

Students Perception towards Traditional Game in Improving Students' Motivation in English Language Learning

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ABSTRACT

This study explores students' perceptions of using the traditional game Lengko-lengko to enhance motivation in English learning. A descriptive qualitative method was employed with 15 seventh-grade students at SMP Negeri 20 Kendari as participants, selected through purposive sampling. Data were collected through semi-structured interviews and documentation, then analyzed using Miles and Huberman's interactive model. The findings reveal that Lengko-lengko fosters three aspects of intrinsic motivation: curiosity, enjoyment, and sense of achievement. Students showed eagerness to explore new vocabulary, experienced greater enjoyment through interactive and collaborative activities, and developed pride and confidence from their achievements during the game. These aspects created a continuous motivational cycle that supported active participation, cultural appreciation, and positive attitudes toward English learning. The study suggests that integrating traditional games into teaching strategies not only enriches students' language learning experiences but also preserves cultural values.

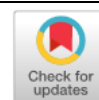
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INTRODUCTION

Creative English learning can enhance students' motivation and engagement. One effective method is integrating traditional games into the learning process. Besides being entertaining, traditional games also hold cultural value, which can strengthen students' emotional involvement. According to Gultom et al. (2023), authentic learning media such as traditional games are also believed to provide an enjoyable learning experience, as a child's world is essentially centered around play. Therefore, learning should ideally be designed in a fun and natural context. Indonesia has many traditional games, such as Enggrang, Dampu Kapal, and Congklak. According to Alif (2016), out of 2,600 traditional games, only 60% remain. Rusli et al. (2023) in Permainan Tradisional Bumi Anoa recorded that there are 38 traditional games in Southeast Sulawesi, some of which can be used in learning, such as "Lengko-lengko" from Buton, which involves physical activity and social interaction.

Lengko-lengko is a traditional game originating from Buton, Southeast Sulawesi. In this game, the equipment used usually consists of a coconut shell or another container that produces sound when shaken with small objects inside. In this study, the game was modified by using plastic bottle caps, each containing a piece of paper with questions related to English vocabulary or learning materials. The game begins with each group taking turns shaking the coconut shell filled with several bottle caps. After the shell is shaken and lifted, the group must take the bottle caps that are positioned close together. When taking the selected bottle cap, students are not allowed to shake or move the other bottle caps. If they do so, their group will

receive a penalty in the form of answering an additional question contained in another bottle cap.

Each correct answer earns points for the group, and the game continues in turns until all groups have had their chance, creating an interactive, challenging, and enjoyable learning atmosphere. According to Rusli et al. (2023), Lengko-lengko fosters cooperation and excitement among players and holds significant cultural value. In addition to serving as a form of entertainment, traditional games are also a medium for cultural transmission that contains social, moral, and local wisdom values. Through games, students not only learn language but also connect with their cultural identity. This is in line with Sesrita et al. (2023), who stated that traditional games represent a form of cultural literacy that can foster a sense of belonging to local heritage.

Thus, the implementation of traditional games in English learning not only increases learning motivation but also strengthens the values of togetherness, cooperation, and respect for tradition. These integrated cultural values make the learning process more meaningful by connecting students' cognitive aspects with their affective and social dimensions. In the context of English learning, the game can be adapted to include vocabulary challenges, listening comprehension tasks, and simple English instructions. This makes it a suitable medium for language learning, combining physical movement with verbal interaction in a playful environment.

The use of traditional games in English learning can make the learning process more engaging and enjoyable. Frimaulia et al. (2022) found that traditional games can increase students' motivation, while Kurniawan et al. (2023) emphasized that methods aligned with students' characteristics, such as traditional games, can enhance their engagement. Christie (2022) also added that playing plays a crucial role in language acquisition. Besides boosting motivation, traditional games can help students gain confidence in understanding more complex English materials. Amtu et al. (2020) stated that traditional games can improve students' confidence, cooperation, and motivation. Nadeem et al. (2023) also highlighted that activity-based approaches, such as games, make students more engaged and lead to better learning outcomes. Therefore, preserving and implementing traditional games in schools and communities is crucial (Vardani & Astutik, 2020).

