



The Effectiveness Of Board Game Media On Problem-Solving Abilities In Passive Voice Learning

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ABSTRACT

The purpose of this study is to find out whether eleventh graders at SMA An-Nida' Selomerto Wonosobo can improve their problem-solving skills in passive voice material, particularly in the present continuous tense, by using board game media. With 59 11th graders as a population, this study employed a quantitative experimental design. The subjects of the study were two classes: XI IPS 2 (consisting of 32 students) and Rameley XI IPS 1 (consisting of 27 students). Board game media significantly improved students' problem-solving abilities on passive voice material, particularly in the present continuous tense, according to the results. Evidence for this can be found in the XI IPS 1 and XI IPS 2 pre- and post-tests. Both the pre- and post-test results have shown a marked improvement. Class XI IPS 1 had an average pre-test score of 45.19 and a post-test score of 93.33, whereas the control group had an average pre-test score of 53.00 and a post-test score of 66.00. The study's findings suggest that playing board games can help students improve their problem-solving skills when dealing with passive voice, particularly in the present continuous tense. Students' problem-solving skills and their capacity to understand passive voice are both enhanced by exposure to board game media, according to this study. Therefore, board game media can be used as an effective medium in improving students' problem-solving skills in passive voice.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media board game dalam meningkatkan kemampuan siswa dalam menyelesaikan soal-soal pada materi passive voice, khususnya pada present continuous tense, pada siswa kelas 11 di SMP Takhasus Al-Qur'an An Nida' Selomerto Wonosobo. Dalam penelitian ini, digunakan desain eksperimen kuantitatif dengan populasi 59 siswa kelas 11. Dua kelas dipilih sebagai objek penelitian, yaitu kelas XI IPS 1 sebagai kelas eksperimen (27 siswa) dan kelas XI IPS 2 sebagai kelas kontrol (32 siswa).

Hasil penelitian menunjukkan bahwa media board game efektif dalam meningkatkan kemampuan siswa dalam menyelesaikan soal-soal pada materi passive voice, khususnya pada present continuous tense. Hal ini dapat dibuktikan dengan menggunakan pre-test dan post-test untuk kelas XI IPS 1 dan XI IPS 2. Hasil dari pre-test dan

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post-test yang telah dilakukan mengalami peningkatan yang cukup signifikan. Pada kelas XI IPS 1, nilai rata-rata pre-test 45,19 dan post-test 93,33, sedangkan pada kelas kontrol, nilai rata-rata pre-test 53,00 dan post-test 66,00. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa media board game efektif dalam meningkatkan kemampuan siswa dalam menyelesaikan soal-soal pada materi passive voice khususnya pada present continuous tense. Penelitian ini menunjukkan bahwa penggunaan media permainan papan dapat meningkatkan kemampuan siswa dalam memecahkan masalah dan meningkatkan kemampuan siswa dalam mempelajari passive voice. Oleh karena itu, media permainan papan dapat digunakan sebagai media yang efektif dalam meningkatkan kemampuan pemecahan masalah siswa dalam kalimat pasif.

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A. Introduction

For Indonesian students, the easiest strategy to use in creating or analyzing information in English is to translate either from or into Bahasa Indonesia. However, English has factors that the Indonesian language does not have, and vice versa. The difference can be seen in the understanding of passive voice. Based on students' responses about passive voice, it can be estimated that they mostly follow the same pattern in understanding passive voice, which is the change of subject and object position. This understanding becomes difficult when students encounter sentences with unclear objects (Kurnianto, 2020).

To easily assist students in passive sentence material, a tool or media (often referred to as teaching media) may be needed in the delivery. Teaching media can generally be interpreted as a teaching and learning process tool used to assist students in understanding and mastering subject matter (Novita, 2020). In order to better convey information and aid in the understanding and retention of learned concepts, teaching media can take the form of tangible objects, technological tools, or a mix of the two. One of the many uses for educational media is to improve the quality of student-teacher communication, which in turn makes classroom instruction more efficient. The use of teaching media can also encourage learning by stimulating students' thoughts, feelings, attention, and abilities or skills.

