

**THE DEVELOPMENT OF *THE LOST EXPRESSIONS*
GAMIFIED 3D POP-UP BOOK IN EFL SPEAKING
CLASSROOM**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2026

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CLASSROOM**

THESIS

*Submitted as a Partial Fulfilment of the Requirement for the Degree of Education
(S.Pd.) in the English Education Department*



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FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2026

APPROVAL SHEET

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Declaration that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 28, 2026
The Researcher,



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MOTTO

“I may not be the best, but I never stop trying.”

THESIS DEDICATION

This thesis is primarily dedicated to my beloved family, my mother, my father, also my dear sister and brother for their endless love, prayers, and unwavering support throughout my academic journey. Without them, I would not have been able to complete this thesis.

I would also like to dedicate this thesis to my advisor, Dr. Alam Aji Putera, M.Pd, for the valuable guidance, patience, and motivation that have helped me accomplish this final project.

Lastly, I dedicate this thesis to all of my friends, who have supported and accompanied me throughout this journey. Thank you for making my college life more meaningful and memorable.

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Malang, May 28, 2026
The Researcher

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Muhammad Khatami
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LATIN ARABIC TRANSLITERATION

The Arabic-to-Latin transliteration in this thesis follows the joint regulation No. 158/1987 and No. 0543b/U/1987 issued by the Indonesian Ministry of Religious Affairs and the Ministry of Education and Culture. The main points of these guidelines are summarized as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	‘
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	ũ
إِي	=	î

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ABSTRACT

Khatami, Muhammad. 2026. The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom. Thesis, English Education Department. Faculty of Tarbiyah and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Dr. Alam Aji Putera, M.Pd

Key Word: Gamification, 3D Pop-Up Book, Speaking, Junior High School

The study aimed to develop an innovative gamified 3D pop-up book titled *The Lost Expressions* to address secondary school students' English-speaking challenges, such as anxiety, inhibition, and lack of contextual vocabulary. Following the five phases of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) framework, the media was specifically designed to integrate rule-based gamification mechanics including a 3D Spinner wheel, immersive themed Zone Boards, and roleplay Expression Cards aligned with the school's English Day program and Cambridge Lower Secondary Curriculum. To evaluate the media's quality, data were gathered through expert validation checklists, structured participant observation, and student practicality questionnaires. The empirical results demonstrated exceptional marks: the media achieved an expert validation score of 82% from the school's English teachers, a 97.5% practicality rate during classroom observation, and an 85.5% satisfaction rate from the student respondents, placing the final product firmly within the "Very Practical" classification. Qualitative revisions were executed based on expert feedback to remove sensitive visual depictions, ensuring full alignment with the institutional and Islamic values of the school. In conclusion, *The Lost Expressions* serves as a highly practical, pedagogically sound, and culturally appropriate instructional tool that effectively triggers autonomous peer interaction and minimizes speaking anxiety in the EFL classroom.

ABSTRAK

Khatami, Muhammad. 2026. The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom. Skripsi, Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Alam Aji Putera, M.Pd

Kata Kunci: Gamifikasi, Buku 3D Pop-Up, Berbicara, Siswa SMP

Penelitian ini bertujuan untuk mengembangkan buku 3D *pop-up* berbasis gamifikasi inovatif berjudul *The Lost Expressions* untuk mengatasi tantangan berbicara bahasa Inggris siswa sekolah menengah, seperti kecemasan, hambatan mental, dan keterbatasan kosakata kontekstual. Mengikuti lima tahapan dari kerangka kerja ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*), media ini dirancang secara khusus untuk mengintegrasikan mekanik gamifikasi berbasis aturan termasuk roda *3D Spinner*, papan zona tematik yang imersif, dan kartu ekspresi bermain peran yang diselaraskan dengan program *English Day* sekolah serta Kurikulum *Cambridge Lower Secondary*. Untuk mengevaluasi kualitas media, data dikumpulkan melalui daftar periksa validasi ahli, observasi partisipan terstruktur, dan kuesioner kepraktisan siswa. Hasil empiris menunjukkan nilai yang luar biasa: media ini mencapai skor validasi ahli sebesar 82% dari guru bahasa Inggris sekolah, tingkat kepraktisan 97,5% selama observasi kelas, dan tingkat kepuasan 85,5% dari responden siswa, yang menempatkan produk akhir ini dengan tegas dalam klasifikasi "Sangat Praktis". Revisi kualitatif dilakukan berdasarkan masukan para ahli untuk menghapus penggambaran visual yang sensitif, guna memastikan keselarasan penuh dengan nilai-nilai institusi dan Islami di sekolah. Kesimpulannya, *The Lost Expressions* berfungsi sebagai perangkat pembelajaran yang sangat praktis, kokoh secara pedagogis, dan sesuai secara budaya yang secara efektif memicu interaksi teman sebaya secara mandiri serta meminimalkan kecemasan berbicara di kelas bahasa Inggris (EFL).

خلاصة

خاتمي، محمد. ٢٠٢٦. تطوير كتاب ثلاثي الأبعاد منبثق قائم على التلعيب بعنوان *The Lost Expressions* في فصل التحدث باللغة الإنجليزية كلغة أجنبية. بحث جامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج .

المشرف: الدكتور عالم آجي بوتيرا، الماجستير

الكلمات المفتاحية: التلعيب، الكتاب ثلاثي الأبعاد المنبثق، مهارة التحدث، طلاب المرحلة الإعدادية.

يهدف هذا البحث إلى تطوير كتاب ثلاثي الأبعاد منبثق قائم على التلعيب بعنوان *The Lost Expressions* لمعالجة التحديات التي يواجهها طلاب المرحلة الإعدادية في مهارة التحدث باللغة الإنجليزية، مثل القلق، والحوجز النفسية، ومحدودية المفردات السياقية. واعتمد هذا البحث على نموذج ADDIE الذي يتكون من خمس مراحل، وهي: التحليل، والتصميم، والتطوير، والتنفيذ، والتقييم. وقد صُممت الوسيلة التعليمية خصيصًا لدمج آليات التلعيب القائمة على القواعد، مثل عجلة الدوران ثلاثية الأبعاد، ولوحة المناطق الموضوعية التفاعلية، وبطاقات التعبيرات الخاصة بلعب الأدوار، بما يتوافق مع برنامج English Day في المدرسة ومنهج كامبريدج للمرحلة الإعدادية الدنيا. ولتقويم جودة الوسيلة التعليمية، جُمعت البيانات من خلال قوائم التحقق الخاصة بتحكيم الخبراء، والملاحظة الصفية المنظمة، واستبانة عملية الاستخدام لدى الطلاب. وأظهرت النتائج التجريبية أن الوسيلة حققت نتائج متميزة، حيث حصلت على نسبة تحقق من الخبراء بلغت ٨٢٪ من معلم اللغة الإنجليزية في المدرسة، ومستوى عملية استخدام بلغ ٩٧,٥٪ أثناء الملاحظة الصفية، ونسبة رضا الطلاب بلغت ٨٥,٥٪، مما يضع المنتج النهائي ضمن تصنيف "عملي جدًا". كما أُجريت تعديلات نوعية بناءً على ملاحظات الخبراء لإزالة بعض التصورات البصرية الحساسة، ضمانًا للتوافق الكامل مع القيم المؤسسية والإسلامية في المدرسة. وفي الختام، يُعد *The Lost Expressions* وسيلة تعليمية عملية للغاية، قوية من الناحية التربوية، وملائمة ثقافيًا، حيث تسهم بفعالية في تعزيز التفاعل المستقل بين الطلاب وتقليل القلق أثناء التحدث في فصول اللغة الإنجليزية كلغة أجنبية.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about the introduction; background of the study, statement of the problem, the objective of study, significance of study, scope and limitations of study, and definition of key terms.

1.1. Background of The Study

Indonesia presents a unique sociolinguistic landscape where the majority of the population is naturally bilingual or multilingual. Students typically acquire a regional language (e.g., Javanese, Sundanese, and Balinese) as their mother tongue and master the national language, Bahasa Indonesia, for formal education. Theoretically, this rich linguistic phenomenon should serve as a strong cognitive foundation for acquiring a third language, such as English. According to Liberman et al. (2017), such a multilingual environment nurtures metalinguistic awareness and cognitive flexibility, which should facilitate the learning of foreign grammatical structures. However, despite this theoretical advantage, a significant gap remains between potential and practice. Many Indonesian students still struggle to develop their English-speaking skills, particularly in producing extended and organized oral discourse such as argumentative speaking tasks, as highlighted by Adesemowo (2017). This difference indicates that cognitive potential alone is not enough without appropriate pedagogical support to overcome psychological barriers.

Speaking has consistently been identified as one of the most demanding skills in English as a Foreign Language (EFL). Unlike receptive skills such as reading or listening, speaking requires learners to retrieve vocabulary, apply

grammar, manage pronunciation, and maintain fluency in real time. These demands often lead to anxiety, hesitation, and lack of confidence, which result in minimal classroom participation (Khusnia, 2016).

Ur (1996) framework highlights common speaking problems, such as inhibition, overuse of the mother tongue, and low participation, which remain highly relevant today. (Sari et al., 2023), for instance, found that inhibition caused by fear of mistakes and low confidence affected more than 70% of high school students. This indicates that speaking anxiety is a widespread barrier to effective oral communication.

Alongside these persistent challenges, the profile of today's learners, Generation Z, has reshaped the learning landscape. Gen Z students, as digital natives, spend much of their time engaging with fast-paced, visually rich, and entertaining content from platforms such as TikTok, Instagram, and YouTube. Their learning preferences are heavily influenced by this constant exposure to interactive media that provide immediate stimulation and feedback.

These growing platforms are reflected by the survey data: Instagram (81%), TikTok (70%) and YouTube (69%) are among the most popular mediums for Indonesian Gen Z to use for information browsing into brands, products or services in 2024 (GoodStats). These numbers reveal the depth to which platforms are embedded in students' everyday existence. For educators, this creates a stark gap between students' everyday experiences and the relatively rigid, textbook-driven approaches still common in speaking classrooms.



Figure 1. 1 Most frequently used social media platforms by Gen Z

The contrast is clear, while students are immersed in engaging and dopamine-driven content outside school, classroom speaking activities often feel monotonous and disconnected from their digital realities. Scripted dialogues and mechanical drills cannot match the interactivity and excitement learners are accustomed to, leading to disengagement, boredom, and reluctance to actively participate (Mammadova, 2025).

However, implementing instructional media in a high-standard educational environment, such as Thursina IIBS, requires careful consideration of the students' learning context. In an environment where advanced facilities are the norm, students naturally expect a high level of quality and engagement from their learning materials. Providing standard or repetitive digital activities may not be sufficient to maintain their motivation or provide enough variety in classroom interaction.

Consequently, there is a requirement for innovative media that provides a fresh learning experience while maintaining high instructional standards. Physical gamified media can offer a more tactile and direct form of engagement, fostering the face-to-face interaction that is essential for developing speaking skills. Research suggests that well-crafted physical tools, such as interactive books, create authentic opportunities for students to collaborate and communicate spontaneously (Kristanto et al., 2017). By focusing on high-quality design and interactive mechanics, this

media aims to reduce speaking anxiety through a refreshing, non-digital approach. This ensures that the product is sophisticated enough to meet the expectations of technology-rich schools while remaining a practical and accessible tool for diverse educational settings.

This pedagogical direction is also consistent with Islamic values. The Qur'an emphasizes communication that is wise, respectful, and logical. Allah SWT says:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Call (people) to the path of your Lord with wisdom and good instruction, and debate with them in a way that is best. Indeed, your Lord is the most knowing of who has strayed from His path, and He is the most knowing of who has been guided” (Q.S. An-Nahl: 125).

This principle resonates strongly with the objectives of teaching argumentative speaking, where learners must present their opinions with clarity, logic, and respect.

Finally, previous research confirms that gamification improves motivation and engagement (Su & Cheng, 2015), but most studies focus on digital platforms or micro-skills such as vocabulary and grammar. Similarly, pop-up books are often used for reading (Pratiwi et al., 2020), with very limited application to speaking. Addressing these gaps, this study develops *The Lost Expressions*, a gamified 3D pop-up book designed as a low-tech medium to support junior high school students' speaking practice. By integrating interactive tasks with gamified elements, the

product aims to reduce speaking anxiety, foster creativity, and scaffold fluency in inclusive and engaging ways.

1.2. Research Question

Based on the background and rationale presented, this research is guided by the following question:

1. How is the development of *The Lost Expressions*, a gamified 3D pop-up book, to support junior high school students' speaking practice in EFL classrooms?

1.3. Research Objective

Aligned with the question above, this study seeks:

1. To describe the development of *The Lost Expressions*, a gamified 3D pop-up book, to support junior high school students' speaking practice in EFL classrooms.

1.4. Significance of The Study

This study holds both theoretical and practical significance in the field of English language teaching, particularly in the development of innovative materials for speaking instruction.

Theoretically, this study contributes to the growing body of research on gamification by extending its application beyond digital platforms and lower-order skills such as vocabulary or grammar. The study emphasizes the potential of gamification specifically for functional speaking performance, such as expressing opinions, responding to others, and maintaining social interactions. It also

demonstrates how gamified instructional media can be aligned with learner-centered education, which prioritizes student autonomy and meaningful oral communication in the classroom.

Practically, the product *The Lost Expressions* provides a low-tech instructional tool designed for junior high school students. By integrating 3D visuals, zone-based progression, and interactive game mechanics into a tangible pop-up book format, the product aims to reduce speaking anxiety, foster creative expression, and support fluency in speaking tasks. For teachers, this medium offers a practical and accessible resource that bridges the gap between conventional textbook-driven materials and Gen Z learners' communication preferences, while also functioning as a supportive tool for classroom speaking assessment.

1.5. Scope and Limitation of The Study

This study focuses on the development of *The Lost Expressions*; a gamified 3D pop-up book aimed at supporting junior high school students' speaking practice at Thursina IIBS. The scope of the material is strategically limited to five thematic chapters which are purposively selected and adapted from the English Day program. The product is structured using the ADDIE model to ensure systematic development and incorporates interactive components to scaffold students' speaking performance and enhance engagement.

The implementation stage involves a limited classroom trial with students from both grades 7 and 8 to observe student engagement and the usability of the media as a supplementary enrichment tool. The evaluation is focused on the immediate instructional impact and usability within the immersive context of the

English Day program; therefore, it does not measure long-term linguistic proficiency. However, by aligning with the Cambridge Lower Secondary framework, this research provides insights into using physical gamified media to promote learner-centered, low-anxiety speaking activities in Indonesian EFL contexts.

1.6. Definition of Key Terms

To avoid ambiguity and ensure clarity throughout this research, the following key terms are defined based on their relevance to the context of the study:

1. Gamified Media

Gamified media refers to instructional tools that incorporate game-based elements such as missions, spinners, or score systems to promote learner motivation and engagement. In this study, the term specifically refers to *The Lost Expressions*, a gamified 3D pop-up book developed as a speaking practice tool.

2. Speaking Skill

Speaking skill is the ability to express ideas, opinions, and emotions verbally in a clear, coherent, and contextually appropriate manner. In this study, speaking skill refers to the competency of EFL junior high school students to communicate orally with confidence and creativity.

3. 3D Pop-up Book

A 3D pop-up book is a physical book that includes foldable, three-dimensional elements which emerge as the pages are turned. In this study,

the pop-up book serves as the main platform for delivering gamified speaking tasks through interactive visuals and thematic zones.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical and conceptual foundations that inform the development of *The Lost Expressions*, a gamified 3D pop-up book intended to support speaking practice in EFL class.

2.1. Gamification

Gamification popularized by (Deterding et al., 2011), refers to the use of game design elements such as missions, points, or challenges in non-game contexts. In language education, gamification has been recognized for increasing motivation, extending attention span, and lowering learners' affective barriers (Ryan & Deci, 2000). When applied in EFL contexts, gamification encourages active participation and provides learners with low-stakes opportunities to practice language in meaningful situations.

Numerous studies highlight gamification's benefits in EFL classrooms. (Su & Cheng, 2015) found that gamified learning environments improved motivation and attention, while (Alsawaier, 2018) reported increased learner autonomy and classroom engagement. These findings align gamification with Communicative Language Teaching (CLT), as both approaches prioritize authentic and student-centered interaction. However, most existing applications of gamification in EFL are digital in nature (e.g., Kahoot, Quizlet) and often emphasize micro-skills such as vocabulary or grammar. This indicates a gap in the exploration of gamification in non-digital formats and for higher-order speaking performance.

2.1.1. Gamification in Speaking Instruction

Speaking, as the most anxiety-inducing language skill, stands to benefit significantly from gamified approaches. Gamified speaking tasks such as role-play missions, random card draws, or competitive challenges can lower inhibition and foster fluency by framing speaking as play rather than formal assessment (Jie et al., 2023). Students in gamified speaking classes demonstrate higher participation, reduced anxiety, and increased confidence compared to those in traditional classrooms. In addition, gamification resonates with Generation Z's learning preferences, which favor visual stimulation, immediate feedback, and collaborative interaction (Apdillah et al., 2022). By integrating such features, gamified speaking activities provide authentic practice in negotiation, argumentation, and spontaneous dialogue.

Despite these advantages, most research on gamified speaking focuses on short prompts, vocabulary recall, or sentence-level production. There remains limited investigation into how gamification can support extended, higher-order speaking tasks such as argumentative discourse and structured oral presentations, especially in non-digital, classroom-based media. This gap underlines the need for innovations like *The Lost Expressions*, which combine gamification with tangible, low-tech resources to scaffold both fluency and argumentation.

2.2. Self-Determination Theory (SDT)

To understand the psychological mechanism behind the effectiveness of gamification in language learning, this study adopts the Self-Determination Theory (SDT) proposed by Ryan & Deci (2000). SDT is a macro-theory of human

motivation which distinguishes between intrinsic and extrinsic motivation. The central tenet of this framework is that individuals are most engaged and perform best when their behavior is self-endorsed rather than controlled by external forces. According to SDT, the facilitation of intrinsic motivation relies on the satisfaction of three innate psychological needs: autonomy (the feeling of volition and choice), competence (the feeling of mastery and effectiveness), and relatedness (the feeling of connection to a social group). The theoretical framework illustrating the relationship between these needs and motivation is presented in Figure 2.1 below:

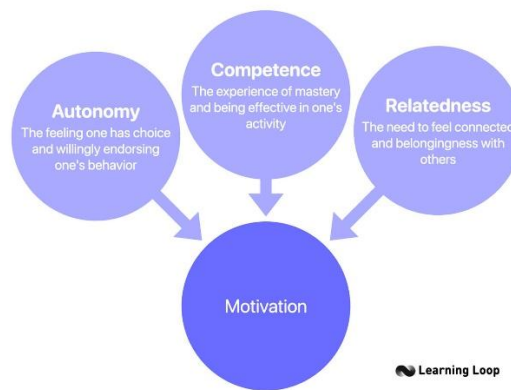


Figure 2. 1 The Self-Determination Theory Framework

As illustrated in Figure 2.1, the satisfaction of these three basic needs serves as the foundation for intrinsic motivation. When students feel autonomous, competent, and socially connected, their motivation shifts from external pressure to internal engagement. In the context of foreign language learning, this shift is crucial. Fulfilling these psychological needs helps lower the affective filter and reduce speaking anxiety, creating an optimal environment where students are willing to communicate freely without the fear of negative evaluation (Niemic & Ryan, 2009).