Based on initial observations conducted at a junior high school in Kendari, it shows that students' interest in learning English is still low. One of the causes is the lack of English learning in elementary school. As a result, when they enter junior high school, they have difficulty understanding more complex materials, such as texts and dialogues. The lack of basic knowledge, such as nouns, verbs, and sentence structures, makes the situation worse. Therefore, a method is needed that not only delivers the material effectively but also builds students' confidence in learning English. Traditional games can be a solution because of their interactive and interesting nature.

These findings indicate that low motivation to learn English is not only caused by a lack of language foundation since elementary school, but is also influenced by how students view the learning process itself. Students' perceptions of the methods used in class play a major role in determining the extent to which they are involved and motivated to learn. Therefore, understanding students' perceptions is an important step in designing more effective and interesting learning strategies. Students' perceptions play a crucial role in their engagement and learning outcomes. When students have a positive perception of learning, they tend to be more motivated, active, and capable of achieving better academic results. Conversely, negative perceptions can hinder the learning process and reduce their interest in participating in lessons.

According to Arini and Suwarso (2024), students' perception can be defined as their view or response to a particular learning medium or method, shaped by their experiences during the teaching and learning process. In line with this, Sesrita et al. (2023) explain that students' perception includes responses, understanding, and attitudes toward their learning experiences, particularly in the context of culture-based learning through traditional games. Furthermore, Sitepu and Mutiarani (2023) emphasize that students' perception is a subjective

response to the learning process, including how they assess the effectiveness, comfort, and impact of the learning media used. In this context, students' perception of using the traditional game Engklek as a vocabulary learning medium becomes an important indicator in evaluating the success of this method.

In the digital era, gamification approaches have also proven to shape students' positive perceptions of English language learning. Safitri and Tari (2024) concluded that the use of gamification can enhance students' motivation and skills while creating an engaging, interactive, and effective learning experience. One popular example of gamification is Kahoot!, which, according to Licorish et al. (2018), can increase students' focus, motivation, and active participation in lectures. Thus, both technology-based learning and traditional games hold great potential in shaping positive perceptions and increasing student motivation in learning English.

Learning motivation is one of the key factors that determine students' success in the learning process, including in mastering English as a foreign language. Motivation acts as an internal drive that influences students' enthusiasm, perseverance, and attitude toward the subject being studied. Nurdiana and Widodo (2019) state that motivation is one of the main components in achieving optimal learning outcomes. Burhan and Hidayat (2023) add that motivation drives individuals to reach their goals, while Upa and Mbato (2020) emphasize that motivation contributes to achievement, decision-making, and learners' actions throughout the learning process. In the context of language learning, Brown (2000) categorizes motivation into two types, one of which is intrinsic motivation. Intrinsic motivation comes from within the learner, such as curiosity, enjoyment in learning, or personal satisfaction when understanding a foreign language.

This study focuses solely on intrinsic motivation from Brown's theory, as it is considered the most relevant to the purpose of this research, which is to explore how traditional games can stimulate students' internal drive to learn and provide a more in-depth and focused analysis. Students' motivation does not emerge spontaneously; rather, it is influenced by several factors, including personal interests, learning goals, a supportive learning environment, and the teaching methods or media used by educators. However, in practice, monotonous teaching methods often cause students to feel bored, struggle to understand the material, and eventually lose motivation to learn. Sasrawangi et al. (2021) note that EFL learners may experience frustration and even give up on learning English when they face difficulties in comprehending the material. To overcome these challenges, innovative approaches are needed to create a more engaging and meaningful learning experience.