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Board games are a great tool for helping students grasp the concept of passive voice. Research has demonstrated that students' comprehension and use of passive voice in English can be enhanced through the utilization of board games as instructional tools or media. Students at Ar-Raniry State Islamic University Banda Aceh demonstrated improved comprehension and application of concepts when taught passive voice through the use of board games. (Munira, 2023).

Based on Hunsecker (2016), Board games, like Monopoly, Chess, Ludo, Halma, Snakes and Ladders, and many more, typically include a square sheet—the board—made of thick cardboard or another suitable material. From a component and aspect perspective, the evolution of board games is massive. Every board game has its own unique elements, such as stories, themes, mechanics, and aesthetics. An exciting new trend in ESL instruction that has been gaining traction in recent years is the incorporation of board games.

In the same line with this study, a similar study by Ubaidatur Rahmah Khadijah in her research entitled 'The Effect of Board Game to Increase English Vocabulary Mastery: Systematic Review' asserts that teaching pupils new words through board games is an efficient way to boost their vocabulary, particularly in the English language. The discrepancy between the pre- and post-board game t-test scores of students demonstrates this. The primary goal of this study is to provide evidence that board games can be an effective medium for the instruction of English vocabulary, with a particular emphasis on their potential to enhance students' vocabularies. The board game is also adaptable to students in elementary, middle, and high school, as well as those in other academic levels (Rahmah, 2021).

Based on the explanation related to board games above, researchers are interested in using the same teaching media to be applied to grade 11 students at SMA An-Nida' Selomerto. Because they still have difficulty in understanding the position of the subject, or object, and have not been able to distinguish the form of verbs used between active sentences and passive sentences. In addition, the teaching media used is less effective so it affects the understanding of students.

To help 11th-grade students at SMA An-Nida' Selomerto understand passive voice, the researcher thinks that the use of board games as open media can be an

The Effectiveness Of Board Game Media On Problem-Solving Abilities In Passive Voice Learning effective and innovative strategy. Therefore, the researcher formulated a title, namely *“The Effectiveness of Board Game Media on Problem Solving Abilities in Passive Voice Learning (Present Continuous) for 11th-grade Students at SMA An-Nida’ Selomerto ”*.

The effectiveness of board game media on problem-solving abilities in passive voice learning has garnered attention in educational research, particularly as it relates to cognitive development and engagement in learning environments. Board games, as structured yet flexible learning tools, have been shown to facilitate various cognitive processes, including critical thinking and problem-solving skills, which are essential in both academic and real-world contexts.

Research indicates that board games can enhance cognitive abilities and foster collaborative learning among students. For instance, Santos et al. highlight that board games can promote cognitive development and socialization, allowing students to engage in discovery learning through gameplay (Santos et al., 2020). This aligns with findings from Kuo et al., who assert that board games effectively encourage critical thinking and problem-solving among primary school students, thereby enhancing their educational experiences (Kuo et al., 2025). Furthermore, Rosa et al. demonstrate that modern board games can be utilized as innovative educational tools to develop socio-emotional skills, including empathy and critical thinking, which are integral to effective problem-solving (Rosa et al., 2021).

The cognitive benefits of board games extend beyond mere engagement; they have been linked to improved cognitive reserve and mental health outcomes. Dartigues et al. suggest that regular participation in board games may help delay cognitive decline and dementia, indicating that such activities can preserve cognitive functions over time (Dartigues et al., 2013). Similarly, Vita-Barrull et al. discuss the cognitive processes involved in board games, noting their potential therapeutic benefits in educational settings (Vita-Barrull et al., 2022). This suggests that the structured nature of board games not only aids in learning but also supports mental well-being, which is crucial for effective problem-solving.

Moreover, the integration of digital board games into language learning contexts has been shown to enhance engagement and motivation among students. Ali et al. found that digital board games significantly assist in learning grammar and other language

The Effectiveness Of Board Game Media On Problem-Solving Abilities In Passive Voice Learning skills, with teachers reporting increased student engagement (Ali et al., 2018). This is further supported by Klímová et al., who indicate that digital games can effectively improve language proficiency and cognitive skills among English as a Foreign Language (EFL) students (Klímová et al., 2023). The interactive nature of these games fosters an environment conducive to learning, where students can practice problem-solving in a low-pressure setting.

