first treatment (Budgeting Challenge Game). This indicates that the Fun Learning method combined with a poster-based activity had a greater impact on improving students' procedural writing skills compared to the game-based activity.

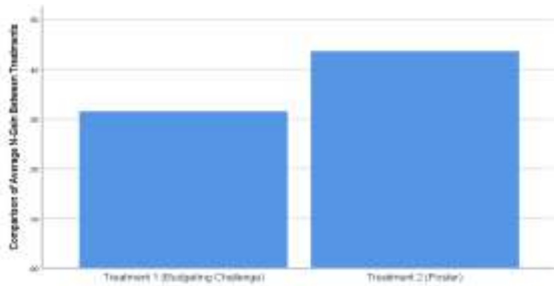

Fig. 1. *Comparison of Average N-Gain Between Treatments*

After analyzing the descriptive statistics to observe changes in N-Gain values between the two treatments, the next step was to assess the suitability of using parametric statistical tests. Therefore, a normality test was conducted on the N-Gain data using the Shapiro-Wilk test, as the sample size was less than 50 (Ghozali, 2021).

Table 4: Normality Test Result (Shapiro-Wilk)

N-Gain	Sig. (Shapiro-Wilk)	Interpretation
Ngain1	0.276	Normal
Ngain2	0.257	Normal

To assess the normality of the data, the Shapiro-Wilk test was conducted, and the results indicated that both N-Gain scores (Ngain1 and Ngain2) were normally distributed, with p-values of 0.276 and 0.257, respectively ($p > 0.05$) (Ghozali, 2021). To further validate these findings, Q-Q plots were generated for both cycles. The Q-Q plots, shown in Figure 2, illustrate that the data points closely follow the diagonal line, suggesting that the data distributions for both cycles' approximate normality (Field, 2018). These visual assessments, combined with the Shapiro-Wilk test results, support the assumption of normality for both cycles. As a result, the parametric paired sample t-test was deemed appropriate for further analysis (Cohen et al., 2018).

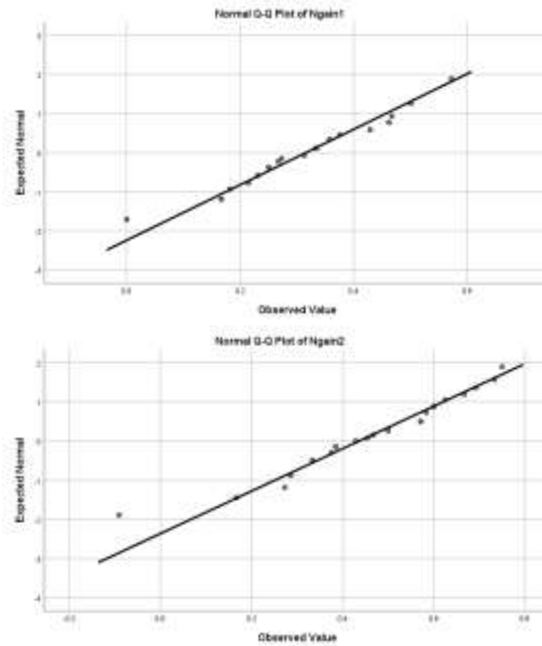

Fig. 2. *Q-Q Plots for Ngain1 and Ngain2*

The paired sample t-test was conducted to determine whether there was a significant difference between the gain score values on posttest 1 and posttest 2 after the treatment was given. This gain score measures the change in learning outcomes obtained by students after following two different types of treatment. The first treatment used Fun Learning method with Budgeting Challenge Game, while the second treatment used poster-based learning method related to Financial Literacy material.

Table 5: Paired Sample t-Test Results

Comparison	t	df	Sig. (2-tailed)	Interpretation
Ngain1-Ngain2	-3,698	32	0,001	Significant

The significant results show that there was a statistically significant difference between the two treatments (Cohen et al., 2018). This significant difference indicates that the shift from the game-based activity (Budgeting Challenge Game) to the poster-based activity (Financial Management Procedure Poster) not only increased students' scores but also provided deeper pedagogical value. The poster activity combined procedural writing with creative and visual elements, which likely fostered greater cognitive engagement, motivation, and collaboration (Plass et al., 2015) These aspects contributed to more meaningful learning, beyond numerical score improvement.