One potential solution is integrating games into English language learning. Games, particularly traditional games, offer dynamic, interactive, and enjoyable learning media. According to Ady et al. (2024), traditional games are a potential medium to support the learning process. In addition to offering enjoyment, they also carry educational values that can help develop various cognitive and social skills in students. Besides enhancing language abilities, games can foster collaboration, build confidence, and most importantly, boost students' motivation. Thus, through a more relevant and enjoyable approach, students are expected to become more enthusiastic about learning English and achieve better learning outcomes.

Based on previous research, there are several studies that support the use of game media for learning English, as traditional games have been shown to be effective tools in English language learning. Research by Syahria (2020), entitled *The Use of Indonesia Traditional Game to Upgrade Pupils' Speaking Skills and Lessen Pupils' Speaking Anxiety*, showed that the use of the traditional game Engklek could help improve students' speaking skills and reduce their anxiety in speaking English. Hikmawan et al. (2023), in *Integrating Traditional Games into EFL Speaking Class: A Case of English for Young Learners*, demonstrated that traditional games can reduce anxiety and increase motivation in speaking English. Meanwhile, the study by Gasong et al. (2024), titled *Utilization of Traditional Hide and Seek Learning Media to Enhance English Learning Outcomes for Elementary School*

Students in Tana Toraja, showed that a modified version of the traditional hide-and-seek game could improve students' English learning outcomes, particularly in recognizing numbers.

The results indicated a significant increase in students' speaking ability. This finding demonstrates that traditional games can be effective in enhancing students' language skills and classroom engagement. Previous studies have shown that traditional games can have a positive impact on English language learning, such as improving speaking skills, reducing anxiety, and encouraging active student participation. Research by Syahria (2020), Hikmawan et al. (2023), and Gasong et al. (2024) has demonstrated that traditional games can create an enjoyable learning atmosphere and enhance students' language abilities. However, most of these studies have primarily focused on quantitative learning outcomes, such as score improvement or speaking proficiency, and have not explored in depth students' perceptions of traditional games in enhancing their motivation to learn English.

Therefore, this study aims to fill that gap by exploring students' perceptions of the use of traditional games in English language learning and the extent to which these games can increase students' learning motivation. Based on the background description that has been presented, the main problem that can be formulated in this research is: What are students' perceptions of the use of traditional games in increasing their motivation in learning English? In relation to the research problem, the objectives of this study are to understand students' perceptions of using traditional games as a medium for learning English, identify aspects that influence students' learning motivation, and determine to what extent traditional games can enhance students' motivation when learning English. This research also aims to provide deeper insights into the potential of traditional games as an effective and engaging method for English language learning.

METHOD

This study uses a descriptive qualitative approach to understand students' perceptions of the use of traditional games in enhancing their motivation to learn English. According to Moleong (2005, p.4), a descriptive qualitative approach is a research method where the collected data consists of words, images, and not numbers. These data can be obtained from interviews, photographs, records, or other forms of documentation. This approach is chosen because it allows the researcher to explore students' experiences, views, and perceptions in depth. The study is designed to understand and describe students' perspectives comprehensively, based on data obtained from their direct experiences.

Respondents

The respondents in this study were 15 seventh-grade students of class VII E at SMP Negeri 20 Kendari who were directly involved in English learning through the traditional game *Lengko-lengko*. The participants were selected using purposive sampling, a non-random sampling technique in which the researcher deliberately chooses respondents who are considered the most relevant and capable of providing in-depth information to answer the research questions (Lenaini, 2021).

Instruments

The main instrument in this study was a semi-structured interview designed to explore students' perceptions of their experiences in learning English through the traditional game *Lengko-lengko*. The interview questions were developed and adapted based on qualitative interview guidelines that emphasize flexibility and allow researchers to explore participants' experiences in greater depth (Creswell, 2014). The questions were focused on three aspects of intrinsic motivation as proposed by Brown (2000), namely curiosity, enjoyment, and sense of achievement. Thus, this instrument not only collected factual information but also captured how students interpreted and evaluated the use of traditional games in their learning process. To support the interview data, this study also employed documentation in the form of activity notes and photographs of the learning process as complementary data for source triangulation.