2.2.1. Implementation of SDT in *The Lost Expressions*

In this research, the principles of Self-Determination Theory are operationalized through the specific game mechanics of *The Lost Expressions* to minimize speaking anxiety. The product is designed to satisfy the three psychological needs as follows:

First, to support autonomy, the game shifts the locus of control from the teacher to the students. The use of a Spinner and random Mission Cards creates a sense of 'playful chance', allowing students to perceive the speaking task as a voluntary challenge rather than a rigid instruction. Furthermore, students have the agency to choose how they enact the role-play, giving them ownership of their learning process.

Second, the need for competence is addressed through linguistic scaffolding. Speaking anxiety often stems from a lack of vocabulary or fear of making mistakes. *The Lost Expressions* provides Expression Cards containing functional phrases, which serve as immediate tools. This ensures students possess the necessary vocabulary to perform the task successfully, thereby increasing their perceived competence and reducing the "blank page syndrome".

Third, the product emphasizes relatedness to combat isolation. The game mechanics foster social connection through collaborative missions which require students to negotiate and argue with their peers rather than performing for an evaluator. Features like Power-Up Cards further incentivize cooperation over individual competition. By turning the classroom into a supportive social space, the

product satisfies the need for relatedness, making students feel safe to express themselves.

2.3. Speaking in EFL Context

Speaking is one of the four fundamental language skills and is often perceived as the most complex for EFL learners. It requires fluency, coherence, and pragmatic competence. Unlike receptive skills, speaking demands real-time processing, where learners must retrieve vocabulary, apply grammar, and deliver utterances fluently.

In the Indonesian EFL context, these challenges are widely recognized. Ur (1996) identifies four common difficulties: inhibition, low participation, use of the mother tongue, and lack of ideas. These remain highly relevant today, as studies show that fear of making mistakes and low confidence continue to dominate speaking barriers (Sari et al., 2023). In many classrooms, these issues are compounded by the reliance on scripted dialogues or drill-based practices, which fail to encourage authentic communication.

Despite these constraints, speaking is considered the key indicator of communicative competence. (Richards, 2006) emphasizes that speaking instruction should integrate discourse competence and communicative appropriateness, preparing learners to use language in real-life contexts. However, in practice, opportunities for authentic speaking remain limited, highlighting the urgent need for engaging and student-centered media that foster confidence, reduce anxiety, and provide structured practice.

2.3.1. Kinds of Speaking

Speaking activities in EFL classrooms can be classified into several types. Brown (2004) classifies speaking activities into six types, each serving distinct pedagogical purposes:

Table 2. 1 Speaking Classification by Brown 2004

No.	Types of Speaking	Description	Example Activities
1.	Imitative	Focusing on the mechanics of language (intonation and pronunciation) by repeating words or phrases.	Drilling and repetition.
2.	Intensive	Practicing phonological or grammatical aspects of language through short, controlled tasks.	Reading aloud, dialogue with partner.
3.	Responsive	Short replies to questions or comments that are sufficient and meaningful.	Small talk, simple requests, Q&A.
4.	Transactional (dialogue)	Carried out for the specific purpose of conveying or exchanging information.	Asking for directions, shopping.
5.	Interpersonal (dialogue)	Focused on maintaining social relationships and social interaction.	Role plays, games, conversations.
6.	Extensive (monologue)	Extended monologues necessitating coherence and organization.	Storytelling, short reports.

From this classification, the development of *The Lost Expressions* focuses on providing opportunities for students to practice responsive, transactional, and interpersonal speaking. These types are integrated into the five thematic chapters of the media, allowing students to engage in meaningful social interactions, exchange

information, and participate in communicative games in a low-tech classroom setting.

2.4. Thematic Mapping of Speaking Materials

The speaking materials integrated into the developed media are aligned with the thematic syllabus of the English Day program at Thursina IIBS. This framework prioritizes functional and transactional language use that resonates with the students' daily lives and social interactions. In accordance with the institutional curriculum mapping, the speaking competencies are categorized into several thematic chapters, providing the linguistic foundations for students to perform various communicative tasks. These themes include social interaction (Family and Personality), transactional competence (Shopping and Travel), locational literacy (Building and Direction), and personal wellbeing (Health and Body Parts).

The thematic distribution of these topics aligns with the Cambridge Lower Secondary English as a Second Language (ESL) framework, which is adapted within the institution's English Day program to emphasize the development of communicative competence through real-world contexts. By focusing on these functional themes, the developed media *The Lost Expressions* provides a structured yet flexible platform for students to transition from vocabulary memorization to spontaneous spoken interaction. This alignment ensures that the material is pedagogically sound and suitable for the cognitive and linguistic development level of Junior High School students. The original thematic list from the original thematic

list from the institution, which serves as the primary reference for the content of the media, is presented in Figure 2.2.

Table of Content		Table of Content	
Chapter 1 School Cafeteria	1	Chapter 1 Family	1
Chapter 2 Shopping	8	Chapter 2 Body Part	6
Chapter 3 Home Repair Tool	15	Chapter 3 Physical Activities	10
Chapter 4 Classroom	22	Chapter 4 Animals	14
Chapter 5 Kitchen	29	Chapter 5 Fruits	19
Chapter 6 Shapes	35	Chapter 6 Vegetables	24
Chapter 7 Disaster	41	Chapter 7 Personality	29
Chapter 8 Environment	47	Chapter 8 Jobs	36
Chapter 9 Education	55	Chapter 9 Nature	43
Chapter 10 building and direction	62	Chapter 10 Clothes	49
Chapter 11 Travel and transportation	68	Chapter 11 Weather	54
Chapter 12 Health	75	Chapter 12 Appearance	59
Chapter 13 Social life	83	Chapter 13 Sports	67
Chapter 14 Food and taste	90	Chapter 14 Dormitory	72
Chapter 15 Technology	96	Chapter 15 Bathroom	77
Chapter 16 Household	102	Chapter 16 Travel	81

Figure 2. 2 English Day Thematic Materials List

To provide a clearer structural overview of these topics, the researcher further categorized the raw thematic list into several functional domains. The following table summarizes the mapping of these materials as they are integrated into the developed media:

Figure 2. 3 Thematic Mapping of English Day Speaking Materials

Category	Thematic Chapters
Social Interaction	Family, Personality, Social Life, and Dormitory.
Transactional Skills	Shopping, School Cafeteria, Travel, and Transportation.
Locational Skills	Building and Direction, Nature, and Weather.
Physical Wellbeing	Body Parts, Health, and Physical Activities.

While the English Day program encompasses a wide range of thematic topics as mapped above, the researcher specifically selected several core themes such as social life, directions, shopping, health, and environment to be developed

into the interactive media. This selection was strategically based on the urgency of students' communicative needs and the priority identified during the preliminary study to ensure the media remains focused and effective for short-term instructional use.

2.5. Pop-up Books as a Learning Media

In recent years, educational innovations have often been associated with digital technology. However, access to such technology remains uneven, especially in rural schools and Islamic boarding schools where gadget use is restricted (Hidayat et al., 2020). This context highlights the importance of low-tech media that can deliver engaging, interactive learning experiences without depending on digital devices.

Pop-up books, traditionally used in literacy development, are physical books that integrate foldable three-dimensional visuals which emerge as pages are turned. These features capture learners' attention, stimulate imagination, and contextualize content in a tangible way (Grimshaw, 2018). In education, pop-up books have been found to increase motivation, enhance comprehension, and foster enjoyment in reading and listening activities (Pratiwi et al., 2020).

Low-tech gamified media, such as board games or card-based tools, also offer significant pedagogical value. (Vasinda & McLeod, 2011) show that physical games promote collaboration, problem-solving, and communication skills by creating face-to-face interactions. Such media lower the affective filter, encourage peer negotiation, and provide structured opportunities for learners to practice language in authentic ways.

Despite their potential, most applications of pop-up books and low-tech gamified media in language learning focus on receptive skills such as reading and listening, or on micro-skills like vocabulary recognition (Kristanto et al., 2017). There is limited research on using pop-up books as platforms for speaking practice, especially for higher-order tasks such as argumentation, structured oral communication, and collaborative role play.

This gap highlights the novelty of *The Lost Expressions*, which reimagines the pop-up book not merely as a visual literacy tool but as a gamified speaking platform. By combining interactive visuals, mission-based tasks, and game mechanics, the product positions low-tech media as a viable, inclusive, and engaging alternative to digital gamification for fostering oral communication in EFL classrooms.

2.6. Related Previous Studies

A number of studies have examined the use of gamification and low-tech media in language learning. These can be grouped into three main strands: (1) gamification in EFL, (2) pop-up or low-tech media, and (3) gamification in speaking instruction.

1. Gamification in EFL

Chan & Lo (2024), in a systematic review of 30 studies, confirmed that gamification improves motivation, engagement, and overall English proficiency by creating immersive learning environments. Similarly, Zhang & Hasim (2023) highlighted that gamification enhances core skills: speaking, listening, reading, and

writing, while also reducing anxiety and increasing learners' sense of achievement. However, these studies largely focused on digital platforms such as Kahoot and Padlet, which may not be accessible in low-tech classrooms.

2. Pop-up and Low-Tech Media

Several relevant R&D studies have explored the educational potential of Pop-up books. Yuningsih et al. (2022) designed a Pop-up book specifically as a visual support for reading descriptive texts at the Junior High School level. The product featured 3D illustrations of tourism spots and historical buildings to help students visualize the objects described in the text, functioning primarily as an engaging reading material. Similarly, Saputra et al. (2025) developed a Pop-up book for Senior High School students to teach reading comprehension. Their product presented reading passages accompanied by pop-up visuals to make text structures more explicit and less monotonous for students.

However, a critical gap remains. The products developed in both Yuningsih (2022) and Saputra et al. (2025) functioned as static visual aids to support receptive skills (reading). The students' interaction was limited to opening the page and reading the text. My research addresses this limitation by developing *The Lost Expressions*, which transforms the medium into a gamified tool. Unlike the previous products, my book integrates game mechanics

(spinners, mission cards, and role-play zones) to actively stimulate productive skills (speaking) and distinct argumentative interactions

3. Gamification in Speaking Instruction

Several studies emphasize gamification's potential for speaking. Jie et al. (2023) reported higher participation and lower anxiety in gamified speaking classes compared to traditional ones. In Indonesia, Wulantari et al. (2023) found that gamified activities improved vocabulary use and speaking confidence among high school students. However, these studies typically involved short-term activities or digital media, not structured, curriculum-aligned tools for extended speaking practice.

Taken together, previous research confirms that gamification and low-tech media can improve learner motivation, reduce anxiety, and support language development. However, most studies focus on digital platforms and micro-skills such as vocabulary or grammar (Chan & Lo, 2024; Zhang & Hasim, 2023). Research on pop-up books, while showing positive results for reading and listening (Grimshaw, 2018; Pratiwi et al., 2020), has rarely explored their potential for speaking. Likewise, studies on gamified speaking activities often involve short-term tasks or digital tools, not curriculum-aligned, low-tech resources for extended oral communication (Jie et al., 2023; Wulantari et al., 2023).

In this context, *The Lost Expressions* seeks to fill these gaps by combining gamification with a 3D pop-up book as a physical, interactive medium. The product is designed to align with the Cambridge Lower Secondary framework, providing

structured opportunities for functional and transactional speaking practice, such as giving directions, daily interactions, and situational problem-solving. By integrating mission-based tasks, expression scaffolds, and playful mechanics, this study extends previous work on gamification and pop-up books into a new domain: supporting junior high school students' speaking performance in immersive and engaging within the English Day program.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological framework of this study. It describes the research design, the subjects involved, the procedures applied, and the instruments used to collect the data. In addition, this chapter outlines the techniques of data collection and the methods of data analysis employed to answer the research questions.

3.1. Research Design

This study adopts a Research and Development (R&D) methodology with the aim of producing an educational product in the form of a gamified 3D pop-up book titled *The Lost Expressions*. R&D is an appropriate approach for educational innovation as it involves a rigorous process of analysis, design, testing, and refinement to solve specific instructional problems (Borg & Gall, 1983). In this research, the methodology is utilized to address students' speaking anxiety and enhance their communicative competence within the functional contexts of the junior high school level.

To structure the development process, this study employs the ADDIE instructional design model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The Analysis phase focuses on identifying learners' needs, instructional goals within the Cambridge Lower Secondary framework, and specific challenges in spontaneous speaking during the English Day program. The Design stage involves planning the instructional objectives, thematic content, and interactive components of the pop-

up book. During the Development stage, the prototype is produced by integrating visual elements, fantasy-themed narratives, and game mechanics such as the Spinner and various card decks.

The Implementation stage refers to the application of the product in a real classroom setting with grades 7 and 8 students to observe its usability and effectiveness in facilitating peer interaction. Finally, the Evaluation phase assesses the pedagogical value and functionality of the product through expert validation and student feedback. The use of ADDIE ensures that the resulting material is both pedagogically grounded and strategically aligned with the communicative outcomes required for junior high school learners in an immersive English environment

3.2. Procedure of the Development

Developing an instructional product requires a structured and iterative process to ensure its pedagogical relevance, functionality, and alignment with curriculum goals. In this study, the development of *The Lost Expressions*, a gamified 3D pop-up book for speaking practice, followed a systematic model known as ADDIE, an acronym for Analysis, Design, Development, Implementation, and Evaluation. This model provides a clear framework for planning, producing, and refining learning materials based on user needs and educational context.

As Branch (2009) suggests, the ADDIE model serves as an adaptable guide in instructional design, ensuring that decisions at each phase are grounded in data

and learning theory. In line with this approach, the research employed the following stages:

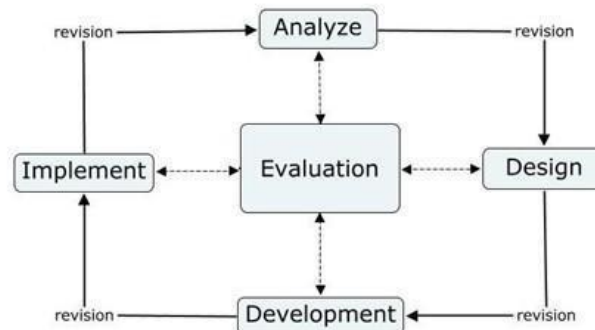


Figure 3. 1 ADDIE Design Procedures

Developing an instructional product requires a structured and iterative process to ensure its pedagogical relevance, functionality, and alignment with curriculum goals. In this study, the development of *The Lost Expressions*, a gamified 3D pop-up book for speaking practice, followed a systematic model known as ADDIE, this model provides a clear framework for planning, producing, and refining learning materials based on user needs and educational context.

3.2.1. Analyze

The analysis stage was carried out to identify the curricular requirements, students' needs, and teachers' expectations regarding speaking instruction. The outcomes of this stage informed the design of *The Lost Expressions* to ensure its systematic alignment with the school's specific speaking framework, integrating the English Day program and the Cambridge Lower Secondary Curriculum alongside local classroom realities.

1. Curriculum Analysis

The first step in the analysis phase involved a thorough review of the English Day program syllabus at Thursina IIBS. This was done to ensure that the developed media, *The Lost Expressions*, remains contextually relevant to the students' learning objectives. The curriculum analysis focused on identifying the functional speaking competencies expected for junior high school learners, which primarily follow the Cambridge Lower Secondary ESL framework.

The result of this analysis showed that the students are required to master practical, real-world communication. Consequently, the researcher selected five primary themes to be integrated into the product: social interaction, giving directions, transactional skills (shopping), health, and environmental awareness. By aligning the product with these institutional requirements, the researcher ensures that the media serves as an effective supplementary tool that supports the school's existing English Day goals.

2. Student Need Analysis

According to Ur (1996), students often encounter four major problems in speaking: inhibition, nothing to say, low participation, and the use of the mother tongue. These problems remain highly relevant in the Indonesian EFL context, where learners frequently experience anxiety, lack of ideas, or reluctance to participate in speaking tasks (Sari et al., 2023).

To further explore how these challenges manifest in the target school context and to gain deeper insights into students' learning preferences, a semi-structured interview was conducted with ten students from grades 7

and 8 at Thursina International Islamic Boarding School (IIBS). The interviews were designed to capture students' personal experiences, challenges, and expectations regarding English speaking activities during the English Day program. This qualitative approach was considered more appropriate for obtaining authentic and contextualized responses, allowing the researcher to understand the psychological barriers students face when communicating in a second language.

The interview guide was developed based on Ur's (1996) framework of speaking difficulties and was extended with questions on learning preferences and expectations toward engaging media. The interview focused on the following questions:

- a. How do you feel when you have to speak English in front of the class?
- b. What makes it difficult for you to come up with ideas when speaking English?
- c. Why do you think some students rarely participate in speaking activities?
- d. Why do you think some students rarely participate in speaking activities?
- e. What kind of learning media would make English speaking practice more fun and less stressful for you?

The interview responses were analyzed qualitatively using thematic analysis. Each response was transcribed, coded, and grouped into themes such as "speaking anxiety," "low engagement," "preference for

immersive game-based learning,” and “need for visual and linguistic scaffolding.” The findings from this analysis became the basis for the design of the missions, Expression Cards, and Power-Up features in *The Lost Expressions*.

3. Teacher Insights

To complement the student needs analysis, a semi-structured interview was conducted with English teachers to explore their perspectives on teaching speaking. The interview focused on the following questions:

- a. What are the most common difficulties students face when speaking English in class?
- b. How do you usually teach speaking, and what kinds of media or strategies do you use?
- c. What do you think about using gamified activities to support speaking practice?
- d. What kind of media features (e.g., visuals, structured expressions, interactivity) would best support students’ speaking performance?
- e. How practical would it be to implement low-tech gamified media such as a pop-up book in your classroom?

The interview responses were expected to provide insights into classroom realities, teachers’ challenges, and their expectations of instructional media, which informed the design of *The Lost Expressions*.