The statistical improvement from the first to the second treatment suggests not only increased student familiarity with the procedural writing format but also growing engagement resulting from the creative and visual aspects of the poster activity. This combination may have encouraged students to take greater ownership of their learning and apply their writing skills in a more meaningful and enjoyable way.

While Ngain2 (poster-based learning) had a higher average N-Gain score (0.4366) compared to Ngain1 (Budgeting Challenge Game) (0.3156), the t-test indicates that both treatments significantly improved students' writing abilities. The result suggests that while the Budgeting Challenge Game had a strong impact on student engagement, the poster-based learning method resulted in a slightly higher improvement in writing outcomes (Tomlinson, 2014). This could be attributed to the combination of creativity and the visual aspect of the poster activity, which might have further enhanced students' motivation and understanding of the material.

Thus, it can be concluded that both treatments had a significant impact on students' score improvement, but the Fun Learning method through Budgeting Challenge Game proved to be more effective in promoting students' understanding and improving learning outcomes in the context of Financial Literacy.

However, it should be noted that this study did not include a control group. The absence of a control group limits the ability to attribute the improvements solely to the treatments provided, as other external factors might have influenced the results. Future research should consider including a control group to strengthen the internal validity of the findings (Creswell, 2012).

4. DISCUSSION

This study aims to examine the effectiveness of the fun learning method in improving procedural writing skills among grade XI students at SMAN Pakusari. The results showed a significant increase in the N-Gain score from the first to the second treatment, with the second treatment (Ngain2) showing a higher average score (0.4366) compared to the first treatment (Ngain1) (0.3156). These findings suggest that the fun learning method had a positive impact on students' writing skills, with the second treatment demonstrating slightly better results.

The increase in the average N-Gain indicates that a more contextual and varied approach, such as the Financial Management Procedure Poster activity, was more effective than the Budgeting Challenge Game used previously. The higher N-Gain score in the second treatment suggests that adaptive learning strategies aligned with students' needs and learning styles can play a crucial role in improving instructional effectiveness (Baines, Blatchford, & Webster, 2015). Differentiated and student-centered strategies have also been widely recognized to enhance engagement and skill development in writing classrooms (Tomlinson, 2014).

This result aligns with the findings of Herawati et al. (2022), who emphasized that writing instruction involving creative and engaging atmospheres tends to enhance student participation and the quality of output. Similarly, Farizka et al. (2020) demonstrated that task-based learning promotes deeper student involvement. In this study, the poster activity supported students' ability to organize procedural steps clearly, as reflected in their structured and detailed poster products. However, improvements in grammatical accuracy and cohesion appeared more modest, indicating the need for additional targeted support. Meanwhile, the Budgeting Challenge Game offered opportunities for students to practice procedural connectors and vocabulary relevant to financial contexts, but challenges in grammar and cohesion remained. These observations align with Willis and Willis (2007), who highlight that meaningful tasks embedded in real-life scenarios stimulate learner agency and motivation.

Fig. 3. *Example of a student-created poster outlining steps for financial management*

Figure 3 shows an example of one student's poster, demonstrating how students attempted to apply procedural structure and practical content in their writing. This example illustrates Clark's (2015) assertion that contextual learning can strengthen conceptual understanding, particularly in productive language skills like writing. While the poster format seemed to help students visualize and sequence procedural steps more clearly, formal analysis of poster quality or its direct impact on writing performance was not conducted in this study. Future research could systematically evaluate student products to better understand how such activities contribute to specific aspects of writing development.

Plass et al. (2015) note that game-based learning can foster cognitive and emotional engagement. Although students appeared more engaged during group activities in this study, these observations were not systematically measured. Future studies should incorporate observational checklists or student self-assessments to objectively capture changes in motivation or collaboration.