Procedures

The research procedure was carried out in several stages. It began with the preparation stage, which involved designing the research, developing a semi-structured interview guide, and coordinating with the school to determine the respondents, namely 15 students of class VII E at SMP Negeri 20 Kendari. In the implementation stage, the researcher observed English learning activities that used the traditional game *Lengko-lengko* and conducted interviews to explore students' perceptions related to curiosity, enjoyment, and sense of achievement. Data were collected through interviews and documentation in the form of activity notes and photographs, then analyzed using Miles and Huberman's interactive model, which includes data collection, data reduction, data display, and conclusion drawing. The final stage was the preparation of the research report based on the findings obtained.

Data analysis

For data analysis, this study follows Miles and Huberman's interactive analysis model, which consists of four stages. First, data collection is conducted through interviews, documentation. Second, the collected data is filtered and simplified in the data reduction stage, focusing on relevant information. Third, the relevant data is presented in an understandable form, such as tables or narratives, to help the researcher identify emerging patterns and themes. Finally, the researcher draws conclusions based on the analyzed data, enabling a deeper understanding of the studied phenomenon. This process is flexible and interactive, allowing the researcher to revisit earlier stages to refine the analysis if necessary.

FINDINGS AND DISCUSSION

To strengthen the research findings, data analysis was carried out using source triangulation by combining the results of student interviews with photo documentation during the learning process. In this way, each aspect of intrinsic motivation that emerged was not only supported by students' statements but also reinforced by visual evidence from the classroom activities. Based on interviews with 15 seventh-grade students of SMP Negeri 20 Kendari who experienced English learning through the traditional game *Lengko-lengko*, the results are presented in three main aspects of intrinsic motivation as proposed by Brown (2000): curiosity, enjoyment in learning, and sense of achievement.

Curiosity

One of the main findings in this study is that traditional games are able to foster students' curiosity toward English vocabulary. Almost all students admitted that they felt curious when they encountered new words that they had not known before. One student stated, "*Iya penasaran karena tidak tahu artinya. Kata-kata yang sebelumnya saya tidak tahu, sekarang jadi tahu. Contohnya kata everything, always, letter, origin – kemarin saya baru tahu saat main*" (S.W). This statement shows that the game naturally introduced new vocabulary that stimulated students' curiosity. Another quote also supports this finding. One student said, "*Saya penasaran jadi tanya ke guru. Kata yang buat penasaran itu describing people*" (E.R). This emphasizes that curiosity encouraged students to directly ask questions in class, making them more active in the learning process. Similarly, another student said, "*Saya penasaran dengan kata fried rice, dan sekarang saya tahu artinya nasi goreng*" (D.A). This illustrates how curiosity toward simple words related to daily life can become an entry point for enriching students' English vocabulary.

In addition to asking the teacher, there were also students who admitted to independently looking up word meanings. For example, "*Kalau di rumah pernah saya cari artinya pakai aplikasi translate seperti Google Translate*" (S.W). This shows that the curiosity sparked during the game did not stop in class but continued outside formal learning. A similar statement was made by another student: "*Kalau saya mencari tahu arti kata itu sulit, jadi biasanya saya tanya guru atau kakak*" (E.R). This indicates that curiosity drove students to use various learning strategies, either by asking others or by using technology.

Several students also admitted feeling challenged by certain vocabulary that made them eager to find the meaning immediately. For instance, "*Saya kesulitan dengan kata chicken, tapi saya coba cari tahu, kalau bingung tanya guru*" (R.Z), and "*Saya penasaran dengan kata spicy,*

lalu saya coba cari artinya" (N.K). These two quotes show that even everyday vocabulary can trigger strong curiosity when presented in the context of a game.

Interestingly, curiosity also emerged from simple phrases used in self-introduction activities. One student explained, *"Contoh kata yang bikin penasaran itu introduce myself dan favorite food"* (A.U). This statement confirms that traditional games not only enrich vocabulary but also encourage students to understand the use of words in the context of sentences or conversations.