3.2.2. Design

The design stage was intended to translate the findings from the analysis into a complete blueprint of *The Lost Expressions*. In this stage, the researcher outlined the game mechanics and the overall structure of the book to ensure it functions effectively as both an instructional resource and an engaging gamified tool for speaking practice.

The book was conceptualized as a gamified pop-up book consisting of two integrated sections. The first section, introduces the game system, including the rules of play and physical tools such as the Spinner, Mission Cards, Expression Cards, Pop-up Zone Boards, Power-up Cards, and a Score Sheet template. The second section, contains five chapters modules adapted from the English Day program topics, such as social life, directions, shopping, health, and environment. Each chapter is arranged systematically to include a mini-module containing storyline introductions, speaking activities, vocabulary support, grammar focus, and preparation exercises before students proceed to the game section.

The Game section, where students apply their speaking skills through the gamified pop-up zones. Particular consideration was given to the elements' pedagogical functions. The Spinner adds an element of randomness, while the Zone Boards such as Pink Forest, Sunbeam Plaza, and Conflict Canyon regulate the speaking tone to encourage situational communication. Expression Cards offer linguistic scaffolds, while Mission Cards provide context-specific tasks based on the chapter theme. To maintain high engagement, Power-up Cards introduce dynamic challenges or advantages. Finally, the Score Sheet is designed for assessment tool, focusing on fluency, creativity, and the use of target expressions.

The game flow was also specified to ensure clarity during classroom implementation. Students are divided into groups, spin to determine the zone, and draw their mission and expression cards. They are given time to prepare before performing their role-play, which is then evaluated by their peers using the score sheet. This structured flow ensures that the transition from language exposure to spontaneous production is both guided and interactive.

3.2.3. Development

The development stage was intended to transform the blueprint produced in the design stage into a tangible prototype of *The Lost Expressions*. At this stage, all components that had previously been conceptualized such as the fantasy-themed cover, game content overview, game mechanism, spinner, mission and expression card slots, three pop-up zone boards, power-up cards, and the score sheet were drafted and arranged into a unified product.

The validation involved a media expert and a material expert to provide a comprehensive evaluation from two different perspectives. The media expert was responsible for evaluating the visual design, technical usability, and the functionality of the pop-up mechanics, while the material expert assessed the content validity, linguistic clarity, and the product's alignment with the English Day program syllabus and junior high school level competencies. This validation process was crucial to ensure that the product was not only innovative but also practically feasible for classroom use within the target institution.

A validation checklist was developed to guide this process, consisting of three major aspects: content accuracy and relevance, language use and clarity, and

design and usability. Each aspect contained multiple indicators rated using a five-point Likert scale, with additional space provided for qualitative feedback and suggestions for improvement. The quantitative scores obtained from both validators were then analyzed using criteria adapted from Arikunto (2013) to determine the validity level, classifying the results into categories such as Very Valid or Valid based on the final percentage. Simultaneously, the qualitative feedback was analyzed descriptively to identify necessary refinements.

3.2.4. Implementation

The implementation stage was conducted to examine the practicality, usability, and initial effectiveness of *The Lost Expressions* in supporting students' English-speaking performance during the English Day program. The implementation took place with 20 students from grades 7 and 8 at Thursina International Islamic Boarding School (IIBS). To ensure a natural classroom interaction, the process was observed by the researcher while the teacher acted as the main facilitator.

The prototype was applied in small-group speaking activities where students were divided into groups of three to four members. This group size was strategically chosen to ensure that every student had a significant role in the interactive process using the spinner, zone boards, mission cards, expression cards, and power-up cards. The implementation followed the designed game sequence: spinning the

wheel to determine the zone, drawing cards for missions and expressions, preparing the dialogue, and performing the speaking task.

To collect data during this stage, two main instruments were employed: an observation checklist and a student feedback questionnaire. The observation checklist measured aspects such as instruction clarity, student engagement, and media usability, while the feedback questionnaire gathered students' perceptions regarding the media's enjoyment and helpfulness in reducing speaking anxiety.

The quantitative data from both instruments were analyzed using criteria adapted from Sugiyono (2018) to determine the level of practicality of *The Lost Expressions*. The results were then interpreted using Sugiyono's practicality criteria (Very Practical, Practical, Less Practical, Not Practical). The open-ended responses and teacher comments were analyzed qualitatively through thematic categorization to identify specific strengths and areas for improvement.

3.2.5. Evaluation

The last step in the ADDIE model in this research was the evaluation stage. Its main purpose is to assess the results of the implementation and revise the final product based on expert input and empirical data. Both formative and summative evaluations were conducted. The former happened during classroom implementation and expert validation when comments and observations were directly collected and used for the improvement of the prototype. The overall evaluation of the product regarding its feasibility and effectiveness as a teaching tool for speaking practice reflected the summative aspect.

Three main data sources were considered in this assessment process. First, by applying the validation checklist, the professional validators provided feedback on the product's language, content, and design. Secondly, the observation outcomes of the classroom usage depicted how students approached the medium, how the zone boards, mission cards, and expression cards supported their performance, and how enthusiastically they participated in the speaking activities. Thirdly, the teacher and student feedback highlighted the strengths and weaknesses of the book in terms of its potential to enhance creativity, reduce anxiety, and foster engagement.

The Lost Expressions was improved into a more legitimate, useful, and efficient teaching tool during this assessment phase. The changes made sure that the finished product was interesting and easy for teachers and students to use. In this sense, the assessment was an essential step in ensuring that the created medium actually met the needs noted at the start of the research.

3.3. Subject of the Study

The subjects of this study are junior high school students at Thursina International Islamic Boarding School (IIBS) Female Campus, specifically focusing on learners in grades 7 and 8. The participants were selected using a convenience sampling technique, which was determined based on the students' availability during the scheduled English Day program and the accessibility granted by the institution. This sampling method allowed the researcher to work closely

with the English teacher to identify participants who represented a range of speaking proficiency levels within the target environment.

To ensure a comprehensive development process, the subjects were involved in two distinct research stages. In the initial need analysis stage, the researcher interviewed 10 students to gain qualitative insights into their specific speaking challenges, anxiety triggers, and preferences regarding interactive learning media. Following the development of the prototype, the implementation stage involved a small-scale trial. By involving 20 participants, the researcher could facilitate and observe simultaneous groups, providing a realistic assessment of how the game's physical components, such as the Spinner, Zone Boards, and various card decks scaffold spontaneous communication and peer interaction in a collaborative setting.

3.4. Research Location and Schedule

This study will be conducted at Thursina International Islamic Boarding School (IIBS), located at Thursina Education Hill – Jl. Tirta Sentono 15 A, Landungsari, Dau, Malang. The school was chosen due to its strong emphasis on English language development and its commitment to fostering innovative instructional practices through interactive learning models. This environment targets structured but spontaneous speaking practice, making it an ideal setting to test the effectiveness of gamified media in reducing speaking anxiety among young learners.

The research activities will follow a structured timeline spread across twelve months, as shown below

Table 3. 1 Research Schedule

No.	Activity	Date
1.	Pre-Research	July-October 2025
2.	Research Presentation	November 2025
3.	Need Analysis	February 2026
4.	Design	February-March 2026
5.	Development	April 2026
6.	Implementation	May 2026
7.	Evaluation	May 2026
8.	Data Analysis	May 2026
9.	Result Presentation	June 2026

The process begins with pre-research activities such as coordination and proposal refinement (July–October 2025), followed by a research presentation in November. Needs analysis are scheduled for February to collect curriculum-aligned and contextual data, serving as the basis for product design. The design and development stages will occur in February and April 2026, leading to the implementation of a classroom try-out in May 2026. Evaluation and data analysis will also take place in May, incorporating expert validation and student feedback as input for revision. Finally, the result presentation in June 2026 ensures that the product is both feasible and pedagogically aligned. This timeline follows the ADDIE framework to ensure that each stage contributes meaningfully to the overall research process.

3.5. Data Collection Techniques and Instrument

To ensure the validity of the data, the instruments in this study were systematically adapted from established theoretical and methodological frameworks relevant to Research and Development (R&D). The Interview Guides

(Appendix 3 & 4) were developed based on the framework of speaking difficulties such as inhibition and low participation, as identified by Ur (1996). Similarly, the Validation, Observation, and Feedback Instruments (Appendix 5, 6, 7, & 8) were adapted from the principles of educational media evaluation proposed by Arikunto (2013) and Sugiyono (2018). Finally, the Speaking Rubric (Appendix 9) was developed by adapting the core elements of communicative competence, such as fluency and coherence, as described by Brown (2004). These techniques were aligned with the corresponding stages of the ADDIE model.

At the Development stage, the prototype of *The Lost Expressions* was validated by two experts: a material expert in English pedagogy and a media expert. The experts were guided by a Validation Checklist (Appendix 5 & 6) which comprised indicators probing for content relevance, linguistic clarity, pedagogical appropriateness, visual design, and usability. Each item was rated on a five-point Likert scale, with additional space provided for qualitative comments and suggestions for refinement.

Usability and practicality of the product were assessed in a real classroom environment during the implementation phase. Several tools were utilized: a student feedback questionnaire (Appendix 8) that contained two open-ended questions and ten closed-ended statements designed to obtain the students' opinions regarding the usefulness, enjoyment, and practicality of the media; an observation checklist (Appendix 7) that looked into the clarity of instruction, student engagement, collaboration, motivation, and usability. During implementation, the English teacher provided valuable comments on student response and classroom management. A speaking performance rubric (Appendix 9) was used as an added

assessment tool in order to assess students' fluency, coherence, creativity, and use of expressions during the speaking activities.

3.6. Data Analysis Techniques

The data analysis process in this study involved both qualitative and quantitative approaches according to the stages of the ADDIE model. The qualitative data were collected during the analysis stage through interviews and curriculum mapping, while quantitative data were gathered during the development and implementation stages through validation checklists, observation sheets, and student feedback questionnaires.

3.6.1. Curriculum and Interview Data Need Analysis

Two categories of data were gathered during the need analysis stage: (1) curriculum data from the institutional syllabus and (2) qualitative data from teacher and student interviews. To determine the needs, difficulties, and expectations that influenced the product design, these data were subjected to both descriptive and thematic analysis. The curriculum analysis was performed by mapping the Cambridge Lower Secondary English as a Second Language (ESL) framework and the English Day program syllabus to the competencies aimed at in *The Lost Expressions*.

Thematic analysis was used to qualitatively examine the teacher and student interview data. Each interview was transcribed and coded to identify recurring patterns pertaining to speaking challenges, learning preferences, and expectations regarding classroom media. Major themes including speaking anxiety, need for

linguistic scaffolding, engagement, and preference for game-based learning were identified from the data.

To enhance validity, the results of the interviews were triangulated with the curriculum mapping. This triangulation ensured that the classroom-identified needs were consistent with the curriculum's anticipated learning outcomes. The interpretation of these thematic findings directly guided the design of key product elements, such as the Mission Cards, Expression Cards, and Power-Up cards. Overall, the qualitative analysis at this stage serves as the foundation for developing a product that aligns with the principles of communicative language teaching while addressing the actual challenges encountered in the classroom.

3.6.2. Product Validation Data Analysis

The Lost Expressions' level of validity as a learning tool was assessed by analyzing the quantitative data gathered from expert validation. This validation process involved two experts: a media expert (English Teacher) and a material expert (English teacher). A five-point Likert-scale validation checklist with several indicators addressing topics like usability, design quality, language clarity, and content accuracy was used by each expert to evaluate the product.

The following formula was used to calculate and convert each expert's total scores into percentages.

$$\bar{x} = \frac{\text{Achieved score}}{\text{Maximum Score}} \times 100\%$$

The process of converting scores from raw data into scores that correspond to the questions can be seen in detail in Table 3.3

Table 3. 2 Validation Criteria

Achievement Criteria	Category	Explanation
81% - 100%	Very Valid	Can be used without revisions
61% - 80%	Valid	Can be used for minor revisions
41% - 60%	Less Valid	Can be used for major revisions
<40%	Not Valid	Cannot be used

Source: (Arikunto, 2013)

To determine the product's overall validity level, the validation results for the material and media aspects were examined independently before being combined. The product was deemed appropriate for classroom use with or without minor revisions if the average percentage score was classified as "Very Valid" or "Valid."

Descriptive analysis was performed on the validators' qualitative feedback in addition to the quantitative results. The written remarks and recommendations were divided into a number of categories, such as technical usability, layout improvement, linguistic enhancement, and instructional clarity. The product was then revised based on these qualitative findings. Through this process, the quantitative and qualitative data complemented each other in confirming that *The Lost Expressions* met both pedagogical and media design standards, ensuring that the product was ready to proceed to the implementation stage.

3.6.3. Analysis of Student Feedback and Observation

The student feedback questionnaire and the observation checklist were the two primary sources of data gathered during the implementation phase. Both tools

were created to assess *The Lost Expressions* applicability and usability as a teaching tool in actual classroom settings.

A five-point Likert scale (1–5) was used to rate the observation checklist, which focused on elements like media usability, motivation, teamwork, student engagement, and clarity of instruction. Ten closed-ended statements and two open-ended questions made up the student feedback questionnaire, which assessed how students felt about the media's overall usefulness, enjoyment, and practicality in assisting with speaking performances.

The quantitative data obtained from both instruments were analyzed using the following formula:

$$\bar{x} = \frac{\text{Achieved score}}{\text{Maximum Score}} \times 100\%$$

The resulting percentages were interpreted based on the following practicality criteria:

Table 3. 3 Criteria for assessing the practicality of the Product

Percentage Interval	Score
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Not Practical
<20%	Very Not Practical

Source: (Sugiyono, 2018)

The overall practicality level of *The Lost Expressions* was then calculated using the mean percentage from the student questionnaire and the observation checklist. If a product's overall average score is in the "Practical" or "Very

Practical" range, it is deemed practical. To offer deeper insights, qualitative data were also analyzed in addition to quantitative data. A thematic analysis was conducted of the teacher comments, the open-ended questionnaire responses, and the short follow-up interviews with a chosen group of students. The goal of the qualitative results was to find recurrent themes like enjoyment, instruction clarity, media challenges, and student engagement.

The outcomes from both data types were triangulated to guarantee the accuracy of interpretation. In order to provide a more thorough understanding of how the media operated in practice and which areas needed improvement, the triangulation process compared the observation findings with student feedback. The product's usefulness and practicality were thoroughly assessed thanks to the combination of quantitative and qualitative analysis, which also served as the basis for additional improvement during the evaluation phase.

3.7. Criteria of Product Success

Three criteria of validity, practicality, and effectiveness were used to evaluate the success of the created product, *The Lost Expressions*. These standards were taken from the framework for evaluating educational products (Sugiyono, 2018) which highlights that if an instructional medium satisfies the minimal standards validity, practicality, and effectiveness.

First, validity refers to the extent to which the final product aligns with curriculum goals and professional pedagogical standards. A media expert and a material expert assessed the product using a validation checklist. The average scores were computed and interpreted; the product was deemed valid if the mean

score reached at least 3.25 on a five-point Likert scale (roughly 75%) or fell into the "Valid" category.

Second, practicality refers to the product's usability and usefulness in a real classroom setting. This was evaluated through observation checklists and student feedback during the implementation phase. The product was deemed practical if the observation results and feedback demonstrated that the medium was easy to understand, manageable in classroom settings, and supportive of interactive learning within the English Day program.

Third, effectiveness characterizes the immediate pedagogical impact of the product on students' learning, particularly regarding speaking performance. In this Research and Development (R&D) study, effectiveness is operationally defined as the product's ability to foster active participation, reduce speaking anxiety, and encourage fluency and creativity during role-play exercises. This was assessed through the Speaking Rubric, observation checklists, and student feedback, focusing on the product's ability to create a supportive and engaging learning environment. In conclusion, *The Lost Expressions* can be considered a viable teaching tool for promoting speaking practice in junior high school settings as it satisfies the requirements of validity, practicality, and effectiveness.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research along with a brief discussion. The findings are organized based on the stages of the ADDIE model, including Analyze, Design, Development, and Implementation. It focuses on the development of *The Lost Expressions* as a gamified speaking learning medium and provides an overview of the results.

4.1. Result of Analyze

The analyze phase is the foundational step in the ADDIE model, aimed at identifying field problems, institutional requirements, and student needs. This phase involved three main activities: an institutional pre-observation, a formal teacher interview, and a student needs analysis.

4.1.1. Pre-Observation

The researcher initially conducted a consultation on January 27, 2026, with the Vice Principal of Curriculum. The purpose was to assess the feasibility of implementing the gamified 3D pop-up book in a real classroom setting.



Figure 4. 1 Coordination with the Vice Principals

Based on this session, the researcher decided to change the research subject from Senior High School to Junior High School students. This decision was based in several institutional considerations summarized below:

Table 4. 1 Research Subject Adjustment

Aspect of Consideration	Senior High School (Initial Subject)	Junior High School (Revised Subject)
Psychological Factors	Students might experience discomfort or awkwardness with game-based physical interaction.	Students demonstrate higher receptiveness and enthusiasm toward interactive and gamified learning.
Curriculum Structure	Focused on EVAS (English Vocabulary and Speaking) with a heavy emphasis on memorization.	Follows the Cambridge framework and integrates a dedicated "English Day" program.
Time Allocation	Limited instructional duration (1 JP = 40 minutes).	Sufficient duration (90 minutes) during the Saturday English Day program.
Program Alignment	Heavily focused on academic vocabulary and grammar preparation.	Aligns directly with the media's objective of fostering fluency and confidence.

4.1.2. Analysis of Teacher and Students Needs

Following the subject adjustment, the researcher conducted structured interviews to gain deeper insights into the specific speaking challenges from both instructional and learner perspectives. The interviews were conducted with the English teacher and ten students from grades 7 and 8. The qualitative data were analyzed thematically and categorized into four major themes as follows:

1. Speaking Anxiety and Lack of Confidence

Both the teacher and students identified anxiety as the primary barrier to oral performance. The teacher, Ms. Alifiyanti, noted that students often feel "frozen" or hesitant due to psychological pressure. This was supported by a student's statement:

"I often feel nervous because I am afraid of making grammar mistakes. I feel like my friends will judge me if I say the wrong words." (Student 4, Personal Interview, February 7, 2026).

2. Low Engagement with Conventional Media

The interviews indicated that students felt bored with repetitive, textbook-based speaking tasks. They expressed a desire for more interactive and "alive" learning experiences. Ms. A explained:

"Students show reluctance to perform because the tasks often feel like a burden. They need something that can lower their pressure and make them participate voluntarily." (Teacher Interview, January 27, 2026).

