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### Students' perception of the use of "Rebus Game Puzzle" to improve speaking skills of eighth-grade students

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#### Abstract

The study aimed to determine what students think about the Rebus Game Puzzle as a medium for learning English, particularly in improving speaking skills. Common problems include students lacking confidence, having a limited vocabulary, and rarely speaking actively in class. Therefore, learning media such as Rebus Puzzle are used to help overcome these problems. This study used interviews with eighth-grade students and English teachers at a private junior high school in Central Java. The results showed that the Rebus Puzzle helps students remember vocabulary more easily and practice their pronunciation. The pictures and instructions in the puzzle make students more interested and less likely to be bored. In addition, the learning atmosphere becomes more engaging, allowing students to be more active, confident, and brave in speaking in front of the class. Therefore, it is recommended that teachers utilize game media, such as Rebus Puzzle, in the learning process, especially when teaching vocabulary and speaking. This media can make students more enthusiastic and make learning more meaningful. whether media such as Rebus Puzzle could increase students' enthusiasm, activity, and confidence while learning English.

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## INTRODUCTION

Speaking is one of the skills that students need to have, especially in language learning. Mastering the ability to speak will make a person more confident and easier to interact with or communicate with others. Guebba (2021) stated that speaking is an important component, and the learning activities are formed from repetition and practice, which is often carried out. Many students admit that speaking English is difficult, especially since English is a foreign language in Indonesia. Many factors affect the student learning process, both internally and externally. Learning to speak some vocabulary and some grammatical structures, and when students have mastered enough, it will be helpful in their simple conversations (Bashir, 2011). As a teacher in today's globalization era, teacher needs to follow technological developments (Khalilurrahman, 2023)

One of the things that teachers can use to make learning more interesting is to use games (Gee, 2005). The game can create a fun and challenging learning experience, encouraging students to participate actively. Asih & Halisiana (2022) Stated that using games made students more active in participating and braver in speaking. This game-based learning has emerged among learning media that are indeed considered to address the challenges in language teaching better. Research has shown that educational games can create a more relaxed and enjoyable learning environment for students. As well as increasing self-confidence and reducing anxiety for students, making students more active and motivated in participating in learning in class (Usman et al., 2024)

One example of a game that can be used is a Puzzle. Puzzles are games that solve problems by arranging and finding elements to achieve a specific goal (Sidiq & Fadlillah, 2023). The puzzles recognized today were first introduced in the 18th century by English cartographer John Spilsbury. He created the first picture puzzle by attaching a world map to a wooden board and cutting it into several pieces (Alex Thompson, 2024). Puzzle games do make learning more interesting and interactive. In addition, puzzle games can help expand their vocabulary and self-confidence.

One type of puzzle that will be the object of the author's research is the "Rebus Puzzle". Rebus Puzzles combine visual thinking and language processing, making them a great game format for language learning. The Rebus Puzzle game is a game that can sharpen the brain and train students' creativity. These word and image exercises challenge students' imagination, expand students' vocabulary, and improve students' problem-solving skills by interpreting symbols, words, and visual signs that form hidden phrases or statements (Mohamed & Shaaban, 2021). Rebus Puzzle also involves extensive knowledge because sometimes it is far from what is imagined (MacGregor & Cunningham, 2008). Rebus Puzzle is easier to give to students, and Rebus Puzzle only has one correct answer, which means the assessment is relatively easy. Rebus Puzzle is identical to having quite challenging questions and requires effort and practice to solve them (Threadgold et al., 2018).

Rebus puzzles are games that combine images and words, where multiple pictures are used to form a world or sentence. For example, the teacher might show images of "Pasir" (sand) and "Penyihir" (witch), and the vocabulary formed would be "sandwich". Students are then encouraged to pronounce the word. The use of Rebus Puzzle helps improve students' vocabulary and pronunciation. It allows students to expand their vocabulary by creating sentences from the words they have learned, while also refining their pronunciation through practice and presentation of the words. After learning vocabulary and correct pronunciation, students are encouraged to become braver and more confident in participating actively in class. This game helps them improve their language skills and express themselves without fear of making mistakes. It creates a fun and supportive learning environment where students feel comfortable speaking, asking questions, and interacting with peers and the teacher. The goal is for students to fully engage in the learning process, become more active in class activities, and enjoy each step of learning the language naturally and enjoyably.

The researcher chose this topic due to the growing role of technology in education, especially in today's globalized era. Rebus puzzle games effectively enhance students' speaking skills, particularly in expanding vocabulary and improving pronunciation with teacher guidance. Additionally, such games help build students' confidence, making learning more engaging than traditional methods (Makarim, 2024). Since Rebus Puzzles are already used in one of Privat Junior High School in Central Java the researcher aims to assess their impact on students' speaking development.

Based on the research that the researcher conducted, the formulation of the problem in this study is as follows: 1. The study examines the effect of the Rebus Puzzle game on the speaking skills of eighth-grade students at one of Privat Junior High School in Central Java. 2. It also explores the students' perceptions of using the Rebus Puzzle game as a tool to improve their speaking skills. The

objectives of this research are as follows: 1) To find out how the Rebus puzzle can help students' speaking skills. 2) To determine the students' perceptions of using the Rebus game puzzle to improve their speaking skills.