The use of familiar, real-life contexts, such as financial management simulations, helped students grasp the structural and functional aspects of procedural texts more clearly. The visual nature of the poster task particularly assisted students in organizing their thoughts and steps logically, enhancing both their writing and presentation skills. This supports Clark's (2015) assertion that contextual learning strengthens conceptual understanding, especially in productive language skills like writing.

Nevertheless, several limitations should be acknowledged. The sample size (33 students) limits the generalizability of the findings, and the relatively short duration of the intervention may not allow for long-term retention of skills. Moreover, the lack of a control group means that external variables, such as maturation, prior exposure to procedural texts, or other classroom experiences, may have affected results. This limits the ability to attribute improvements solely to the fun learning interventions. The limitations of a one-group pretest-posttest design, including the risk of confounding variables such as maturation, prior knowledge, or classroom context effects, have been widely acknowledged in educational research (Cohen et al., 2018; Creswell, 2012). Additionally, as the researcher was also the teacher, there is the potential for role bias, where the dual role of teacher-researcher might influence both the interaction with students and the interpretation of results. Hence, longer-term interventions with a more diverse sample and a clear separation between the roles of teacher and researcher would provide more robust insights into the lasting impact of fun learning strategies and reduce potential bias.

Future research should explore the applicability of this approach in varied educational contexts and across different text types. Additionally, integrating fun learning with metacognitive strategies such as peer assessment and reflective journals could enhance students' writing autonomy. For example, incorporating peer assessment would allow students to evaluate each other's procedural texts, providing constructive feedback while also developing their critical thinking and self-reflection skills. Similarly, having students maintain reflective journals could encourage them to track their progress and identify areas for improvement. Such metacognitive strategies are important because metacognitive regulation has been shown to play a critical role in fostering learner independence, self-reflection, and improved writing performance (Teng & Zhang, 2016; Teng & Yue, 2022).

In addition, Efklides (2018) emphasizes that metacognitive processes are deeply intertwined with motivation and affect, and that these elements collectively shape the quality of self-regulated learning. Future studies should consider not only the cognitive dimensions of metacognition but also how fun learning environments can support positive emotional engagement, which in turn may enhance students' persistence and success in writing tasks.

In sum, this study contributes to the growing body of research advocating for innovative, contextual, and enjoyable learning models in EFL writing instruction. It highlights the importance of teacher flexibility and responsiveness to student needs, confirming that instructional creativity, when thoughtfully designed, can significantly improve academic outcomes in the classroom. However, these findings are contextual and exploratory, reflecting the specific conditions at SMA Negeri Pakusari. They should serve as a starting point for further research in different educational settings and with diverse student populations.

5. CONCLUSION

This study examined the effectiveness of the Fun Learning method in improving students' procedural writing skills through activities such as the Budgeting Challenge Game and the Financial Management Procedure Poster. The findings showed that Fun Learning contributed to significant improvements, particularly in students' ability to structure procedural texts and sequence steps clearly. The study strengthens the view that enjoyable, contextually relevant tasks can enhance students' engagement and support the development of procedural writing skills in the classroom.

However, this study has limitations that should be considered. The small sample size (33 students) and the absence of a control group limit the generalizability of the findings. External factors, such as students' prior exposure to procedural texts or maturation, might have influenced the results. Additionally, the dual role of the researcher as both teacher and investigator may have introduced potential bias during the implementation and interpretation of the study.

Based on these findings, it is recommended that teachers integrate fun learning strategies, such as games and poster-based tasks, to make procedural writing more engaging and meaningful for students. Future research is encouraged to apply this method in broader contexts, with larger samples and control groups, so that the effectiveness of Fun Learning can be more rigorously tested. Further exploration of how fun learning combines with reflective and self-regulated practices may also provide deeper insights into supporting students' writing development in the long term.

6. REFERENCES

[1] Alawiyah, I. A., & Ahmadi, F. (2024). Developing Nearpod-based interactive multimedia on the topic of Indonesian cultural diversity for 4th grade elementary school students. Journal of Integrated Elementary Education, 4(2), 173–188. https://doi.org/10.21580/jieed.v4i2.22022

[2] Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.