In conclusion, the literature suggests that board games, both traditional and digital, serve as effective media for enhancing problem-solving abilities in passive voice learning contexts. They promote critical cognitive skills, foster social interaction, and can be adapted to various educational needs, making them valuable tools in contemporary education.

B. Method

In this research, the quantitative approach was used. Statistical, mathematical, or computational methods were used to systematically gather data that could be measured in quantitative research. As per Emzir (2009: 28), a quantitative approach mainly relies on the postpositivist paradigm to advance scientific knowledge. This paradigm encompasses ideas like reducing everything to a variable, testing hypotheses and specific questions through measurement and observation, and conducting experiments and surveys that rely on statistical data.

In this study, researchers have used an experimental strategy to evaluate or examine whether or not the use of board game media on problem-solving in passive voice (present continuous tense) for eleventh-grade students at SMA An-Nida' Selomerto Wonosobo.

1. Identify Subsections

The effectiveness of board game media on problem-solving abilities in passive voice learning (present continuous) for 11th-grade students at SMA An-Nida' Selomerto Wonosobo is being investigated in this study. The background and significance of the research are being explained to highlight the importance of innovative teaching methods in language learning. Various literature sources are being reviewed to

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understand previous findings on board game implementation, problem-solving skills, and the role of passive voice (present continuous) in English learning. The research methodology is being described, including the design, participant selection, data collection, and analysis techniques used to ensure the validity of the findings.

The findings of the study are being presented to analyze how board games contribute to students' problem-solving abilities in learning passive voice (present continuous). The effectiveness of this media is being examined by comparing students' engagement and comprehension before and after the intervention. Challenges encountered during the implementation are being discussed, along with possible solutions. Finally, conclusions are being drawn to summarize the study's key points, while suggestions for teachers and researchers are being provided to enhance future applications of board game media in language learning.

2. Participant (Subject) Characteristics

The participants of this study are being selected from the 11th-grade students of SMA An-Nida' Selomerto Wonosobo. The research population was all class XI IPS students at SMA An-Nida' Selomerto Wonosobo High School. The total number of students is 64 students. Class 11 IPS consists of two classes, namely class 11 IPS1 with 34 students, and class 11 IPS 2 with 32 students. The researcher took two classes from all 11 IPS classes as samples. In determining the sample, researchers used cluster random sampling. Class 11 IPS 1 will serve as the experimental group and class 11 IPS 2 will serve as the control group. In order to gather information for a study or analysis, researchers would scour a variety of sources for pertinent data. The accuracy, completeness, and suitability of the data acquired for the research purposes depended on this method. Research has made use of a number of methods for gathering information, including observation, interviews, documentation, questionnaires, and sampling. A purely experimental design was used to gather data in this study.

Research Location at SMA An-Nida' Selomerto Wonosobo with research subjects being the principal, teachers and students of class XI IPS. The students are being chosen through a purposive sampling method to ensure a balanced representation of different learning abilities. Their familiarity with board games and prior exposure to passive

voice structures are being assessed before the study begins.

The participants are being divided into control and experimental groups, where the experimental group is being exposed to board game media in learning passive voice (present continuous). The students' problem-solving abilities and engagement levels are being observed throughout the study. Factors such as motivation, participation, and comprehension are being analyzed to determine the effectiveness of board game media in enhancing their learning outcomes.

3. Research Design

The research is being conducted using a quasi-experimental design to examine the effectiveness of board game media on problem-solving abilities in passive voice learning (present continuous) for 11th-grade students at SMA An-Nida' Selomerto Wonosobo. The study is being structured with two groups: an experimental group that is being taught using board games and a control group that is being taught using conventional teaching methods. This design is being implemented to compare the learning outcomes and problem-solving abilities of students in both groups.