3. Need for Visual and Linguistic Scaffolding

A significant finding was the students' tendency to get "stuck" mid-sentence due to limited vocabulary, leading to a heavy reliance on memorized scripts. One student mentioned:

"Sometimes I have the idea in my head, but I don't know the English word. It would be helpful if there were clues or key phrases I could look at while speaking." (Student 2, Personal Interview, February 7, 2026).

4. Preference for Immersive Game-Based Learning

There was a strong consensus regarding the preference for fantasy and adventure themes. Students showed high enthusiasm for a "mission-based" approach that mimics the excitement of games.

"I like playing games. If the English lesson feels like a mission or a journey, I think it will be much more exciting and less stressful." (Student 7, Personal Interview, February 7, 2026).



Figure 4. 2 Interview with the English Teacher

The findings from the English teacher are presented in the following table:

Table 4. 2 Teacher Interview Findings

Category	Identified Findings from the Teacher
Speaking Confidence	Student confidence levels in public speaking are estimated to be below 30%.
Major Barriers	Hesitation to perform is primarily caused by fear of making mistakes, fear of judgement, embarrassment, and lack of self-confidence.

Linguistic Issues	Limited vocabulary knowledge causes students to struggle in expressing ideas, leading to heavy reliance on memorized scripts.
Media Requirements	Need for interactive, collaborative, and group-based instructional media specifically designed for speaking development.

To triangulate these findings, the researcher engaged directly with ten students to identify their personal experiences.

Table 4. 3 Students Interview Findings

Category	Identified Findings from the Students
Psychological Factors	High levels of nervousness and anxiety caused by fear of grammatical errors, mispronunciation, and peer judgment.
Activity Preference	Preference for supportive and non-judgmental environments, especially through collaborative group-based tasks.
Learning Interest	Strong interest in interactive, game-based, and visually engaging media (e.g., 3D pop-up books).
Topical Relevance	Desire for practical topics like daily conversations, hobbies, and social interactions.

The students' enthusiasm for a new medium was evident during the interviews. One student remarked that game-based learning makes the process *"more enjoyable, engaging, and less stressful compared to conventional methods"*.



Figure 4. 3 Students Interview Session

The summary of these findings highlights a significant pedagogical gap. While the English Day program provides an immersive environment, the lack of engaging media designed for speaking remains a primary challenge. Both participants emphasized that psychological barriers notably speaking anxiety are the most critical factors hindering communicative performance. These results indicate an urgent need for an interactive medium that integrates gamification and 3D visuals to create a low-pressure learning environment. These insights directly informed the product's conceptualization and structural development in the subsequent design phase.

4.2. Result of Design

In this phase, the researcher translated the findings from the analyze phase into a concrete product blueprint. The design process focused on integrating the Genre-Based Approach (GBA) with immersive gamification elements to create a supportive environment for speaking practice.

4.2.1. Product Concept and Storyline

The product, titled *The Lost Expressions*, is designed with a Fantasy Adventure theme. The narrative positions the students as Wayfinders who must

navigate through various legendary regions. Each region corresponds to a specific learning chapter and communicative context. This thematic approach is intended to transform conventional speaking drills into a mission-based experience, thereby increasing student engagement and motivation.

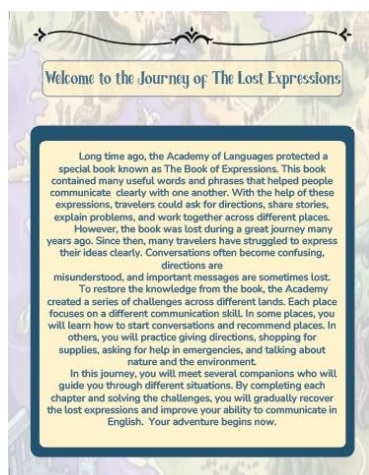


Figure 4. 4 The Grand Storyline

4.2.2. Structural Design of the Book

Each chapter features a learning module designed to support students in developing speaking skills through contextual language exposure and guided practice. These modules function as a preparation stage before students participate in the speaking game.

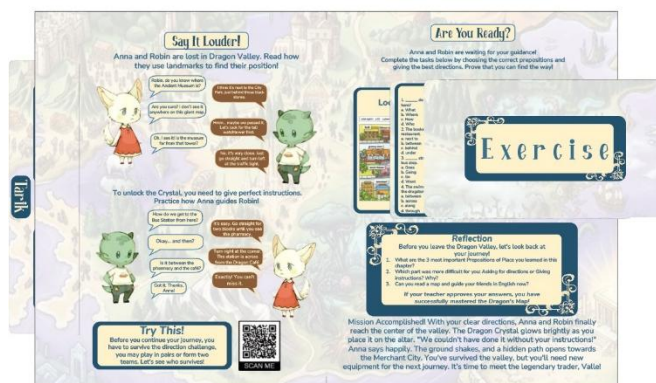


Figure 4. 1 Mini Module Design

Each chapter in *The Lost Expressions* is structured as a consistent learning module designed to scaffold the students' speaking process. The researcher integrated the stages of the Genre-Based Approach (GBA) into the book's layout to ensure that students transition smoothly from language exposure to independent production. The following table illustrates the specific sections found in each chapter and their respective pedagogical functions.

Table 4. 4 Chapter Structure and GBA Alignment

Section Name	Functional Purpose	GBA Stage Alignment
Intro / Storyline	Engaging students' interest through a fantasy narrative to lower their affective filter (anxiety).	Building Knowledge of the Field
Say It Louder!	Providing contextual models of the target expressions through dialogue or short passages.	Modeling of Text
Try This! And Are You Ready?	A self-check and drafting section where students prepare their thoughts before speaking.	Joint Construction of Text
The Game (Spinner, Cards & Zone Boards)	The main section where students practice spontaneous speaking through interactive play.	Independent Construction of Text

The core learning modules are organized into five distinct chapters, each designed to reflect a specific region within the fantasy narrative. Each chapter title is aligned with a communicative goal derived from the school's English Day program syllabus. The complete mapping of the chapter titles, their corresponding regions, and the specific language materials is presented in Table 4.5 below.:

Table 4. 5 Chapter Material in The Lost Expressions

Chapter	Region Name	Material Adapted from English Day
1	The Old Fort	Social life, Food and taste
2	Dragon Valley	Building & directions
3	Merchant City	Shopping, Clothes, Fruits & vegetables.
4	The Forbidden Woods	Body part, & Health
5	The Whispering Cove	Nature, Weather, & Environment

4.2.3. Game Elements and Mechanics

To facilitate interactive speaking, several physical components were designed with specific pedagogical functions. The Spinner is utilized to determine the specific Zone for each group, adding an element of randomness and excitement to the activity. Each Zone Board is designed to regulate the speaking tone, such as cheerful, argumentative, or dramatic, to encourage more expressive and situational communication. Furthermore, the Mission Cards provide contextual prompts that serve as the primary speaking tasks, while the Expression Cards act as instructional scaffolding by providing key phrases and vocabulary relevant to the specific mission.

To enhance engagement, the researcher included *Power-Up Cards*, which introduce game variations such as extra points, additional time, or specific challenges to maintain a high level of motivation. Additionally, a *Score Sheet* was developed to facilitate peer-assessment and progress tracking. This component encourages students to actively listen to their peers' performances and provide constructive feedback, transforming the evaluation process into a collaborative

learning experience. The visual representation of these components is presented below:

Table 4. 6 Game Components Visual Design

Game Elements	Visual Design
Spinner	
Zone Boards	
Cards	
Score Sheet	

4.3. Result of Development

The development phase focused on transforming the conceptual design into a physical prototype. At this stage, the researcher produced an initial digital prototype of *The Lost Expressions* to be reviewed by stakeholders, the English teacher and students before the final printing and expert validation process.

4.3.1. Initial Prototype Development

The initial prototype was developed using digital design tools, incorporating the fantasy adventure theme, 3D pop-up structures, and game components such as the spinner and cards. The researcher ensured that the materials were aligned with the thematic topics of the English Day program, such as social life, directions, and shopping.

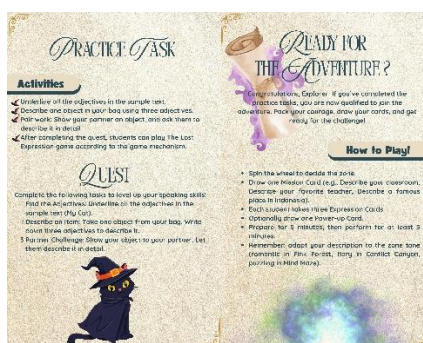


Figure 4. 5 Digital Prototype of *The Lost Expressions*

4.3.2. Stakeholders' Feedback and Initial Observation

Before proceeding to formal expert validation, the researcher conducted an initial observation on February 7, 2026, to gather qualitative feedback from the English teacher and ten students from grades 7 and 8. This step was crucial to ensure

the usability and aesthetic appeal of the media from the users' perspective. The feedback is summarized in the following table:

Table 4. 7 Summary of Stakeholders' Feedback

Stakeholder	Identified Feedback and Suggestions
English Teacher	Recommended simplifying the game instructions to ensure accessibility for students with lower proficiency levels. Suggested strengthening digital integration via QR codes for additional learning support.
Students	Expressed excitement about the 3D pop-up format but suggested adding a more immersive storyline to the game.
Students	Noted visual design issues, specifically regarding small font sizes, inconsistent color contrast, and readability under certain lighting.
Students	Requested additional Grammar Support sections to assist in constructing accurate sentences during the speaking tasks.

4.3.3. Prototype Revision

The initial prototype of *The Lost Expressions* underwent several systematic refinements based on preliminary observations and stakeholder feedback to ensure its visual and functional readiness for formal validation. The first major revision involved the introduction of a dedicated instructional system. While the primary 3D book contained necessary guidance, the researcher developed a separate User Manual and Journey Log Booklet to serve as a supplementary guide. This booklet was designed to enhance the user experience by providing a portable and structured reference for the Standard Operating Procedure.

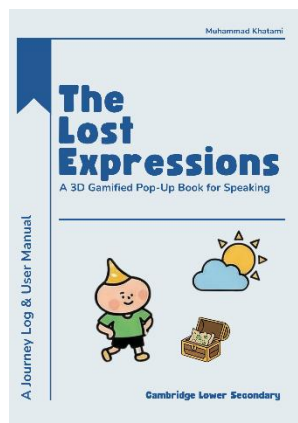


Figure 4. 6 Booklet cover

Furthermore, significant enhancements were made to the visual aesthetics and typography based on student feedback. The pedagogical content was refined to align strictly with the Cambridge Lower Secondary ESL Framework. The researcher upgraded the instructional modules from basic vocabulary lists to sophisticated pragmatic expressions, such as making recommendations in "The Old Fort" or managing emergencies in "The Forbidden Woods". This ensures that the language produced by students is functionally relevant to international standards.

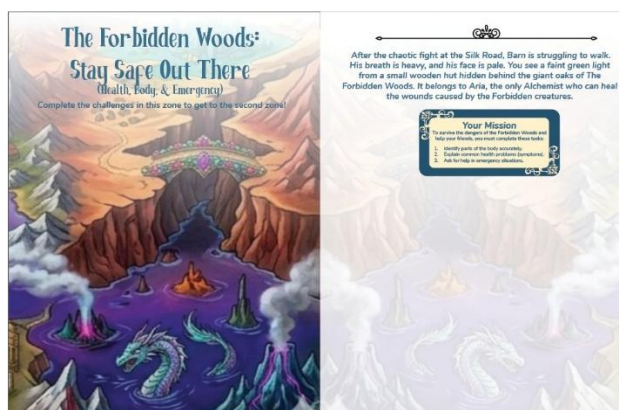


Figure 4. 7 Example of a chapter cover

4.3.4. Product Validation Data Analysis

Validation for *The Lost Expressions* had been done formally to make sure that it meets its pedagogical validity and feasibility. This procedure required two

validators, one from each aspect of the evaluation, coming from Thursina IIBS. Ms. Dessy Kusuma Vinahari, S.Pd., English teacher, was designated as the Material Expert in order to validate its suitability to the curriculum of the junior high school level. In contrast, Ms. Alifiyanti Urfah Kalilah, S.Pd., an English teacher as well, was given the role of Media Expert who will validate the visual and interactive aspect of the 3D pop-up book. The numerical data acquired on the validation sheet was then calculated by applying the formula and validity criteria suggested by Arikunto (2013).



Figure 4. 8 Product Validation Process

The results of the validation process from both experts indicated that the product reached a high level of validity. Ms. Dessy Kusuma Vinahari, S.Pd., as the material expert, gave a total score of 60 out of 75, which converted to a percentage of 80%. According to Arikunto's criteria, this score is categorized as "Valid," meaning the instructional content is suitable for implementation with minor adjustments. The material expert provided several constructive notes, particularly regarding the complexity of certain fantasy-themed vocabulary for junior high school students and the necessity to align all topics with the institutional values of the boarding school.

On the other hand, the media validation conducted by Ms. Alifiyanti Urfah Kalilah, S.Pd., resulted in a total score of 63 out of 75, achieving a final percentage of 84%. This result falls into the "Very Valid" category, signifying that the physical form, 3D mechanics, and visual aesthetics of the book are highly effective and ready for use. However, a significant suggestion was made regarding the assessment system; the expert noted that the calculation on the score sheet was too complex for students to perform as a peer-assessment. Consequently, it was recommended that the teacher or researcher handle the technical scoring to maintain the students' focus on the speaking activities

Table 4. 8 Recap of Expert Validation Results

No.	Experts	Total Score	Percentage (%)
1.	Material Expert (Ms. Vina)	60/75	80%
2.	Media Expert (Ms. Alifiyanti)	63/75	84%
Average Total			82%

Based on the cumulative results, the product achieved an average percentage of 82%, which is classified as "Very Valid" according to Arikunto (2013). This concludes that the 3D pop-up book *The Lost Expressions* is academically and technically feasible for field implementation. To address the specific qualitative parameters underlying this high validity, a detailed item-by-item breakdown of the expert evaluation is essential.

First, regarding content appropriateness, the material expert verified that the linguistic items are tightly aligned with junior high school students' levels and learning needs. This suitability was determined by mapping the vocabulary density and functional speaking tasks against the Cambridge Lower Secondary Curriculum

framework used at Thursina IIBS. Second, the expert noted that the missions and dialogues are highly meaningful and realistic, meaning that the conversational prompts directly simulate genuine interpersonal and transactional social contexts that teenagers experience daily instead of relying on abstract language structures. Third, in terms of operational efficiency, the instructions within the media were validated as clear and easy to follow. The parameters for this clarity were defined by the students' ability to execute the multi-step gamified actions such as spinning the wheel and applying power-up mechanics autonomously based on the structured user manual without causing instructional confusion. Fourth, the expressions embedded in the card decks were rated as highly authentic and contextually appropriate, signifying that the lexical choices reflect natural, contemporary English speech models while remaining strictly adjusted to the local socio-religious values of the boarding school environment.

Finally, looking at the psychological dimension, the media expert confirmed that the structural design of the product directly helps reduce students' speaking anxiety. This item was evaluated based on the integration of physical game mechanics, namely the 3D Spinner Wheel and interactive card drawings, which shift the students' focus from the pressure of formal language performance to an immersive game-play flow. By lowering this affective filter, the media successfully transforms a high-risk speaking performance into a low-risk and collaborative task.

To ensure the implementation runs smoothly and remains aligned with the classroom's actual conditions at Thursina IIBS, the researcher applied several practical adjustments during the evaluation phase. Lastly, the researcher ensured all visual elements used during the implementation were contextually appropriate for

the institution's environment. These minor technical adjustments were made to optimize the media's practicality without altering its core instructional design.

4.4. Result of Implementation

The implementation of *The Lost Expressions* was conducted on Saturday, May 23, 2026, at Thursina International Islamic Boarding School (IIBS). The session involved a total of 20 junior high school students, consisting of 10 students from Grade 7 and 10 students from Grade 8. The primary objective of this phase was to test the practicality, usability, and effectiveness of the gamified 3D pop-up book in a real classroom setting.

The implementation began with the researcher introducing the core components of the media, including the 3D Spinner, Zone Boards, and various card decks (Mission, Expression, and Power-Up cards). During this explanation, the students demonstrated immense enthusiasm, frequently expressing amazement at the visual pop-up elements. To demonstrate the gameplay mechanics, the researcher invited two students to the front of the class for a live simulation. The classroom atmosphere became highly lively when the spinner landed on a fantasy zone that required the students to practice speaking expressions using an "angry" tone. This interactive simulation successfully broke the ice and reduced the students' speaking anxiety, creating a fun and supportive environment.



Figure 4. 9 Researcher Explaining the Book Components

Following the live demonstration, the students were given time to explore the media independently in groups. They engaged deeply with the features, practicing the theme song embedded in Chapter 1, and experimenting with the Expression Cards using various randomized vocal tones. The students operated the media components smoothly without encountering significant operational difficulties. At the end of the session, the classroom observation checklist was finalized, and the practicality questionnaires were distributed to gather the students' quantitative and qualitative feedback.



Figure 4. 10 Students' Interaction Using the Media

4.4.1. Classroom Observation Analysis

To complement the immediate oral feedback from the students, an observation was conducted simultaneously during the implementation phase. This observation aimed to closely monitor the actual classroom dynamics, student

engagement levels, collaborative work efficiency, and the overall physical usability of the media components in a real-time learning environment. The evaluation was systematically recorded using a Classroom Observation Sheet containing 8 core pedagogical and technical indicators, measured on a rating scale from 1 (Very Poor) to 5 (Excellent).

Based on the finalized data analysis from the observation session, the classroom implementation achieved an outstanding total score of 39 out of a maximum ideal score of 40. When calculated using the percentage formula adapted from Sugiyono (2018), this data resulted in a final practicality percentage of 97.5%. According to Sugiyono's practicality criteria, any score falling within the 81% – 100% interval is firmly classified into the "Very Practical" category. This high percentage serves as empirical evidence that the gamification-based learning framework has been implemented successfully and that this approach has effectively achieved its general learning objectives in practice.

The breakdown of the observation points indicated that out of the 8 indicators evaluated, 7 indicators received a perfect score of 5 (Excellent), while only 1 indicator scored a 4 (Good). The dominant "Excellent" ratings signify that both the researcher and the students thoroughly understood the operational flow of *The Lost Expressions*, the time allocation was well-managed without causing technical delays, and the book components (spinner, zone boards, and cards) were easy to use during intensive gameplay.