[3] Baines, E., Blatchford, P., & Webster, R. (2015). The challenges of implementing group work in primary school classrooms and the strategies used to overcome them. Educational Research, 57(3), 331–345.

[4] Clark, I. (2015). Formative assessment: Translating high-level curriculum principles into classroom practice. The Curriculum Journal, 26(1), 91–114.

[5] Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.

[6] Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.

[7] Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. Harper & Row.

[8] Dewi, E. C., Saman, T. N., & Ristati. (2023). An analysis of students' problems in writing procedure text at the tenth grade students of SMA Negeri 1 Sepang. Ebony: Journal of English Language Teaching, Linguistics, and Literature, 3(1), 1–8. https://doi.org/10.37304/ebony.v3i1.7688

[9] Dörnyei, Z. (2018). The psychology of the language learner revisited. Routledge.

[10] Efklides, A. (2018). Metacognition, motivation, and affect in self-regulated learning: Does the self make a difference? In D. H. Schunk & J. A. Greene (Eds.), Handbook of self-regulation of learning and performance (2nd ed., pp. 64–82). Routledge.

[11] Farizka, N. M., Santihastuti, A., & Suharjito, B. (2020). Students' learning engagement in writing class: A task-based learning. Journal of English Language Teaching and Linguistics, 5(2), 203–212.

[12] Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage.

[13] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

[14] Ghozali, I. (2021). Aplikasi analisis multivariate dengan program IBM SPSS 25. Badan Penerbit Universitas Diponegoro.

[15] Gillies, R. M. (2016). Cooperative learning: Review of research and practice. Australian Journal of Teacher Education, 41(3), 39–54.

[16] Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.

[17] Herawati, I., Suwartono, T., & Mularsih, P. S. (2022). Creative, fun, and effective writing in EFL classrooms. Prominent, 5(2), 126–140. https://doi.org/10.24176/pro.v5i2.8304

[18] Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. Theory into Practice, 38(2), 67–73. https://doi.org/10.1080/00405849909543834

[19] Kementerian Pendidikan dan Kebudayaan. (2013). Kurikulum 2013: Kompetensi dasar sekolah menengah atas/madrasah aliyah. Kementerian Pendidikan dan Kebudayaan.

[20] Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.

[21] Piaget, J. (1976). Piaget's theory. In P. M. Greenfield & R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 137–155). Lawrence Erlbaum.

[22] Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. Educational Psychologist, 50(4), 258–283.

[23] Saputra, T., Regina, & Riyanti, D. (2023). Teacher's strategies in increasing students' motivation in learning English. Journal of English Language and Education, 8(1). https://jele.or.id/index.php/jele/article/view/426

[24] Sari, R. B., & Syafei, A. F. (2013). Involving play in teaching English to accommodate young students' learning style. Journal of English Language Teaching, 1(1). https://ejournal.unp.ac.id/index.php/jelt/article/view/1265

[25] Sermsook, K., Liamnimitr, J., & Chantarangkul, V. (2020). Promoting Thai EFL learners' ability to self-correct errors in written English sentences through games. English Language Teaching, 13(6), 118–126.

[26] Sudjana, N. (2009). Penilaian hasil proses belajar mengajar. Bandung: Remaja Rosdakarya.

[27] Sugiyono. (2023). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta.

[28] Teng, F., & Zhang, L. J. (2016). A questionnaire-based validation of multidimensional models of self-regulated learning strategies. The Modern Language Journal, 100(3), 674–701. https://doi.org/10.1111/modl.12339

[29] Teng, M. F., & Yue, M. (2022). Metacognitive writing strategies, critical thinking skills, and academic writing performance: A structural equation modeling approach. Metacognition and Learning, 18(1), 237–260. https://doi.org/10.1007/s11409-022-09328-5

[30] Tomlinson, B. (2013). Developing materials for language teaching (2nd ed.). Bloomsbury Academic.

[31] Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd ed.). ASCD.

[32] Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

[33] Willis, D., & Willis, J. (2007). Doing task-based teaching. Oxford University Press.