Data collection is being carried out through pre-tests and post-tests to measure students' proficiency before and after the intervention. Observations and questionnaires are also being used to assess student engagement and motivation during the learning process. Statistical analysis is being performed to evaluate the impact of board game media on students' learning outcomes. The findings are being analyzed to determine whether board game media is an effective tool for enhancing problem-solving abilities in passive voice learning (present continuous).

C. Result and Discussion

1. Use of board game media in learning passive voice sentences (present continuous) for 11th grade at SMA An-Nida' Selomerto Wonosobo

Before the main research begins, the first step taken by the researcher to test a method, instrument, or procedure was called "preliminary testing" in research. The main purpose of these preliminary tests was to ensure that everything went according to plan and to find and resolve any problems that may arise.

The purpose of this research is to find out how 11th graders learn passive voice through the use of board game media. The data utilized are the results of the experimental and control classes' pre- and post-tests. To find out if the two groups were similar and followed a normal distribution, we looked at the pre-test value. According to the data collected from the experimental class, the average score before the test was 45.19 and after the test was 93.33. The range of possible scores before the test was 10–70, and after the test it was 80–100. However, in the control group, students' scores ranged from 30 to 80 on the pre-test and from 66 to 66 on the post-test, with a minimum score of 30 on the former and a maximum score of 80 on the latter.

Preliminary tests were conducted to ensure the validity and reliability of the research instruments. The validity test results showed that 5 multiple-choice questions and 5 essay questions were valid. The reliability test resulted in a reliability coefficient of 0.765 for multiple-choice questions and 0.808 for essay questions, indicating that the instrument was highly reliable. Differential power analysis showed that most questions had good to very good differentiating power. The level of difficulty of the questions was also analyzed, showing that most of the multiple-choice and essay questions had a sufficient level of difficulty.

Every item on the student response survey passed the validity and reliability test with flying colors, earning a perfect score of 1.000 on the Cronbach's Alpha scale. Data normalcy testing revealed normally distributed pre-test results for the experimental and control groups, but non-normally distributed post-test results.

According to the findings of the homogeneity test, the groups in this study had fairly similar variances. No statistically significant difference in group variability was found when looking at the p-values obtained for each test condition, including pre- and post-tests in the control and experimental groups. This confirms the assumption of variance homogeneity, which is important in statistical analysis.

2. Impact of board game media in learning passive voice sentences for 11th grade at SMA An-Nida' Selomerto Wonosobo

After conducting prerequisite tests with normality tests and homogeneity tests, the test ended with hypothesis testing. The hypothesis test used by the researcher was the Mann-Whitney. To find out whether there was a significant difference between the medians of two separate groups, the Mann-Whitney was employed, a non-parametric test. The Mann-Whitney test's deciding factor :

Before researchers enter the hypothesis testing section, first, researchers use the basis for decision-making as a reference in the Mann-Whitney test:

1. If the significance value or asymp. sig. (2-tailed) < the probability of 0.05 then the hypothesis or "Ha is accepted".
2. but if the significance value or asymp. sig. (2-tailed) > the probability of 0.05 then the hypothesis or "Ha is rejected"

We compared two separate groups by testing our hypotheses using the Mann-Whitney U test. A statistically significant difference exists between the experimental and control groups, as shown by the test results, where the Asymp. Sig (2-tailed) value of 0.001 is less than 0.05. In other words, this proves the hypothesized impact of board game media on eleventh graders' passive voice acquisition.

The following presents the results obtained by the researcher in the mann witney test as follows:

Ranks of Mann Withney Test

Class	N	Mean Rank	Sum of ranks
Experimental Class	27	43.78	11182.00
Control Class	30	15.70	470.00
Total	57		

*Table**Statistic test for Mann Withney Test*

Mann Whitney U	6000
Wilcoxon W	471.000
Z	-6.477
Asym. sig (2-tailed)	0,001

In the Mann-Whitney test mentioned earlier, the "Test Statistics" output indicated that the Asymp. Sig. (2-tailed) was 0.0001, with a probability value of 0.05. "Ha is accepted." is thus the conclusion that follows from the Mann-Whitney test decision. So, it's safe to say that the experimental group outperformed the control group. The formulation of the research problem can also be addressed due to the substantial difference, namely "there is an impact of using board game media in solving problems in passive voice learning in grade 11".