To justify these high ratings objectively, the abstract pedagogical terms within the checklist were translated into concrete behavioral parameters. First, the

high score regarding the indicator that the teacher and students clearly understand how to use *The Lost Expressions* during the lesson was empirically verified during the initial setup. Both the instructor and the junior high school learners were observed executing the multi-step gameplay rules smoothly without requiring repeated procedural questions, demonstrating that the user manual booklet provided clear, immediate guidance.

Second, the observation confirmed that students show enthusiasm and active participation while using the media. This indicator was measured through visible engagement markers, specifically that all students within the groups spontaneously took turns spinning the wheel, actively debated their strategies, and verbalized their English speech prompts without any off-task distractions or hesitations. Furthermore, their high enthusiasm was explicitly observed through their immediate facial and verbal reactions, where students frequently expressed amazement and uttered "wow" responses upon opening the interactive 3D pop-up elements for the first time. The junior high school learners also demonstrated strong curiosity by actively exploring and testing the physical mechanics of the book, particularly by passing around the expression cards within their teams and experimenting with the different fantasy zone boards to see how the speaking quests integrated with the layout.

Third, in terms of temporal management, the data proved that the instructional activities could be completed efficiently within the allocated time without causing pedagogical confusion or technical delays. To ensure that the implementation was executed systematically, the researcher structured the 90-minute English Day program into a well-defined operational timeline. This

temporal distribution was carefully calculated to balance the teacher's explanation and the students' active speaking opportunities in the classroom. The comprehensive matrix of this time management strategy is presented in Table 4.9 below.

Table 4. 9 Time Allocation Breakdown for Classroom Implementation

Session	Activity	Focus/Task	Duration
Session 1 (90 Mins)	Pre-Activity	Apperception & Brainstorming	15 Mins
	Main Activity	Mastery of the targeted English expressions and genre scaffolding.	65 Mins
	Post-Activity	Reflection & Closing	10 Mins
Session 2 (90 Mins)	Pre- Activity	Recalling & Group Division	15 Mins
	Main Activity (<i>Gameplay for speaking practice</i>)	1. Spinner & Card Drawing (3 Minutes) 2. Group Cooperative Drafting (5 Minutes) 3. Independent Role-Play (5 Minutes)	65 Mins (13x5 Mins per-Group)
	Post-Activity	Teacher's Feedback & Closing	10 Mins

As illustrated in Table 4.9, the research implementation was strategically structured across two separate 90-minute sessions to prevent cognitive overload among the junior high school learners. The first session was designated entirely for classical conceptual explanations, vocabulary building, and text-genre scaffolding, ensuring that students mastered the linguistic foundations before engaging with the media. Meanwhile, the second session was fully optimized for recalling, the

gamified activities, and oral production practice. Within this second session, the 20 participating students were divided into 5 groups containing 3 to 4 members each. The main gameplay and speaking simulation spanned a dedicated 65-minute window, which allowed each group a net duration of 13 minutes to execute their tasks. Under this meticulous time-allocation structure, students utilized 3 minutes for spinner mechanics and card selection, 5 minutes for cooperative group drafting within their journey logs to ensure sufficient cognitive preparation, and 5 minutes for independent role-play performances.

Consequently, the dominant "Excellent" ratings signify that the physical components such as the spinner, zone boards, and cards were highly optimized for real-time intensive gameplay. Furthermore, the high score confirms that the game-based design successfully minimized students' speaking anxiety, fostered a highly collaborative group discussion, and kept the students deeply focused on the target speaking objectives while thoroughly enjoying the gamified experience.

4.4.2. Students' Practicality Questionnaire Results

To discover the users' direct perspective on the utility of *The Lost Expressions*, a practicality questionnaire was distributed to the 20 junior high school students right after the classroom implementation session. The quantitative feedback from the 10 closed-ended items was evaluated to measure the overall percentage of the media's usability in a real learning context. The final distribution

of the students' scores for each evaluated indicator can be examined in Figure below.

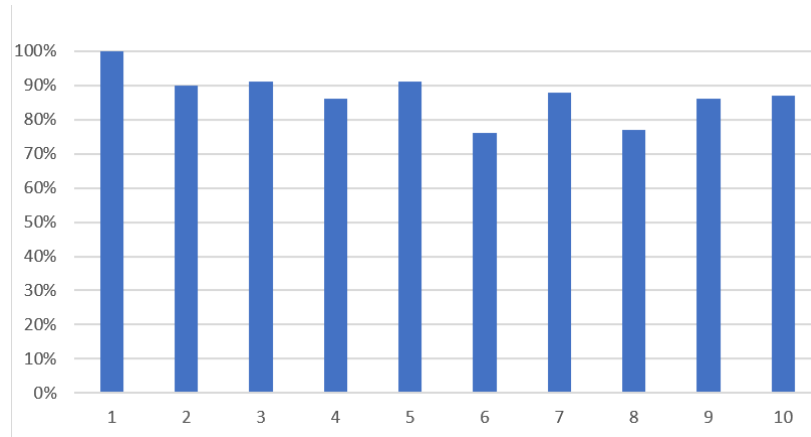


Figure 4. 11 Students' Practicality Responses per Indicator

As shown in Figure 4.11, the final results from the 20 respondents show a cumulative score of 855 out of a possible 1,000 points. Calculated using the percentage formula adapted from Sugiyono (2018), this score resulted in a final practicality percentage of 85.5%, which officially belongs to the "Very Practical" classification. To interpret these statistical data comprehensively, a detailed analysis of the highest and lowest scores across the indicators must be contextualized. >

The peak of the graph is represented by Indicator 1, which achieved a perfect score of 100%. This high score demonstrates that the instructions within *The Lost Expressions* were exceptionally clear and easy to use, meaning that the junior high school learners could comprehend the step-by-step game rules immediately without needing constant teacher interventions. Similarly high scores were achieved in the indicators assessing visual and situational interest. The students confirmed that the layout design and the interactive 3D pop-up mechanisms successfully captured their

visual attention, which directly made the learning activities within the book more engaging and enjoyable compared to traditional textbooks.

On the other hand, minor fluctuations and lower scores visibly appeared in Indicator 6 (76%) and Indicator 8 (77%). For Indicator 6, which measures the media's capacity to reduce speaking anxiety, the lower percentage honestly reflects that a few students still required a brief psychological adjustment period to fully overcome their nervousness when speaking English in front of their peers. For Indicator 8, which assesses time efficiency, the slightly dropped score indicates that some students subjectively felt the allocated time was too short. This trend occurred because the junior high school learners experienced high immersion and excitement during the gamified activities, causing them to lose track of time. While acknowledging that these all-positive prompts could potentially trigger a slight acquiescence bias due to social desirability, the quantitative scores heavily align with the students' genuine qualitative feedback in their journey logs, confirming the structural validity of the questionnaire findings.

4.5. Result of Evaluation

The final phase of the ADDIE development framework is the Evaluation phase. The primary objective of this stage was to conduct a summative evaluation by synthesizing both the empirical quantitative data and the qualitative feedback collected throughout the implementation phase. This process was critical to determine the final operational status of *The Lost Expressions* and ensure that the media was fully optimized and culturally appropriate for its target environment before final deployment.

The results produced by the descriptive analysis conducted in the field revealed highly practical ratings for both the structured participant observation scoring at 97.5%, and the student questionnaire rating at 85.5%. In both cases, the media scored high enough for its placement in the category of "Very Practical." Although qualitative responses received from the students proposed minimizing the amount of text even more in order to facilitate pure gameplay, the researcher chose to keep the current ratio of text and images intact since the media, at its core, operates as an English as Foreign Language (EFL) speaking book.

Instead, the final revision focus in this phase was shifted to address a critical visual concern raised by the school's English teachers who also served as the media validators. To strictly align the book's graphics with the Islamic values and cultural norms of Thursina IIBS, a targeted visual modification was executed based on their expert feedback. Specifically, the researcher removed the visual illustration depicting a couple in the *Pink Forest* zone. Furthermore, the illustration showing a male and a female character within the same frame at *Sunbeam Plaza* was also systematically removed. These adjustments ensured that the media's fantasy layout remained pedagogically engaging without violating the institutional guidelines of the boarding school. Following these precise visual rectifications, the evaluation phase was concluded, and *The Lost Expressions* was officially declared completed, finalized, and ethically validated for widespread utilization in junior high school EFL speaking classrooms.

4.6. Discussion

The research results obtained from the implementation stage of the classroom show that the gamified 3D pop-up book titled *The Lost Expressions* is a highly practical media in the EFL speaking class. For one to appreciate the media for its high practicality scores, such as the validation experts awarding it a rating of 82%, an observation rate of 97.5% in class and a respondent rate of 85.5% among students, it is necessary to analyze the statistics within well-established language learning models. These outstanding empirical numbers confirm the efficiency of physical interactive media in modern language classrooms, reinforcing the findings of Arikunto (2013) regarding the benchmarks of high-quality educational resource development.

Above all, the fact that there is a lot of engagement and anxiety reduction noticed during the trial runs tackles the classic speaking weaknesses mentioned by Ur (1996). Ur mentions the idea that many foreign language learners have difficulties with their speaking due to several issues including inhibition, anxiety over making mistakes, insufficient motivation and the issue called 'nothing-to-say', when they stay quiet because they do not have ideas about what words to use. In fact, the data from the media implementation demonstrates that the structure of *The Lost Expressions* successfully addressed these issues. This outcome is consistent with a recent study by Sari et al. (2023), which demonstrated that reducing affective filters through visually rich and physically interactive media significantly lowers situational speaking anxiety in Indonesian EFL classrooms. The fact is that by turning the usual drilling in foreign languages into a fun gamification experience using a 3D Spinner wheel and random Expression Cards, the media managed to

transform the high-risk speaking task into a low-risk one which is very engaging at the same time.

The core success of this media lies in the effective use of gamification, where the game-like rules changed the dynamics of the class through the use of fun and rule-oriented activities. With the incorporation of the gamified mechanics that included movement around the themed Zone Board, random challenges by the 3D Spinner, and the strategic deck of cards, the speaking task was effectively transformed into a game for the students to play. The gamification technique effectively meets the requirements laid out by the Self-Determination Theory (SDT) to explain the motivation of the students. This psychological shift aligns with Deterding et al. (2011), who stated that integrating game elements into non-game educational contexts successfully fosters intrinsic motivation by turning rigid learning activities into autonomous, playful experiences.

Moreover, the scaffolding of student competence was achieved through the use of the Expression Cards and context-based vocabulary guidelines. Despite the students' suggestion during qualitative analysis that the reduction of textual inputs would facilitate game play, it is essential for learning purposes that these textual structures be maintained as scaffolding techniques. According to the students, these language structures kept them from being lost and enabled them to confidently communicate in English without needing continuous supervision from the teacher. This dual-layered approach of blending physical pop-up visuals with structured linguistic scaffolding mirrors the successful R&D framework proposed by Sugiyono (2018), which highlights that effective learning aids must balance user-friendly mechanics with robust pedagogical guidance. The second construct of

SDT, that of relatedness, was easily achieved by having the students cooperate with each other within the game scenario.

Lastly, the success in terms of operation is directly linked to its cultural suitability and adaptability. The changes made in terms of removal of a couple in the Pink Forest as well as removal of mixed genders in the same shot in Sunbeam Plaza clearly indicate the conformity of the media with the Islamic values upheld by the validators. When developing an educational product, there is need for a perfect combination of technical and cultural aspects. By ensuring that these aspects conform to the religious beliefs of Thursina IIBS, the media has managed to attain holistic validation. This implies that *The Lost Expressions* is an exceedingly structured, theoretical, and culturally synchronized educational gaming device.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and provided several recommendations regarding the developed learning media. It summarized the main findings of the study and offered suggestions.

5.1. Conclusion

Based on the research and development data analyzed in the previous chapter, it can be concluded that the gamified 3D pop-up book, *The Lost Expressions*, has been successfully developed as an innovative and effective instructional media for the EFL speaking classroom. The development process systematically followed the five phases of the ADDIE framework, which included analyzing the students' specific speaking barriers, designing the interactive blueprint, developing the physical 3D pop-up book components, implementing the media in a real classroom setting at Thursina IIBS, and executing final revisions based on expert feedback. The final product features a well-structured combination of mechanical elements, such as a 3D Spinner wheel, immersive themed Zone Boards, and specialized card decks including Expression Cards, which are specifically tailored to help junior high school students overcome structural and psychological difficulties when practicing English oral communication.

Furthermore, the empirical outcomes from the validation and field-testing stages conclusively prove that *The Lost Expressions* meets the highest standards of educational quality, validity, and practicality. The media achieved an outstanding expert validation score of 82% from the validators, a 97.5% practicality rate from the structured classroom observation checklist, and an 85.5% acceptance

percentage from the students' responses, which firmly places the final product into the "Very Practical" classification. The integration of gamified rules and contextual vocabulary scaffolding successfully transformed the speaking environment into a low-anxiety, high-engagement experience that encourages autonomous peer interaction. Additionally, through careful visual modifications that respected the cultural and religious norms of the boarding school, the media has been verified as an ethically and pedagogically sound instructional tool ready for broad application in junior high school EFL speaking instructions.

5.2. Suggestion

Based on the above conclusions made by the study conducted, a number of useful recommendations are made towards maximizing the potential of *The Lost Expressions* and aiding future academic research in media education.

First, for English foreign language (EFL) teachers, it is strongly advised to include this gamified 3D pop-up book in their teaching as an additional learning aid, especially in interactive speaking exercises, role-playing activities, or classroom icebreakers. It is important that the teachers allocate proper time during classroom sessions in order to combine the high level of excitement generated by playing the game with reflection on the target language. Secondly, for junior high school learners, it is strongly advised to use this tangible media independently out of class. With the help of this media, students will be able to increase their self-confidence as well as vocabulary guidelines before oral performance in front of their teacher or class members.

Finally, for future researches, there are a number of promising fields in which this study could be expanded and improved upon within the domain of game-based language acquisition. The future developers are highly recommended to increase the educational value of the book by providing more content in terms of speaking material, conversation themes, and even additional lessons. Importantly, any future research conducted on this subject should take into consideration the issue of cultural fit and relevant school rules when analyzing and designing the program from the very beginning. Such approach will make sure that all illustrations and game elements fully correspond to local culture and religious beliefs without the need for later changes.

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APPENDICES

Appendix 1 Research Administration

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Nomor	: VAL-323/Un.03.1/FITK/TL.01.04/4/2026	27 April 2026										
Lampiran	: -											
Perihal	: Permohonan Menjadi Validator											
 Kepada Yth. M. Zainul Arifin, S.Pd di- Tempat												
Assalamualaikum Wr. Wb. Sehubungan dengan proses penyusunan skripsi mahasiswa berikut: <table border="0" style="width: 100%;"><tr><td>Nama</td><td>: Muhammad Khatami</td></tr><tr><td>NIM</td><td>: 220107110029</td></tr><tr><td>Program Studi</td><td>: Tadris Bahasa Inggris</td></tr><tr><td>Judul Skripsi/Tesis</td><td>: The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom.</td></tr><tr><td>Dosen Pembimbing</td><td>: Dr. Alam Aji Putera, M.Pd/</td></tr></table> Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan. Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih. Wassalamu'alaikum Wr. Wb.			Nama	: Muhammad Khatami	NIM	: 220107110029	Program Studi	: Tadris Bahasa Inggris	Judul Skripsi/Tesis	: The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom.	Dosen Pembimbing	: Dr. Alam Aji Putera, M.Pd/
Nama	: Muhammad Khatami											
NIM	: 220107110029											
Program Studi	: Tadris Bahasa Inggris											
Judul Skripsi/Tesis	: The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom.											
Dosen Pembimbing	: Dr. Alam Aji Putera, M.Pd/											
 Dr. H. Muhammad Walid, MA 197308232000031002												

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Lampiran : -
Perihal : Permohonan Menjadi Validator

27 April 2026

Kepada Yth.
Alfiyanti Urfah Kalliah, S.Pd
di-

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

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Program Studi : Tadris Bahasa Inggris
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Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd/

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Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



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Telah melaksanakan penelitian dengan judul "The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom" untuk menyelesaikan tugas akhir yang dilaksanakan pada tanggal 16-23 Mei 2026 di Thursina IIBS.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagai mana mestinya. Atas perhatian dan kerjasama Bapak/Ibu, kami ucapkan terima kasih.

Jazaakumullah Khairan Katstira

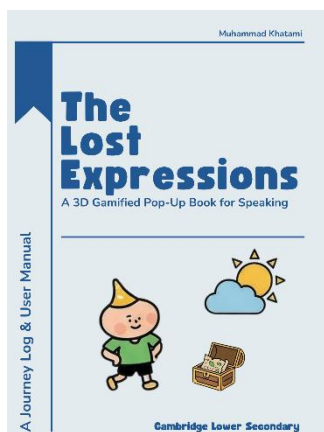
Wassalamu'alaikum Wr. Wb.

Malang, 12 Juni 2026
Kepala SMP Thursina IIBS



Rois Haqiqi. M.Pd
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Appendix 2 The Lost Expressions Booklet



A Journey Log & User Manual

The Game Section consists of several components, each with a specific function to support the flow of the activity.

3D Spinner	The 3D Spinner is used to determine the zone in which students will perform their speaking task. This element introduces randomness, encouraging students to be more flexible and adaptable in responding to different situations.
Zone Boards	The Zone Boards represent different speaking atmospheres that influence how students deliver their responses. Each zone requires students to adjust their tone, expression, and style of speaking, helping them develop more natural and expressive communication.
Mission Cards	Mission Cards provide specific speaking tasks that students must complete. These tasks are designed to reflect real-life communication, such as giving opinion or making recommendations.
Expression Cards	Expression Cards contain useful phrases that help students organize their ideas and respond more confidently.
Power-Up Cards	Power-Up Cards introduce additional challenges or advantages during the activity, making the game more dynamic and motivating for students.
Score Sheet	The Score Sheet is used to evaluate students' speaking performance based on criteria such as fluency, relevance, and delivery.

2.2 LEARNING MODULE SECTION

The Learning Module Section functions as the preparatory stage before students participate in the game activities. The materials are organized into several thematic chapters, each focusing on specific communication contexts that are relevant to students' daily lives. Through these chapters, students are introduced to vocabulary, expressions, and basic sentence structures that can be directly applied in speaking activities.

How to Use The Book

3 How to Use The Book

This book is designed to be used in a structured and sequential way to ensure effective learning and meaningful speaking practice. Students are expected to follow the steps below.

Step 1: Study the Learning Module

Students begin by studying the materials in each chapter, including the storyline, vocabulary, expressions, and exercises. This stage provides the necessary preparation before engaging in speaking activities.

Step 2: Check Readiness

Students complete the *Are You Ready?* section to ensure they have understood the material and are prepared for the speaking task.