In addition, some students mentioned that the game made them repeatedly want to understand the meaning of words until they fully grasped them. For example, *"Saya penasaran kalau dapat kata sulit, biasanya saya ulang-ulang sampai paham artinya"* (M.R). This demonstrates persistence that stems from curiosity. Another student said, *"Kalau ada kata baru saya suka tanyakan ke teman kelompok dulu sebelum ke guru"* (T.R), showing that curiosity also encouraged social interaction among students.



Figure 1. Students Raising Hand to ask About New Vocabulary During the Lengko-Lengko Game (Representing Curiosity).

Based on the interviews, students demonstrated a high level of curiosity toward new vocabulary encountered during the Lengko-lengko game. They actively asked the teacher questions and sought the meanings independently, indicating intrinsic motivation to understand the material. Documentation supports this finding by showing students raising their hands, engaging in discussions, and paying close attention during the game. The connection between students' statements and visual evidence confirms that curiosity is not only subjectively felt but also observable in their real behavior during learning. Thus, triangulation of interview and documentation data strengthens the conclusion that curiosity is a key aspect driving students' engagement and learning motivation.

Enjoyment in learning

Another significant finding is that students expressed great enjoyment in the learning process when English lessons were integrated with traditional games. They felt that the classroom atmosphere became more engaging, dynamic, and fun compared to conventional lessons. One student enthusiastically stated, *"Iya senang. Suka kalau goyangkan tutup botol di dalam tempurung kelapa"* (M.R). This indicates that the physical element of the game added excitement to the learning process.

Students also appreciated the element of challenge within the game. One student explained, *"Seru apalagi kalau ada pertanyaan di balik tutup botol. Saya suka jawab pertanyaan itu. Saya suka belajar pakai permainan seperti ini"* (S.W). This shows that the challenge motivated them to actively participate. Another student highlighted the difference between traditional learning and game-based learning, saying, *"Belajar pakai permainan itu seru, tidak membosankan. Kalau belajar biasa capek karena hanya menulis terus"* (A.U). This illustrates that games transformed the learning process into something enjoyable rather than monotonous.

In addition, several students emphasized how games encouraged them to be more active. For example, one said, *"Iya saya lebih aktif, apalagi karena dikerjakan bersama kelompok"* (S.W). Another confirmed this by saying, *"Iya saya aktif karena ada kerja sama dengan teman"*

kelompok dan ingin menang dalam permainan” (T.R). These statements reflect that enjoyment was not only about having fun, but also about teamwork, participation, and interaction with peers. Some students also mentioned that the game created a more relaxed and less stressful learning atmosphere. One student stated, “Kalau belajar sambil main, saya jadi tidak tegang, malah senang” (N.K). This reveals that the playful setting reduced anxiety and made learning more pleasant. Another student expressed, “Saya suka belajar begini karena tidak bosan dan bisa sambil ketawa dengan teman” (R.Z). This indicates that enjoyment was closely linked to social interaction and laughter during the activity.

Interestingly, enjoyment also arose from the sense of anticipation during the game. One student admitted, “Saya senang kalau giliran kelompok saya, jadi deg-degan tapi seru” (F.B). This shows that waiting for their turn created a mix of excitement and joy that made the activity more memorable.

Other students highlighted how the game broke routine and made English feel more interesting. One student said, “Belajar pakai permainan itu beda, jadi tidak seperti pelajaran biasanya. Saya lebih semangat kalau ada permainan” (A.R). Another shared, “Saya senang karena bisa sambil bergerak, tidak hanya duduk diam” (E.R). These quotes underline that the physical and interactive aspects of the game were major contributors to their enjoyment.

Finally, enjoyment was also connected to the sense of belonging and togetherness during the activity. As one student mentioned, “Saya suka karena bisa kerja sama dengan teman dan saling bantu kalau ada yang tidak tahu” (D.A). This indicates that the joy of playing was inseparable from the feeling of unity and peer support.



Figure 2. Students Enjoying the Lengko-Lengko Game in an English Learning Session (Enjoyment).