The results of the Mann-Whitney U test indicate a statistically significant difference between the experimental group, which utilized board game media, and the control group in terms of problem-solving abilities in passive voice learning. The Asymp. Sig. (2-tailed) value of 0.0001, which is significantly lower than the conventional alpha level of 0.05, leads to the acceptance of the alternative hypothesis (Ha). This suggests that the experimental group outperformed the control group, affirming the hypothesis that the use of board game media positively impacts problem-solving skills in the context of passive voice learning for grade 11 students.

The application of the Mann-Whitney U test is particularly appropriate in this context due to its robustness in handling non-normally distributed data, which is often the case in educational research involving ordinal or non-parametric data (Şimşek, 2023). This test measures the median differences

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between two independent groups, making it a suitable choice for analyzing the effectiveness of educational interventions like board games, which may not conform to the assumptions required for parametric tests like the t-test (Amelia, 2022). The significant results obtained from this analysis underscore the potential of board games as an effective pedagogical tool in enhancing students' cognitive skills, particularly in language learning contexts.

The theoretical implications of these findings align with existing literature that emphasizes the role of interactive and engaging learning environments in fostering cognitive development. For instance, board games are designed to promote critical thinking, strategic planning, and collaborative problem-solving among players (Mahyuddin et al., 2024). These elements are crucial in language learning, where understanding and applying grammatical structures, such as the passive voice, require not only cognitive engagement but also the ability to work through complex problem-solving scenarios (Kaya et al., 2017). The interactive nature of board games encourages students to actively participate in their learning process, thereby enhancing their self-efficacy and motivation, which are critical factors in academic success (Breuer & Bente, 2010).

Moreover, the findings contribute to the broader discourse on differentiated instruction and the need for varied teaching methodologies to cater to diverse learning styles and preferences (Chua et al., 2024). The incorporation of board games into the curriculum not only aligns with contemporary educational practices that advocate for active learning but also addresses the necessity of making learning more enjoyable and effective for students. This approach is particularly relevant in the context of passive voice learning, where traditional methods may not adequately engage students or facilitate deeper understanding.

In conclusion, the significant difference observed in the Mann-Whitney U test results supports the assertion that board game media has a positive impact on problem-solving abilities in passive voice learning among grade 11 students.

This finding not only validates the effectiveness of using board games as an educational tool but also highlights the importance of innovative teaching strategies in enhancing student learning outcomes.

D. Conclusion And Suggestion

A. Conclusion

Based on the result of the research that has been done, the researcher concludes that:

1. Learning strategies that encourage student engagement and problem-solving can help students overcome their challenges in comprehending passive voice material, particularly when it comes to differentiating between subjects and objects.
2. The media of the board game had a positive effect on the capacity to solve problems. The disparity between the experimental and control groups' results demonstrates this. The experimental group showed a 48.14 point improvement between the pre- and post-tests. A mere thirteen percent improvement was noted in the control group. The experimental group outperformed the control group, according to the data.
3. After conducting this research, the media board has a positive impact on solving problems in learning English, especially passive voice material (present continuous tense).

B. Suggestion

Based on the result of this study, there were several suggestions related to learning speaking English, including:

1. For Teacher

It is important for teachers to know the application of board game media to learning strategies to improve problem-solving skills. Teachers need to understand the difficulties experienced by students and be able to measure students' abilities to be able to apply appropriate and effective learning methods, techniques, or strategies. Applying the board game media strategy, the researcher suggests that teachers organize time in such a way, for example by dividing the class into pairs, so that the application of the strategy can be carried out properly.

2. For Students

Improving one's translation skills, expanding one's vocabulary, learning to comprehend real-world sentences, and constructing abstract ideas about the English language's structure are all possible outcomes of grammatical study. With board game media, students will find it easier to learn to solve problems in understanding grammar, especially passive voice material (present continuous tense).

3. For Other Researchers

This research was conducted in a relatively short time, so there are some shortcomings in the research that has been done. For other researchers who want to use board game media for similar learning strategies, researchers suggest adjusting the strategy to the conditions in the classroom.

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