Step 3: Form Groups

Students are divided into small groups consisting of 3-4 members. This group size is intended to encourage active participation while maintaining an organized discussion.

Step 4: Start the Game

Each group begins by spinning the spinner to determine their zone. After that, the group takes one Mission Card, while each member receives three Expression Cards to be used during the activity.

Step 5: Preparation Time

Each group is given a maximum of 5 minutes to discuss and prepare their responses based on the mission and expressions provided.

A Journey Log & User Manual

A Journey Log & User Manual

1 Preface

1.1 PRODUCT OVERVIEW

The Lost Expressions is a gamified speaking learning medium designed for junior high school students to support the development of their English speaking skills. This product is intended to be used in classroom programs such as English Day, where students are encouraged to prioritize English in meaningful and interactive ways.

The content of this book is adapted from the thematic syllabus used in the English Day program, focusing on functional language in everyday contexts such as social interaction, directions, shopping, health, and environment.

The product consists of two main parts: a learning module and a game section. The learning module provides students with vocabulary, expressions, and basic language input, while the game section allows students to practice speaking through interactive and collaborative activities.

Students are expected to complete the learning materials in each chapter before participating in the game activities, ensuring that they are prepared to use the language in a more confident and meaningful way.

A Journey Log & User Manual

Each chapter is designed to guide students step by step, from understanding the context to practicing the language, ensuring that they are adequately prepared before moving to the game section.

The learning modules are divided into five chapters, each representing different communication themes:

- Chapter 1: Social Life, Food, and Taste
- Chapter 2: Building and Direction
- Chapter 3: Shopping and Daily Needs
- Chapter 4: Health and Body
- Chapter 5: Nature and Environment

Each chapter consists of several sections that support students' speaking development:

Storyline	Introduces the context of the chapter through a short narrative, helping students understand the situation in which the language is used.
Your Mission	Your Mission outlines the expected outcomes of each chapter. They provide clear guidance on what students should be able to achieve after completing the learning activities.
Say It Louder	This section presents example conversations or short texts that model how language is used in real situations. It serves as both reading input and speaking reference for students.
Read Carefully	This section provides explanations of useful expressions and language functions that support students in speaking.
Vocabulary Focus	The Vocabulary Focus section highlights key words and expressions related to the topic. It helps students build the lexical foundation needed for speaking.
Grammar Focus	The Grammar Focus provides basic sentence structures that support students in forming correct and meaningful sentences.

A Journey Log & User Manual

Step 6: Perform the Speaking Task

Students perform their speaking task in the form of a group conversation within a maximum of 5 minutes. During this stage, each member is expected to use all of their assigned expression cards.

Once a student has successfully used their first expression card, they are allowed to take a Power-Up Card, which may provide additional challenges or advantages during the activity.

Step 7: Evaluation

After the performance, students' speaking is evaluated using the score sheet. The evaluation can be conducted through peer assessment or by the teacher, depending on the classroom setting.

Role of the Teacher

In classroom implementation, the teacher acts as a facilitator and game master who guides the activity and ensures that the rules are followed. In independent or student-led use, one student may take the role of the game master.

PS:

Students should complete the learning module in each chapter before participating in the game. The game is designed as a practice stage, not as the starting point of learning.



A Journey Log & User Manual

2 Structure of The Book

This book is organized into two main sections: the Game Section and the Learning Module Section. The Game Section functions as the main platform for speaking practice. It contains various game components that allow students to engage in interactive and collaborative speaking activities. Through this section, students are encouraged to apply their language skills in meaningful and dynamic situations.

The Learning Module Section, on the other hand, provides structured materials that prepare students before participating in the game. It includes thematic chapters that focus on specific communication contexts, along with supporting elements such as vocabulary, expressions, and basic grammar.

These two sections are designed to complement each other. Students are expected to complete the learning modules first before engaging in the game activities, ensuring that they have sufficient understanding and confidence to perform the speaking tasks effectively.

2.1 GAME SECTION

The Game Section, also referred to as the Adventure Kit, serves as the main platform for students to practice their speaking skills through interactive activities. This section is designed to create a more engaging learning experience by integrating game elements into speaking practice.

In this section, students are required to complete various speaking tasks based on specific instructions, situations, and speaking styles. The activities are conducted collaboratively in small groups, allowing students to exchange ideas, build confidence, and actively participate in communication.

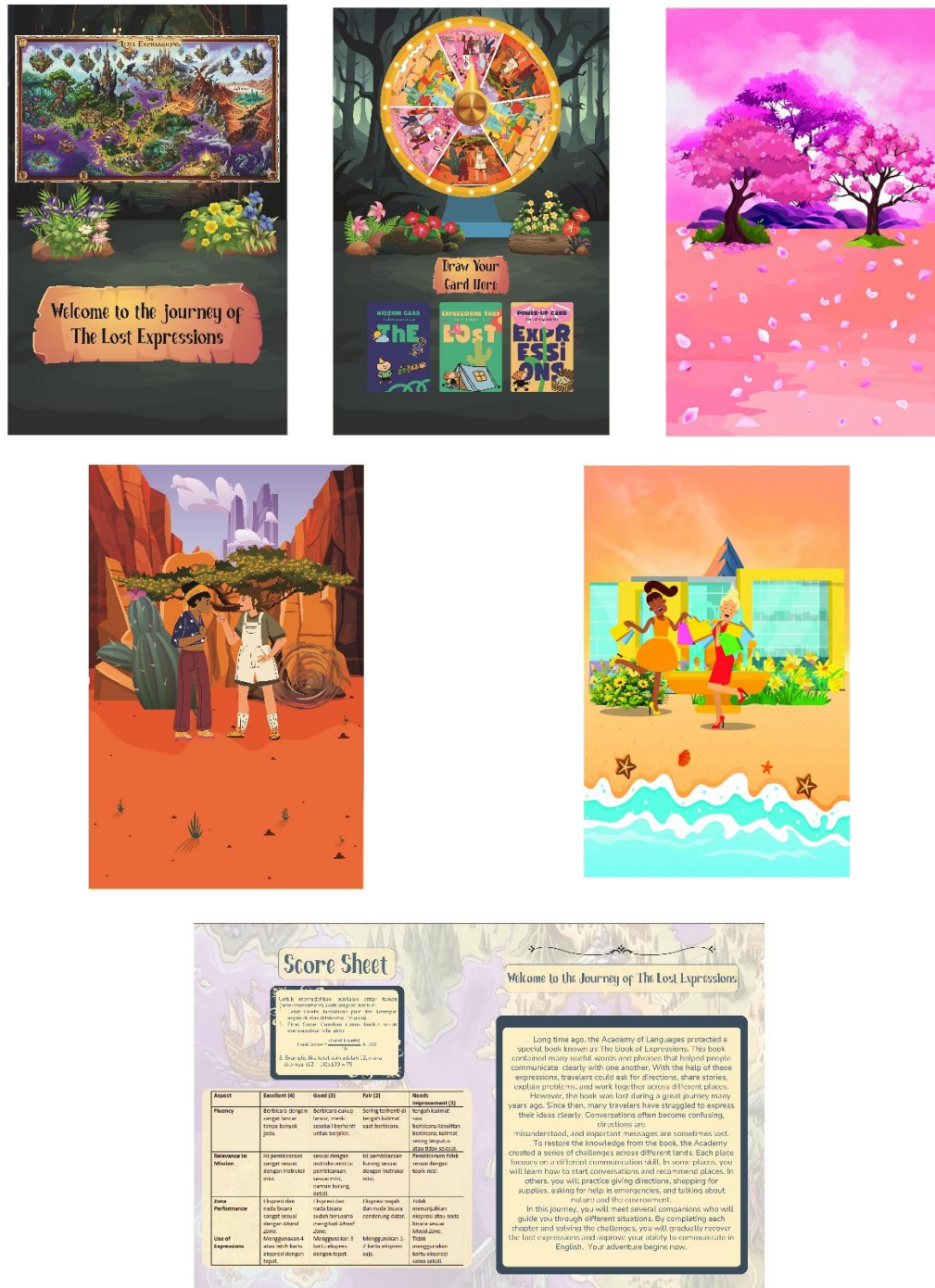
A Journey Log & User Manual

Try This	This section includes interactive exercises, some of which are integrated with QR codes that lead to digital activities, to reinforce students' understanding in a more engaging way.
Are You Ready? Reflection	This section functions as a short formative assessment to check students' readiness before participating in the game. The Reflection section allows students to evaluate their own learning process and progress.
Closing Storyline	Connects each chapter to the next, maintaining continuity in the overall narrative.



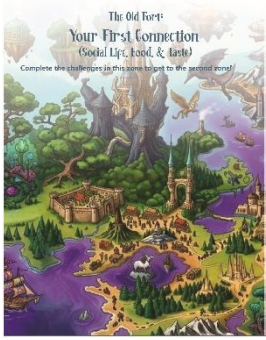
The Lost Expressions
A Journey Log & User Manual

Appendix 3 The Lost Expressions Final Product



The Old Forest Your First Connection (Social Life, Food, & Taste)

Complete the challenge in this zone to get to the second zone!



Inside the cozy pub, Agno and Lara are waiting for you. Agno enjoys discovering new places and believes every adventure begins with a single conversation. Lara, on the other hand, loves sharing stories about food, daily life, and her favorite hangout spots.

Your Mission

- 1. Discover the pub's location.
- 2. Find out what Agno and Lara are waiting for.
- 3. Share your own story about food, daily life, and hangout spots.

Let's Sing!

Before starting your adventure, you need to introduce yourself to Lara. Sing your introduction using the melody of "Hello Back".

Let's Sing!

Lara is a beautiful girl. She is waiting for you. Sing your introduction using the melody of "Hello Back".

Sing It Louder!

There you were born curious about new foods or restaurants? How do you and your friend about it? Let's see how Agno starts a conversation.

Read Carefully

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Try This!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Grammar Focus

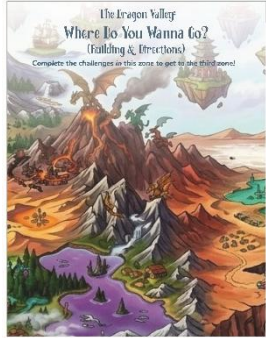
Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Reflection

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

The Dragon Valley Where Do You Wanna Go? (Reading & Directions)

Complete the challenge in this zone to get to the third zone!



As you enter the Dragon Valley, the air feels warmer and the ground is covered with thick grass. Agno and Lara are already there, making carousels in front of a giant map carved on a rock. They are trying to find their hidden home to visit the Dragon Crystal but the map is tricky and one wrong turn might lead them straight into the dragon's mouth. They need someone who can tell them directions, understand landmarks, and give clear instructions. That someone is you.

Your Mission

- 1. Find the Dragon Crystal.
- 2. Find the hidden home.
- 3. Find the Dragon Crystal.

Sing It Louder!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Sing It Louder!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Read Carefully

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Try This!

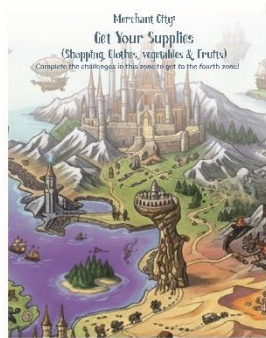
Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Reflection

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Merchant City Get Your Supplies (Shopping, Clothing, Vegetables & Fruits)

Complete the challenge in this zone to get to the fourth zone!



In this zone a busy trading hub where travelers prepare before entering the next territory. Stalls sell fresh fruits and vegetables, clothing shops display jackets, boots, and travel gear. In this city, two well-known figures manage the supplies. You, the all-in-one merchant who sells clothing, food, and essential items and have the famous travelers for fast deals and special discounts.

Your Mission

- 1. Find the Merchant City.
- 2. Find the Merchant City.
- 3. Find the Merchant City.

Read Carefully

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Read Carefully

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Try This!

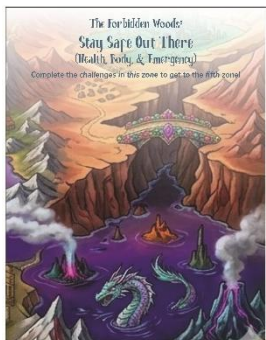
Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Reflection

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

The Forbidden Woods Stay Safe Out There (Health, Tools, & Emergency)

Complete the challenge in this zone to get to the fifth zone!



After the chaotic fight at the Old Forest, Burn is struggling to walk. His breath is heavy, and his face is pale. You see a faint green light from a small wooden hut hidden behind the giant oaks of The Forbidden Woods. It belongs to Agno, the early Alchemist who can heal the wounds caused by the forbidden creatures.

Your Mission

- 1. Find the Forbidden Woods.
- 2. Find the Forbidden Woods.
- 3. Find the Forbidden Woods.

Sing It Louder!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Sing It Louder!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Read Carefully

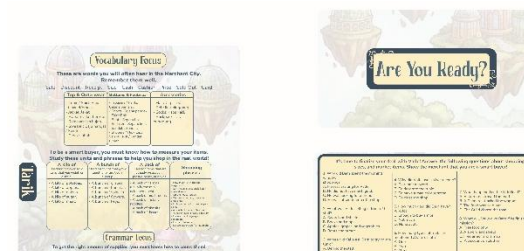
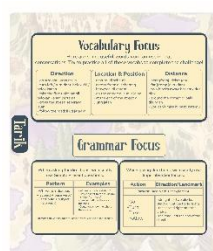
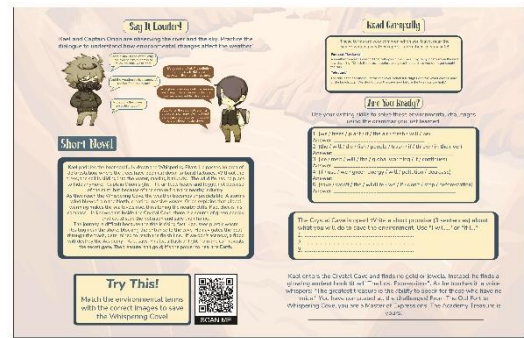
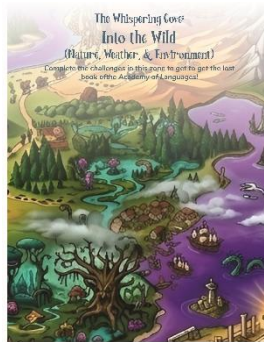
Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Try This!

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".

Reflection

Agno and Lara are waiting for you. Sing your introduction using the melody of "Hello Back".



Appendix 4 English Day Material

Table of Content

Chapter 1 Family	1
Chapter 2 Body Part	6
Chapter 3 Physical Activities	10
Chapter 4 Animals	14
Chapter 5 Fruits	19
Chapter 6 Vegetables	24
Chapter 7 Personality	29
Chapter 8 Jobs	36
Chapter 9 Nature	43
Chapter 10 Clothes	49
Chapter 11 Weather	54
Chapter 12 Appearance	59
Chapter 13 Sports	67
Chapter 14 Dormitory	72
Chapter 15 Bathroom	77
Chapter 16 Travel	81

List of 7th Grade Materials

Table of Content

Chapter 1 School Cafeteria	1
Chapter 2 Shopping	8
Chapter 3 Home Repair Tool	15
Chapter 4 Classroom	22
Chapter 5 Kitchen	29
Chapter 6 Shapes	35
Chapter 7 Disaster	41
Chapter 8 Environment	47
Chapter 9 Education	55
Chapter 10 building and direction	62
Chapter 11 Travel and transportation	68
Chapter 12 Health	75
Chapter 13 Social life	83
Chapter 14 Food and taste	90
Chapter 15 Technology	96
Chapter 16 Household	102

List of 8th Grade Materials

Appendix 5 Interview Guide for Teacher

TEACHER INTERVIEW

The questions in this interview guide were designed by the researcher to obtain information from the teacher regarding students' speaking difficulties, classroom practices, and expectations for instructional media.

A. Kondisi Kelas & Tantangan Speaking

1. Menurut Bapak/Ibu, kesulitan apa saja yang paling sering dialami siswa dalam berbicara Bahasa Inggris?
In your opinion, what difficulties do students most often face when speaking English?
2. Bagaimana tingkat kepercayaan diri siswa saat diminta berbicara di depan kelas?
How would you describe students' confidence levels when they are asked to speak in front of the class?
3. Apakah siswa lebih banyak menggunakan Bahasa Indonesia/mother tongue ketika berbicara? Jika iya, kapan biasanya hal itu terjadi?
Do students often rely on Indonesian or their mother tongue when speaking? If yes, in what situations does this usually happen?
4. Seberapa aktif siswa berpartisipasi dalam kegiatan speaking?
How active are students in participating in speaking activities?

B. Strategi & Media yang Pernah Digunakan

5. Apa strategi yang biasanya Bapak/Ibu gunakan untuk mengatasi kesulitan siswa dalam speaking?
What strategies do you usually use to overcome students' difficulties in speaking?
6. Media atau bahan ajar apa saja yang selama ini digunakan untuk mendukung pembelajaran speaking?
What kinds of media or teaching materials have you used to support speaking lessons?
7. Menurut Bapak/Ibu, apa kelebihan dan kekurangan media yang biasa digunakan tersebut?
In your view, what are the strengths and weaknesses of the media you usually use?

C. Ekspektasi terhadap Media Baru

8. Menurut Bapak/Ibu, karakteristik media seperti apa yang paling sesuai dengan kebutuhan siswa SMA dalam belajar speaking?

In your opinion, what characteristics should an instructional medium have to best meet the needs of senior high school students in speaking?

9. Bagaimana pendapat Bapak/Ibu tentang penggunaan media gamifikasi (permainan) untuk meningkatkan motivasi dan partisipasi siswa?

What do you think about using gamified media (games) to enhance students' motivation and participation?

10. Apakah menurut Bapak/Ibu media non-digital (misalnya buku interaktif, pop-up, board game) masih relevan digunakan di sekolah yang membatasi penggunaan gadget?

Do you think non-digital media (such as interactive books, pop-ups, or board games) are still relevant in schools that restrict the use of gadgets?

Ekspektasi apa yang Bapak/Ibu harapkan dari media pembelajaran baru agar bisa membantu siswa lebih lancar, percaya diri, dan kreatif dalam berbicara Bahasa Inggris?

What are your expectations of a new learning medium that could help students become more fluent, confident, and creative in speaking English?

Appendix 6 Interview Guide for Students

STUDENTS INTERVIEW

This interview aims to collect information about students' experiences and challenges in English speaking classes, as well as their preferences for learning media. The questions are open-ended, and you may answer freely according to your own opinions. The interview will be conducted in English and/or Bahasa Indonesia, depending on your comfort level. All responses will be kept confidential and used only for research purposes.