Interview results indicate that students felt happy and enthusiastic when English learning was combined with the Lengko-lengko game. They reported that learning became more enjoyable, relaxed, and less boring. Documentation supports this, showing students smiling, laughing, and actively interacting with peers and the teacher during the activity. The alignment between the students' experiences and visual evidence demonstrates that enjoyment is not only a subjective feeling but also visibly present in classroom behavior. Triangulation of interview and documentation data confirms that enjoyment plays an important role in enhancing students' intrinsic motivation and active participation in the learning process.

Sense of achievement

The final aspect that emerged from the interviews was the sense of pride and self-satisfaction experienced by students when they succeeded in the game. Achieving correct answers, collecting points, or winning the game gave them a sense of fulfillment and boosted their confidence.

One student said, “Saya merasa bangga karena kelompok saya dapat banyak poin” (A.R). This shows that group achievement can foster a sense of personal pride in students. Similarly, another student explained, “Iya, karena waktu saya dapat banyak poin dalam permainan teman-teman juga bangga sama saya. Itu bikin saya lebih semangat untuk terus belajar” (R.Z). This demonstrates that appreciation from peers strengthens their motivation to study harder. Several students also emphasized that success increased their confidence. One admitted, “Iya jadi lebih percaya diri jawab pertanyaan dan berani bicara Bahasa Inggris di kelas” (N.K). This

highlights that even small achievements in the game can encourage students to speak more confidently. Another student said, *"Saya senang sekali karena bisa susun huruf acak jadi kata dan menang permainan"* (F.B), showing that even simple victories can bring personal satisfaction. In addition, some students felt proud even when they only managed to answer a single question correctly. One student expressed, *"Saya senang dan bangga bisa jawab soal dengan benar"* (Ar). This illustrates that recognition of achievement does not always need to be grand but can also come from small yet meaningful successes.

Another student added their experience, *"Waktu kelompok saya menang, saya merasa puas karena usaha kami tidak sia-sia"* (M.R). This emphasizes that the sense of achievement is also connected to collective effort within the group. Meanwhile, another student mentioned, *"Saya bangga bisa jawab cepat, teman-teman tepuk tangan buat saya"* (T.R). This social appreciation reveals that recognition from classmates greatly contributes to students' sense of pride.

Moreover, some students stated that their achievements motivated them to study better in the future. For instance, *"Kalau bisa jawab soal dengan benar, saya jadi semangat belajar lagi supaya bisa lebih banyak jawab"* (E.R). This shows that self-satisfaction becomes an intrinsic drive to further develop their skills. Another student shared, *"Saya senang sekali karena bisa bantu kelompok saya menang, jadi merasa berguna"* (D.A). This highlights that pride also arises from contributing to collective success.



Figure 3. Students Celebrating After Successfully Answering and Gaining Points in the Game (Sense of Achievement).

Based on interviews, students expressed feelings of pride and satisfaction when successfully answering questions, earning points, or winning the game. This sense of achievement made them more confident and motivated to continue learning. Documentation shows students cheering, clapping, and visibly celebrating their group's success, which reinforces the interview findings. The connection between the students' reported experiences and observable behavior demonstrates that the sense of achievement is not only personally felt but also reflected in their classroom actions. Triangulation of interview and documentation data confirms that achievement is a crucial factor in fostering intrinsic motivation and collaborative engagement among students.

Discussion

The results of this study show that the traditional game *Lengko-lengko* was able to stimulate students' intrinsic motivation in three interconnected aspects – curiosity, enjoyment in learning, and sense of achievement – as explained by Brown (2000). These three aspects are not independent factors, but rather complement one another, creating a continuous cycle of motivation in the language learning process.