1. Bagaimana perasaanmu ketika harus berbicara Bahasa Inggris di depan kelas?
How do you feel when you have to speak English in front of the class?
2. Apa yang membuatmu kesulitan berbicara Bahasa Inggris dengan lancar atau percaya diri?
What makes it difficult for you to speak English fluently or confidently?
3. Ketika guru memintamu berbicara, biasanya apa yang terjadi? Apakah kamu menikmati kegiatan tersebut atau tidak? Mengapa?
When your teacher asks you to speak, what usually happens? Do you enjoy that activity or not? Why?
4. Kegiatan kelas seperti apa yang membuatmu lebih tertarik untuk berbicara Bahasa Inggris?
What kind of classroom activities make you more interested in speaking English?
5. Apakah kamu suka belajar Bahasa Inggris melalui permainan atau aktivitas interaktif? Mengapa atau mengapa tidak?
Do you like learning English through games or interactive activities? Why or why not?
6. Jika gurumu menggunakan buku yang berisi permainan atau aktivitas pop-up untuk speaking, bagaimana perasaanmu?
If your teacher used a book that includes games or pop-up activities for speaking, how would you feel about that?
7. Media pembelajaran seperti apa yang menurutmu bisa membuat belajar berbicara Bahasa Inggris lebih menyenangkan dan tidak membuat stres?
What kind of learning media do you think can make English speaking more fun and less stressful?
8. Topik atau situasi seperti apa yang ingin kamu latih saat speaking? (misalnya kehidupan sehari-hari, pendapat, cerita lucu)
What kind of topics or situations do you want to practice speaking about? (e.g., daily life, opinions, funny stories)
9. Kamu lebih suka bekerja berpasangan, berkelompok kecil, atau sendiri saat kegiatan speaking? Mengapa?

Do you prefer working in pairs, small groups, or individually during speaking tasks? Why?

Menurutmu, apa yang bisa membuat kelas speaking Bahasa Inggris lebih menyenangkan dan efektif?

In your opinion, what can make English speaking classes more enjoyable and effective?

Appendix 7 Expert Validation Checklist (Material Expert)

MATERIAL EXPERT VALIDATION SHEET

Material Expert Validation Sheet for the Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

Validator Name :

Official Position :

Institution : Thursina International Islamic Boarding School

Validation Date :

Please evaluate the product *The Lost Expressions* by filling in the following table.
The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 =
Excellent. Kindly provide comments or suggestions in the last column.

Aspect	Indicator	1	2	3	4	5	Comments
Content Accuracy & Relevance	The content is appropriate for junior high school students' level and learning needs						
	The speaking materials support basic communication skills (fluency, clarity, and confidence)						
	The examples and tasks are relevant to students' daily contexts						
	The missions and dialogues are meaningful and realistic						
	The learning objectives are clear						

	and achievable						
Language Appropriateness	The language is clear and suitable for junior high school students						
	The expressions are authentic and contextually appropriate						
	The instructions are clear and easy to follow						
	The language supports students' confidence in speaking						
	There is consistency in tone and language use						
Pedagogical Appropriateness	The product encourages active participation and collaboration						
	The activities support communicative and student-centered learning						
	The materials can be used for guided and independent practice						
	The assessment components align with speaking objectives						
	The product helps reduce students' speaking anxiety.						

Appendix 8 Expert Validation Checklist (Media Expert)

MEDIA EXPERT VALIDATION SHEET

Media Expert Validation Sheet for the Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

Validator Name :

Official Position :

Institution : Thursina International Islamic Boarding School

Validation Date :

Instruction:

Please evaluate the product *The Lost Expressions* by filling in the following table. The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent. Kindly provide comments or suggestions in the last column.

Aspect	Indicator	1	2	3	4	5	Comments
Visual Design & Layout	The layout is attractive and consistent with the theme.						
	Font types and sizes are clear and readable						
	Colour combinations support readability and engagement						
	Visual elements (illustrations, icons) support the learning content						
	The balance between text and visuals is well maintained						

Usability	The game components (spinner, cards, zone boards) are easy to use						
	The instructions are clear and practical for classroom use						
	The product is feasible to produce physically						
	The pop-up elements function properly without disrupting readability						
	The product can be used in low-resource classroom settings						
Engagement & Aesthetics	The design increases students' motivation and curiosity						
	The theme and visuals are consistent with the fantasy concept						
	The media supports interactive and collaborative learning						
	The icons and symbols are meaningful and appropriate						
	The overall design is visually appealing and well-organized						

Appendix 9 Classroom Observation Checklist

CLASSROOM OBSERVATION SHEET

Classroom Observation Sheet for the Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

ObserverName :

Institution : Thursina International Islamic Boarding School

Validation Date :

General Objective: To observe the practicality and effectiveness of “*The Lost Expressions*” during classroom implementation, particularly in supporting students’ speaking engagement, reducing speaking anxiety, and fostering fluency.

Instruction: This checklist is used to observe students’ engagement, participation, and the usability of *The Lost Expressions* during classroom implementation. The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent. Kindly provide comments or suggestions in the last column.

No.	Indicator	1	2	3	4	5	Comments
1	The teacher and students clearly understand how to use <i>The Lost Expressions</i> during the lesson.						
2	Students show enthusiasm and active participation while using the media.						
3	Students work together effectively in groups during gameplay or discussions.						
4	The activity can be completed within the allocated time without confusion or delay.						
5	The book components (cards, spinner, zone board) are easy to use and handle.						
6	Students remain focused on						

	the learning objectives while enjoying the activity.						
7	The game-based design motivates students to participate and speak English actively.						
8	The media can be easily used in various classroom conditions without technical issues.						

Total Score:

Average:

Category:

Suggestion and Comments:

Appendix 10 Students' Feedback Questionnaire

The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom

Assalamu'alaikum Wr. Wb.

Perkenalkan, nama saya Muhammad Khatami, mahasiswa Program Studi Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Dalam rangka penyusunan skripsi sebagai salah satu syarat kelulusan, saya sedang melakukan penelitian dengan judul "The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom." Mohon bantuannya untuk menjawab kuesioner dibawah ini dengan membaca setiap pernyataan dengan seksama dan pilih opsi yang paling mewakili pendapat Anda. Isi kolom kosong menggunakan centang (✓) di bawah salah satu angka 1–5 sesuai dengan skala berikut:

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju.

Name:

Class:

No.	Statement	1	2	3	4	5
1.	Petunjuk dalam <i>The Lost Expressions</i> mudah dipahami. <i>The instructions in The Lost Expressions are easy to understand.</i>					
2.	Aktivitas dalam buku menarik dan membuat saya tertarik untuk berpartisipasi. <i>The activities in the book are interesting and engaging.</i>					
3.	Desain dan tampilan buku menarik perhatian saya. <i>The design and visuals of the book attract my attention.</i>					
4.	Media ini membantu saya mengekspresikan ide dalam Bahasa Inggris dengan lebih percaya diri. <i>The media helps me express my ideas in English more confidently.</i>					

5.	Elemen pop-up dan permainan membuat pembelajaran lebih menyenangkan. <i>The pop-up and game elements make learning more enjoyable.</i>					
6.	Media ini membantu mengurangi rasa gugup saya saat berbicara Bahasa Inggris. <i>The media helps reduce my speaking anxiety.</i>					
7.	Kegiatan kelompok membuat saya lebih aktif berbicara. <i>The group activities encourage me to speak more actively.</i>					
8.	Waktu untuk setiap kegiatan cukup dan terorganisasi dengan baik. <i>The time for each activity is sufficient and well organized.</i>					
9.	Bahasa yang digunakan dalam media mudah dipahami. <i>The language used in the media is easy to understand.</i>					
10.	Saya ingin menggunakan media seperti ini lagi di kelas Bahasa Inggris berikutnya. <i>I would like to use this kind of media again in future English classes.</i>					

Open-Ended Questions:

1. Apa yang paling kamu sukai dari media *The Lost Expressions*?
What do you like the most about The Lost Expressions?
2. Apa yang bisa diperbaiki agar media ini menjadi lebih baik lagi?
What can be improved to make this media even better?

Appendix 11 Speaking Performance Rubric

Petunjuk: Rubrik ini digunakan untuk menilai kemampuan berbicara siswa selama pelaksanaan kegiatan *The Lost Expressions*. Penilaian ini didasarkan pada empat aspek: speaking fluency, relevance to mission, zone performance, and use of expression cards. Nilai diberikan pada skala 1–4.

1. Total Points: Jumlahkan poin dari keempat aspek di atas (Maksimal 16 poin).
2. Final Score: Gunakan rumus berikut untuk mendapatkan nilai akhir:

$$\text{Final Score} = \frac{(\text{Total Points})}{16} \times 100$$

3. Example: Jika total poin adalah 12, maka skornya: $(12 \div 16) \times 100 = 75$

Aspect	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Fluency	Berbicara dengan sangat lancar tanpa banyak jeda.	Berbicara cukup lancar, meski sesekali berhenti untuk berpikir.	Sering terhenti di tengah kalimat saat berbicara.	Kesulitan berbicara; kalimat sering terputus atau tidak selesai.
Relevance to Mission	Isi pembicaraan sangat sesuai dengan instruksi misi.	sesuai dengan instruksi misi. Isi pembicaraan sesuai misi, namun kurang detail.	Isi pembicaraan kurang sesuai dengan instruksi misi.	Pembicaraan tidak sesuai dengan topik misi.
Zone Performance	Ekspresi dan nada bicara sangat sesuai dengan <i>Mood Zone</i> .	Ekspresi dan nada bicara sudah berusaha mengikuti <i>Mood Zone</i> .	Ekspresi wajah dan nada bicara cenderung datar.	Tidak menunjukkan ekspresi atau nada bicara sesuai <i>Mood Zone</i> .
Use of Expressions	Menggunakan 4 atau lebih kartu ekspresi dengan tepat.	Menggunakan 3 kartu ekspresi dengan tepat.	Menggunakan 1-2 kartu ekspresi saja.	Tidak menggunakan kartu ekspresi sama sekali.

Appendix 12 Interview Transcripts

Teacher Interview

Date: 27 January 2026

Participant: Mrs. Vivin (English Teacher at Thursina IIBS, SMP & SMA)

A. Classroom Conditions and Speaking Challenges

Q1. What difficulties do students most often face when speaking English?

Teacher Response:

The biggest challenge I observe is students' lack of confidence in speaking. Actually, when they are given a topic, they are able to explore it and find information, for example through the internet. However, when they are asked to perform, they become very reluctant because they feel shy or not confident. If we analyze further, one major factor is their limited vocabulary. Another issue is their lack of mastery of the topic. That is why I usually ask them to prepare drafts, outlines, and key points one week before their performance. Therefore, spontaneous speaking is still difficult for them.

This phenomenon occurs both in junior and senior high school, but it is more common among junior high school students because their vocabulary is more limited.

Q2. How would you describe students' confidence levels when they are asked to speak in front of the class?

Teacher Response:

If I quantify their confidence, it is below 30%. They are generally not confident speaking in English. They may feel confident when discussing topics, they like, but when they are assigned specific topic, they do not master, they become hesitant.

They usually prefer speaking privately, for example only in front of the teacher, rather than in front of their classmates. Senior high school students tend to feel embarrassed and afraid of making pronunciation mistakes and being judged by their peers. Therefore, for speaking assessments, they often request private sessions. They feel more confident when speaking privately and when the topic is relevant to their interests.

Q3. Do students often rely on Indonesian or their mother tongue when speaking? In what situations does this happen?

Teacher Response:

In this school, students are required to use English, and if they do not, they may receive sanctions. However, in situations that are not monitored by teachers, such as when they are in their peer groups, they tend to use Indonesian.

In English classes, they mostly use English, sometimes mixed with Indonesian. In other subjects, teachers use English for instructions, but Indonesian is used when the content is difficult to understand.

Q4. How active are students in participating in speaking activities?

Teacher Response:

Their participation depends on the type of activity. They prefer tasks where they can create their own speaking products, such as vlogs or recorded speeches, rather than performing live in front of their peers.

They may feel that English must be grammatically correct, which makes them anxious. When recording themselves, they tend to be more fluent and less worried about grammatical errors. However, when speaking in front of others, they become anxious and tend to memorize scripts, even though I repeatedly tell them that they only need notes, not full scripts.

This is more evident in low-achiever classes, where students rely heavily on scripts, unlike high-achiever classes where students are more confident.

B. Strategies and Media Used

Q5. What strategies do you usually use to overcome students' speaking difficulties?

Teacher Response:

Due to time limitations, I allow students to choose how they perform speaking tasks. Some students prefer recording themselves, while others prefer presenting privately to the teacher. The goal is to make them comfortable so they are willing to speak.

Q6. What teaching media or materials have been used to support speaking lessons?

Teacher Response:

In the EVAS (English Vocabulary and Speaking) class, I have not developed specific speaking media because the focus is on vocabulary mastery. Students must memorize eight chapters of vocabulary, and much of the class time is spent checking memorization and drafting speeches.

Sometimes we use digital media such as Bluecat and Quizizz.

Q7. What are the strengths and weaknesses of the media you usually use?

Teacher Response:

These media are effective for vocabulary memorization because they use repetition, which helps students memorize faster. However, they do not provide enough opportunities for speaking practice.

C. Expectations for New Instructional Media

Q8. What characteristics should an instructional medium have to meet students' needs in speaking?

Teacher Response:

The media should be suitable for group use to increase students' confidence. It should be simple, easy to use, and relevant to students.

Q9. What do you think about gamified media to enhance motivation and participation?

Teacher Response:

Gamification is effective. We sometimes use gamified tools such as Bluecat, Quizizz, and flashcards. These tools help create a more engaging and less monotonous learning environment.

Q10. Do you think non-digital media (e.g., interactive books, pop-ups, board games) are still relevant in schools that restrict gadgets?

Teacher Response:

non-digital media are still relevant, but they should integrate digital elements. Students are highly attached to gadgets, so integrating QR codes for activities, songs, or YouTube content could be beneficial.

Q11. What are your expectations of a new learning medium to help students become fluent, confident, and creative speakers?

Teacher Response:

I expect the new medium to help teachers and students improve speaking skills. It should not only be used in class but also outside the classroom, such as during English Day or leisure activities. The topics should include classroom and real-life topics so students can practice speaking in various contexts.

Students Interview

Date: 7 February 2026

Participant: 5 seventh-grade junior high school students and 5 eighth-grade junior high school students at Thursina International Islamic Boarding School

1. Bagaimana perasaanmu ketika harus berbicara Bahasa Inggris di depan kelas?

How do you feel when you have to speak English in front of the class?

- a. Ka (7th grade): She feels quite nervous and lacks confidence when speaking English in front of the class.
- b. Lu (8th grade): She feels comfortable speaking in front of her classmates, but becomes nervous when speaking in front of older students due to fear of making mistakes.
- c. Ki (7th grade): She feels fine and does not experience any significant problems when speaking English.
- d. Ic (8th grade): She feels confident because she is already quite fluent in English.
- e. Ab (8th grade): He feels confident because he has experience participating in competitions.
- f. Mi (8th grade): She feels nervous because she cannot speak as spontaneously as in Indonesian and is afraid of making mistakes.
- g. Kh (8th grade): She has mixed feelings, as she feels brave but also anxious about being judged when others are watching.
- h. Ra (7th grade): She feels somewhat nervous but tries to manage her fear and remain confident.
- i. De (7th grade): She feels confident, especially when she enjoys the activity.
- j. Na (7th grade): She feels slightly nervous but encourages herself to be brave.

2. Apa yang membuatmu kesulitan berbicara Bahasa Inggris dengan lancar atau percaya diri?

What makes it difficult for you to speak English fluently or confidently?

- a. Ka (7th grade): She is afraid of making grammatical mistakes when speaking.
- b. Lu (8th grade): She struggles due to fear of incorrect pronunciation, grammar mistakes, limited vocabulary, and being judged by others.
- c. Ki (7th grade): She feels nervous when speaking in front of many people and is afraid of being judged.
- d. Ic (8th grade): She does not experience difficulties because she often communicates in English at home.
- e. Ab (8th grade): He does not find speaking English difficult.

- f. Mi (8th grade): She struggles due to limited vocabulary and fear of being judged for her English.
- g. Kh (8th grade): She finds grammar and pronunciation challenging.
- h. Ra (7th grade): She feels afraid of making mistakes, especially when speaking in front of many people.
- i. De (7th grade): She finds grammar to be her main difficulty.
- j. Na (7th grade): She struggles mainly with pronunciation.
- 3. Ketika guru memintamu berbicara, biasanya apa yang terjadi? Apakah kamu menikmati kegiatan tersebut atau tidak? Mengapa? *When your teacher asks you to speak, what usually happens? Do you enjoy that activity or not? Why?***
- a. Ka (7th grade): She tends to refuse speaking tasks because she feels nervous and lacks confidence.
- b. Lu (8th grade): She generally enjoys speaking activities, especially when they are conducted in a familiar classroom environment.
- c. Ki (7th grade): She enjoys speaking activities.
- d. Ic (8th grade): She finds speaking activities enjoyable.
- e. Ab (8th grade): He enjoys speaking tasks because they help improve his confidence and speaking skills.
- f. Mi (8th grade): She often feels confused when asked to speak.
- g. Kh (8th grade): She enjoys speaking when the teacher is supportive and the classroom environment feels safe.
- h. Ra (7th grade): She enjoys speaking activities when guided by the teacher.
- i. De (7th grade): She enjoys speaking because she believes confidence is important.
- j. Na (7th grade): She feels neutral and considers it manageable.
- 4. Kegiatan kelas seperti apa yang membuatmu lebih tertarik untuk berbicara Bahasa Inggris? *What kind of classroom activities make you more interested in speaking English?***
- a. Ka (7th grade): She prefers games and presentations that allow preparation.
- b. Lu (8th grade): She prefers relaxed and supportive classroom environments without pressure or judgment.
- c. Ki (7th grade): She enjoys outdoor and group activities.
- d. Ica (8th grade): She enjoys performing activities such as drama or project presentations.
- e. Ab (8th grade): He prefers reading English novels or poetry.
- f. Mi (8th grade): She prefers playing games.
- g. Kh (8th grade): She enjoys interactive classes, especially when games are involved.