First, in terms of curiosity, students showed a strong drive to explore new vocabulary whenever they encountered unfamiliar words during the game. Some asked the teacher directly, others discussed the words with peers, and some even searched for the meanings using applications such as *Google Translate*. This pattern shows that *Lengko-lengko* creates a

natural learning space that encourages questioning and discovery, transforming passive learners into active seekers of knowledge. This finding aligns with Shan (2020), who emphasized that curiosity is a key factor of intrinsic motivation and plays a major role in second language acquisition. Similarly, Sinha et al. (2022) revealed that curiosity triggered by peer interaction can foster continuous learning. Herwati et al. (2023) also pointed out that intrinsic motivation in the form of interest and curiosity is one of the main drivers of successful learning. Thus, this aspect can be considered the initial foundation that sparks student engagement.

Second, regarding enjoyment in learning, students described their experience of combining English learning with the traditional game as fun, challenging, and different from conventional learning. They highlighted that the physical element of shaking the coconut shell and discovering questions inside made the classroom atmosphere more exciting and far from monotonous. This shows that enjoyment was not merely about playfulness but also encompassed active participation, group collaboration, and meaningful social interaction. This result is consistent with Li (2022), who found that *foreign language enjoyment* positively correlates with active participation in language learning. Dewaele and Dewaele (2020) also emphasized that teacher behavior and classroom dynamics play a major role in shaping enjoyment, which in turn enhances students' engagement. Similarly, Fadila et al. (2025) found that a positive and enjoyable learning environment significantly boosts students' motivation and academic performance. Therefore, enjoyment in this context functioned as a motivational force that made students more enthusiastic and willing to participate in the learning process.

Third, the sense of achievement emerged when students felt satisfied and proud after successfully answering questions, collecting points, or receiving appreciation from their peers. Even small achievements, such as being able to arrange scrambled letters into words, significantly increased their confidence and encouraged them to keep trying. This aligns with Self-Determination Theory (Ryan & Deci, 2000), which emphasizes that a sense of competence is a fundamental source of intrinsic motivation. This finding also resonates with Amtu et al. (2020), who reported that achievement motivation has a positive impact on students' learning outcomes. Likewise, Amalia and Adistana (2023) found that intrinsic motivation is a highly significant internal factor influencing learning outcomes, indicating that recognition of achievement, no matter how small, can be a powerful source of motivation. In this study, *Lengko-lengko* not only provided academic learning opportunities but also strengthened students' affective dimensions by building confidence and courage to engage more actively in English learning.

When viewed comprehensively, the three aspects of intrinsic motivation formed a synergy that reinforced one another. Curiosity encouraged students to explore new vocabulary, enjoyment sustained their engagement in the learning process, and sense of achievement provided emotional reinforcement in the form of pride and confidence to move forward. This synergy created a continuous motivational cycle, enabling students not only to acquire linguistic knowledge but also to develop positive attitudes toward learning. This finding supports the *Expectancy-Value Theory*, which argues that learners' perception of task value and their belief in their own competence are central determinants of motivation.

CONCLUSIONS

This study concludes that the integration of the traditional game *Lengko-lengko* in English learning significantly enhances students' intrinsic motivation through three main aspects: curiosity, enjoyment, and sense of achievement. Curiosity appeared when students were eager to learn new vocabulary, enjoyment emerged from the engaging and collaborative learning atmosphere, and sense of achievement increased students' confidence and pride when they succeeded in the game. These aspects complemented each other and created a sustainable motivational cycle, showing that traditional games are not only effective as language learning media but also serve as cultural tools that strengthen students' emotional and social engagement. The pedagogical implications of this study highlight that traditional

games can be an effective strategy to foster student-centered learning, reduce boredom, and enhance social interaction in the classroom. Furthermore, the cultural values embedded in the games enrich the affective and social dimensions of English learning, making the process more meaningful and contextual. Therefore, English teachers are encouraged to incorporate traditional games as alternative teaching methods, and schools are expected to provide support and facilities for their implementation. However, this study has some limitations, as the number of respondents was limited and the focus was only on intrinsic motivation, so the findings cannot be widely generalized. Future studies are recommended to involve more participants and employ more varied methods to obtain more comprehensive results.

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