- h. Ra (7th grade): She prefers discussions and question-and-answer activities.
 - i. De (7th grade): She prefers group discussions rather than speaking directly with the teacher.
 - j. Na (7th grade): She enjoys discussions and interactive.
- 5. Apakah kamu suka belajar Bahasa Inggris melalui permainan atau aktivitas interaktif? Mengapa atau mengapa tidak?**
Do you like learning English through games or interactive activities? Why or why not?
- a. Ka (7th grade): She enjoys games because they are more fun than traditional learning methods.
 - b. Lu (8th grade): She likes games but prefers ones that are not too tiring, age-appropriate, and engaging such as Kahoot.
 - c. Ki (7th grade): She enjoys games because they are more engaging than textbooks.
 - d. Ic (8th grade): She likes games because they are fun and help develop her skills.
 - e. Ab (8th grade): He finds games enjoyable, especially digital ones like Kahoot or Quizizz.
 - f. Mi (8th grade): She likes games.
 - g. Kh (8th grade): She enjoys game-based learning.
 - h. Ra (7th grade): She finds games interesting and helpful for understanding.
 - i. De (7th grade): She finds games exciting.
 - j. Na (7th grade): She enjoys games because they make learning easier and more fun.
- 6. Jika gurumu menggunakan buku yang berisi permainan atau aktivitas pop-up untuk speaking, bagaimana perasaanmu?**
If your teacher used a book that includes games or pop-up activities for speaking, how would you feel about that?
- a. Ka (7th grade): She feels more interested and motivated because it looks fun and not boring.
 - b. Lu (8th grade): She likes the idea but prefers clear instructions and shorter game duration.
 - c. Ki (7th grade): She really likes game-based activities, especially those with clear missions and relevant tasks.
 - d. Ic (8th grade): She feels excited because she prefers interactive books.
 - e. Ab (8th grade): He feels excited because he enjoys games, especially in English.
 - f. Mi (8th grade): She prefers games within the book rather than physical movement.
 - g. Kh (8th grade): She feels excited because it is more engaging than

passive learning.

h. Ra (7th grade): She feels motivated and enthusiastic.

i. De (7th grade): She is willing to follow and participate.

j. Na (7th grade): She feels more excited compared to traditional lessons.

7. Media pembelajaran seperti apa yang menurutmu bisa membuat belajar berbicara Bahasa Inggris lebih menyenangkan dan tidak membuat stres?

What kind of learning media do you think can make English speaking more fun and less stressful?

a. Ka (7th grade): She prefers games or booklet-style quizzes.

b. Lu (8th grade): She prefers visual books with images rather than text-only materials.

c. Ki (7th grade): She prefers digital media because it is more interactive.

d. Ic (8th grade): She prefers using devices and individual quizzes like Quizizz.

e. Ab (8th grade): He prefers games and reading materials.

f. Mi (8th grade): She prefers game-based learning.

g. Kh (8th grade): She prefers interactive and engaging activities.

h. Ra (7th grade): She is open to any type of media.

i. De (7th grade): She prefers writing-based activities.

j. Na (7th grade): She prefers interactive activities among students.

8. Topik atau situasi seperti apa yang ingin kamu latih saat speaking? (misalnya kehidupan sehari-hari, pendapat, cerita lucu)

What kind of topics or situations do you want to practice speaking about? (e.g., daily life, opinions, funny stories)

a. Ka (7th grade): She prefers daily conversations and casual discussions.

b. Lu (8th grade): She wants to practice formal conversations for real-life interactions with international people.

c. Ki (7th grade): She prefers topics like science and environmental issues.

d. Ic (8th grade): She prefers daily activities to improve fluency.

e. Ab (8th grade): He prefers topics about directions and traveling.

f. Mi (8th grade): She wants to practice basic conversations like introductions and preferences.

g. Kh (8th grade): She wants to practice small talk and daily conversations.

h. Ra (7th grade): She prefers describing objects.

i. De (7th grade): She prefers daily conversations.

j. Na (7th grade): She prefers topics about hobbies and preferences

9. Kamu lebih suka bekerja berpasangan, berkelompok kecil, atau sendiri saat kegiatan speaking? Mengapa?

Do you prefer working in pairs, small groups, or individually during speaking tasks? Why?

- a. Ka (7th grade): She prefers group work because it allows discussion and feels more enjoyable.
- b. Lu (8th grade): She prefers group work because it provides interaction with others.
- c. Ki (7th grade): She prefers small groups (3–6 students) to avoid chaos.
- d. Ic (8th grade): She prefers group activities because they are more fun.
- e. Ab (8th grade): He prefers working individually to express his own ideas.
- f. Mi (8th grade): She prefers group work because it requires less individual speaking pressure.
- g. Kh (8th grade): She prefers group work for exchanging ideas.
- h. Ra (7th grade): She prefers group work for sharing feedback.
- i. De (7th grade): She prefers group work because it feels like playing together.
- j. Na (7th grade): She prefers group work to have speaking partners.

10. Menurutmu, apa yang bisa membuat kelas speaking Bahasa Inggris lebih menyenangkan dan efektif?

In your opinion, what can make English speaking classes more enjoyable and effective?

- a. Ka (7th grade): She suggests more frequent speaking practice, especially presentations.
- b. Lu (8th grade): She suggests using relevant and trending topics for daily use.
- c. Ki (7th grade): She prefers structured activities that are not too noisy.
- d. Ic (8th grade): She prefers teachers who actively engage and enjoy the class.
- e. Ab (8th grade): He suggests integrating speaking with reading or singing activities.
- f. Mi (8th grade): She suggests games and video-based learning such as storytelling.
- g. Kh (8th grade): She suggests interactive and game-based activities.
- h. Ra (7th grade): She suggests games and interactive learning.
- i. De (7th grade): She suggests games and interactive activities.
- j. Na (7th grade): She suggests interactive and engaging activities.

Appendix 13 Research Instruments Result

MATERIAL EXPERT VALIDATION SHEET

Material Expert Validation Sheet for The Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

Validator Name : Uina

Official Position : English Teacher

Institution : Thursina International Islamic Boarding School

Validation Date : May 16th 2026

Please evaluate the product *The Lost Expressions* by filling in the following table.
The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent. Kindly provide comments or suggestions in the last column.

Aspect	Indicator	1	2	3	4	5	Comments
Content Accuracy & Relevance	The content is appropriate for junior high school students' level and learning needs			✓	✗		Some picturs are not suitable for JHS students. Better to change into neutral or positive
	The speaking materials support basic communication skills (fluency, clarity, and confidence)				✓		
	The examples and tasks are relevant to students' daily contexts				✓		
	The missions and dialogues are meaningful and realistic			✓			Some topic are better to not be used for JHS (pub/romance) shopping
	The learning objectives are clear and achievable				✓		

Language Appropriateness	The language is clear and suitable for junior high school students			✓		Maybe you can use references for the words that are B1 level vocabulary
	The expressions are authentic and contextually appropriate				✓	
	The instructions are clear and easy to follow				✓	
	The language supports students' confidence in speaking				✓	
	There is consistency in tone and language use				✓	
Pedagogical Appropriateness	The product encourages active participation and collaboration				✓	✓
	The activities support communicative and student-centered learning				✓	✓
	The materials can be used for guided and independent practice				✓	
	The assessment components align with speaking objectives					✓
	The product helps reduce students' speaking anxiety.				✓	

MEDIA EXPERT VALIDATION SHEET

Media Expert Validation Sheet for The Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

Validator Name : *Fifin*

Official Position : *English Teacher*

Institution : Thursina International Islamic Boarding School

Validation Date : *May 16, 2020*

Instruction:

Please evaluate the product *The Lost Expressions* by filling in the following table. The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent. Kindly provide comments or suggestions in the last column.

Aspect	Indicator	1	2	3	4	5	Comments
Visual Design & Layout	The layout is attractive and consistent with the theme.				✓		
	Font types and sizes are clear and readable				✓		
	Colour combinations support readability and engagement				✓		
	Visual elements (illustrations, icons) support the learning content			✓			<i>some pictures/icons are not suitable for boarding school students</i>
	The balance between text and visuals is well maintained				✓		
	The game components					✓	

Usability	(spinner, cards, zone boards) are easy to use				✓	
	The instructions are clear and practical for classroom use			✓		
	The product is feasible to produce physically			✓		
	The pop-up elements function properly without disrupting readability			✓		note: icons
	The product can be used in low-resource classroom settings		✓			
Engagement & Aesthetics	The design increases students' motivation and curiosity			✓		
	The theme and visuals are consistent with the fantasy concept			✓		
	The media supports interactive and collaborative learning			✓		
	The icons and symbols are meaningful and appropriate	✓	✓			- some icons not appropriate - context / vocab — • pub
	The overall design is visually appealing and well-organized			✓		

Hafiza Khaira Lulu A

The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom

Assalamu'alaikum Wr. Wb.

Perkenalkan, nama saya Muhammad Khatami, mahasiswa Program Studi Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Dalam rangka penyusunan skripsi sebagai salah satu syarat kelulusan, saya sedang melakukan penelitian dengan judul "The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom." Mohon bantuannya untuk menjawab kuesioner dibawah ini dengan membaca setiap pernyataan dengan seksama dan pilih opsi yang paling mewakili pendapat Anda.

Name:

Class:

Isi kolom kosong menggunakan centang (✓) di bawah salah satu angka 1–5 sesuai dengan skala berikut:

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju.

No.	Statement	1	2	3	4	5
1.	Petunjuk dalam <i>The Lost Expressions</i> mudah dipahami. <i>The instructions in The Lost Expressions are easy to understand.</i>				✓	
2.	Aktivitas dalam buku menarik dan membuat saya tertarik untuk berpartisipasi. <i>The activities in the book are interesting and engaging.</i>					✓
3.	Desain dan tampilan buku menarik perhatian saya. <i>The design and visuals of the book attract my attention.</i>					✓
4.	Media ini membantu saya mengekspresikan ide dalam Bahasa Inggris dengan lebih percaya diri. <i>The media helps me express</i>					✓

	<i>my ideas in English more confidently.</i>					
5.	Elemen pop-up dan permainan membuat pembelajaran lebih menyenangkan. <i>The pop-up and game elements make learning more enjoyable.</i>					✓
6.	Media ini membantu mengurangi rasa gugup saya saat berbicara Bahasa Inggris. <i>The media helps reduce my speaking anxiety.</i>				✓	
7.	Kegiatan kelompok membuat saya lebih aktif berbicara. <i>The group activities encourage me to speak more actively.</i>					✓
8.	Waktu untuk setiap kegiatan cukup dan terorganisasi dengan baik. <i>The time for each activity is sufficient and well organized.</i>				✓	
9.	Bahasa yang digunakan dalam media mudah dipahami. <i>The language used in the media is easy to understand.</i>				✓	
10.	Saya ingin menggunakan media seperti ini lagi di kelas Bahasa Inggris berikutnya. <i>I would like to use this kind of media again in future English classes.</i>					✓

Open-Ended Questions:

1. Apa yang paling kamu sukai dari media *The Lost Expressions*?
What do you like the most about The Lost Expressions?
2. Apa yang bisa diperbaiki agar media ini menjadi lebih baik lagi?
What can be improved to make this media even better?

↳ expressions card, bikin
ga bingung mau ngomong apa

↳ tulisan nya jgn kepanjangkan,
~~itu~~ kita males baca, kasl tulisan
intu aja.

The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom

Assalamu'alaikum Wr. Wb.

Perkenalkan, nama saya Muhammad Khatami, mahasiswa Program Studi Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Dalam rangka penyusunan skripsi sebagai salah satu syarat kelulusan, saya sedang melakukan penelitian dengan judul "*The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom.*" Mohon bantuannya untuk menjawab kuesioner dibawah ini dengan membaca setiap pernyataan dengan seksama dan pilih opsi yang paling mewakili pendapat Anda.

Name: *Atsriah Reva Labibah*

Class: *Bi*

Isi kolom kosong menggunakan centang (✓) di bawah salah satu angka 1–5 sesuai dengan skala berikut:

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju.

No.	Statement	1	2	3	4	5
1.	Petunjuk dalam <i>The Lost Expressions</i> mudah dipahami. <i>The instructions in The Lost Expressions are easy to understand.</i>					✓
2.	Aktivitas dalam buku menarik dan membuat saya tertarik untuk berpartisipasi. <i>The activities in the book are interesting and engaging.</i>					✓
3.	Desain dan tampilan buku menarik perhatian saya. <i>The design and visuals of the book attract my attention.</i>					✓
4.	Media ini membantu saya mengekspresikan ide dalam Bahasa Inggris dengan lebih percaya diri. <i>The media helps me express</i>					✓

	<i>my ideas in English more confidently.</i>					
5.	Elemen pop-up dan permainan membuat pembelajaran lebih menyenangkan. <i>The pop-up and game elements make learning more enjoyable.</i>					✓
6.	Media ini membantu mengurangi rasa gugup saya saat berbicara Bahasa Inggris. <i>The media helps reduce my speaking anxiety.</i>				✓	✗
7.	Kegiatan kelompok membuat saya lebih aktif berbicara. <i>The group activities encourage me to speak more actively.</i>					✓
8.	Waktu untuk setiap kegiatan cukup dan terorganisasi dengan baik. <i>The time for each activity is sufficient and well organized.</i>					✓
9.	Bahasa yang digunakan dalam media mudah dipahami. <i>The language used in the media is easy to understand.</i>					✓
10.	Saya ingin menggunakan media seperti ini lagi di kelas Bahasa Inggris berikutnya. <i>I would like to use this kind of media again in future English classes.</i>					✓

Open-Ended Questions:

1. Apa yang paling kamu sukai dari media *The Lost Expressions*?
What do you like the most about The Lost Expressions?
2. Apa yang bisa diperbaiki agar media ini menjadi lebih baik lagi?
What can be improved to make this media even better?

1. pop upnya

2. tambahkan game online kaya map roblox

The Development of *The Lost Expressions* Gamified 3D Pop-Up Book in EFL Speaking Classroom

Assalamu'alaikum Wr. Wb.

Perkenalkan, nama saya Muhammad Khatami, mahasiswa Program Studi Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Dalam rangka penyusunan skripsi sebagai salah satu syarat kelulusan, saya sedang melakukan penelitian dengan judul "*The Development of The Lost Expressions Gamified 3D Pop-Up Book in EFL Speaking Classroom.*" Mohon bantuannya untuk menjawab kuesioner dibawah ini dengan membaca setiap pernyataan dengan seksama dan pilih opsi yang paling mewakili pendapat Anda.

Name: *keerah*

Class:

Isi kolom kosong menggunakan centang (✓) di bawah salah satu angka 1–5 sesuai dengan skala berikut:

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju.

No.	Statement	1	2	3	4	5
1.	Petunjuk dalam <i>The Lost Expressions</i> mudah dipahami. <i>The instructions in The Lost Expressions are easy to understand.</i>				✓	
2.	Aktivitas dalam buku menarik dan membuat saya tertarik untuk berpartisipasi. <i>The activities in the book are interesting and engaging.</i>					✓
3.	Desain dan tampilan buku menarik perhatian saya. <i>The design and visuals of the book attract my attention.</i>					✓
4.	Media ini membantu saya mengekspresikan ide dalam Bahasa Inggris dengan lebih percaya diri. <i>The media helps me express</i>					✓

	<i>my ideas in English more confidently.</i>					
5.	Elemen pop-up dan permainan membuat pembelajaran lebih menyenangkan. <i>The pop-up and game elements make learning more enjoyable.</i>					✓
6.	Media ini membantu mengurangi rasa gugup saya saat berbicara Bahasa Inggris. <i>The media helps reduce my speaking anxiety.</i>					✓
7.	Kegiatan kelompok membuat saya lebih aktif berbicara. <i>The group activities encourage me to speak more actively.</i>					✓
8.	Waktu untuk setiap kegiatan cukup dan terorganisasi dengan baik. <i>The time for each activity is sufficient and well organized.</i>					✓
9.	Bahasa yang digunakan dalam media mudah dipahami. <i>The language used in the media is easy to understand.</i>					✓
10.	Saya ingin menggunakan media seperti ini lagi di kelas Bahasa Inggris berikutnya. <i>I would like to use this kind of media again in future English classes.</i>					✓

Open-Ended Questions:

1. Apa yang paling kamu sukai dari media *The Lost Expressions*?
What do you like the most about The Lost Expressions?
2. Apa yang bisa diperbaiki agar media ini menjadi lebih baik lagi?
What can be improved to make this media even better?

1. Pas banget pake bahasa inggrisnya
2. ~~Kata~~ Tulisanya & singkatkan lagi tp
terap sis



CLASSROOM OBSERVATION SHEET

Classroom Observation Sheet for The Development of *The Lost Expressions*
Gamified 3D Pop-Up Book to Support the Speaking Skills of Junior High School
Students at Thursina International Islamic Boarding School

ObserverName : *Muhammad Fhotunni*
Institution : Thursina International Islamic Boarding School
Validation Date : *Saturday, May 28 2026*

General Objective: To observe the practicality and effectiveness of "*The Lost Expressions*" during classroom implementation, particularly in supporting students' speaking engagement, reducing speaking anxiety, and fostering fluency.

Instruction: This checklist is used to observe students' engagement, participation, and the usability of *The Lost Expressions* during classroom implementation. The rating scale is 1–5, with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent. Kindly provide comments or suggestions in the last column.

No.	Indicator	1	2	3	4	5	Comments
1	The teacher and students clearly understand how to use <i>The Lost Expressions</i> during the lesson.					✓	
2	Students show enthusiasm and active participation while using the media.					✓	
3	Students work together effectively in groups during gameplay or discussions.					✓	
4	The activity can be completed within the allocated time without confusion or delay.				✓		
5	The book components (cards, spinner, zone board) are easy to use and handle.					✓	
6	Students remain focused on the learning objectives while enjoying the activity.					✓	

7	The game-based design motivates students to participate and speak English actively.					✓	
8	The media can be easily used in various classroom conditions without technical issues.					✓	

Total Score:

Average:

Category:

Suggestion and Comments:

Appendix 14 Research Documentation



Appendix 15 Curriculum Vitae

CURRICULUM VITAE

Name : Muhammad Khatami
Student ID Number : 220107110029
Place/Date of Birth : Klungkung, 09 August 2004
Gender : Male
Religion : Islam
Faculty/Department : FITK/English Education



University : UIN Maulana Malik Ibrahim Malang
Adress : Kp. Kusamba, Kecamatan Dawan, Kabupaten
Klungkung, Bali
Phone Number : 087875698796
Email : Muhammadkhatami016@gmail.com

Educational Background

- | | |
|-------------------------------------|-------------|
| 1. TK Harapan Bangsa | : 2008-2010 |
| 2. MIN Klungkung | : 2010-2016 |
| 3. MTs Bali Bina Insani | : 2016-2019 |
| 4. MA Diponegoro | : 2019-2022 |
| 5. UIN Maulana Malik Ibrahim Malang | : 2022-2026 |

Malang,
The Researcher,

Muhammad Khatami
NIM. 220107110029