Using games in learning, especially "Rebus Puzzle", can be beneficial for teachers, especially when implementing learning, because this study aims to examine whether the Rebus Puzzle game can help develop students' speaking skills, such as vocabulary and pronunciation. The learning process using the Rebus Puzzle can help students become more confident in learning their speaking skills. The primary focus of this study was to investigate whether the use of Rebus Puzzle can enhance their learning process, specifically in terms of vocabulary and pronunciation. This study was conducted in class 8 of the Private Junior High School in Central Java. The researcher chose class 8A at the school because the Rebus Game has been used in this class and this school, so the researcher wants to know the impact of this game on their students. In this study, the instruments used were a questionnaire and an interview. In conclusion, the researcher aimed to investigate the impact of Rebus Puzzle on students' learning process, particularly in terms of their speaking skills in the classroom.

## **METHODS**

In this study, the researcher employed a qualitative descriptive approach, utilizing a case study method, to investigate the research problems. The qualitative method seeks a deep understanding of a phenomenon, fact, or reality. These things can only be understood deeply, not just on the surface (Semiawan, 2010). Qualitative research focuses on an in-depth understanding of social phenomena, using interviews or observations to discuss individual views and experiences. Because qualitative research focuses on personal experiences and factors that influence individual interactions and perspectives, it helps answer problems more effectively. Ramani & Mann (2016) discuss how this qualitative method benefits its researchers. Qualitative research has its value and does not require forced statements. Qualitative research is based on statements or experiences from specific individuals and is not limited to a single perspective. This qualitative descriptive research approach has the least theoretical foundation among other qualitative approaches (Lambert & Lambert, 2012).

### **Respondents**

This study was conducted at a private school in Jepara Regency, Central Java, established in 1958. The school is quite popular, especially within the local community, and has modern facilities such as classrooms, laboratories, and fields. Participants included English teachers and students from Class 8A. The teacher of Class 8A recommended the class for the study because their students were more active, and the Rebus Puzzle learning method was more frequently used there. As a result, students from Class 8A were selected as participants. The main instrument for data collection was a semi-structured interview guide created by the researcher. To develop this instrument, the researcher reviewed relevant literature on game-based learning.

### **Data Collection and Analysis**

A research instrument is a tool used by researchers to collect and organize data. In this study, the researcher employed interviews as the primary data collection instrument. The interview method was chosen in this study because it allows the researcher to gain a deeper understanding of students' perceptions. According to (Creswell, 2012) Interviews are beneficial in qualitative research because they allow for open data collection and reveal more profound thoughts and feelings. Data collection through interviews begins with the researcher formulating several research questions to be posed to participants (Romdona et al., 2025). These questions were previously submitted to the lecturer for suggestions and input, and were ultimately approved and validated to serve as research instruments. The final version met the criteria for use with English teachers and the students at the school. One of the lectures in English Education at Universitas Negeri Semarang, on May 28, 2025, validated the interview questions.

After the interview guide was complete and validated, the researcher started to interview, and it was conducted on June 3rd, 2025. In this study, interviews were conducted openly or face-to-face, recorded with audio equipment, and conducted in a school environment to ensure participants felt comfortable. Several questions focused on the experiences of teachers and students in their involvement in learning using the Rebus Puzzle. After the interview process was completed, the audio-recorded data was transcribed verbatim by Notta Application. This transcription process was used to facilitate data analysis, and of course, had been read and understood by the researcher as a whole.

After that, the data analysis stage was carried out thematically. Namely, by assigning codes or marks to the transcripts and then grouping them into main themes such as: increasing vocabulary, increasing self-confidence, and challenges in the images. This analysis was determined based on data emerging from respondents, which provided research results that truly reflect the experiences and perceptions of students and teachers regarding the use of Rebus Puzzle as a learning media.

## **FINDINGS AND DISCUSSION**

The findings of this study are based on the data collected through interviews conducted with both students and teachers. These interviews were carefully documented and supported by audio and video recordings to ensure accuracy and authenticity in capturing participants' responses. The information presented reflects what the researcher observed and heard during the interview sessions, providing rich, first-hand insights into their experiences and perceptions. All data discussed in this section were gathered on June 4, 2025, and transcribed and analyzed as part of the qualitative research process to strengthen the validity of the study's conclusions. The findings of this study are based on the data collected through interviews conducted with both students and teachers. These interviews were carefully documented and supported by audio and video recordings to ensure accuracy and authenticity in capturing participants' responses. The information presented reflects what the researcher observed and heard during the interview sessions, providing rich, first-hand insights into their experiences and perceptions. All data discussed in this section were gathered on June 4, 2025, and transcribed and analyzed as part of the qualitative research process to strengthen the validity of the study's conclusions.

### **Research Findings**

Based on the study's results, the Rebus Puzzle game in English learning showed positive results, especially from the teacher's perspective. The teacher responded that the use of Rebus Puzzle was very effective in the learning process, especially in group learning activities. In class, this game not only makes the atmosphere in the classroom lively but can also increase student participation during learning activities.

The teacher observed that implementing the Rebus Puzzle game had a noticeable impact on student engagement and enthusiasm in the classroom. Through this game-based approach, students appeared more active, motivated, and eager to participate in the learning process. Their involvement increased significantly when students were allowed to work in small groups to solve picture-based vocabulary puzzles. Rather than simply listening to the teacher or working individually on textbook exercises, students were directly engaged in the activity and became more responsive.

During the group work sessions, students interacted closely with one another. They engaged in meaningful discussions, exchanged ideas, and collaborated to interpret the pictures and find the correct vocabulary words (Syawalia et al., 2025). This collaborative learning environment encouraged every group member to contribute and share their thoughts, creating a sense of teamwork and mutual respect. Not only did this method foster communication and cooperation, but it also became a valuable way for students to learn from each other.

Students were exposed to new vocabulary in a natural and engaging context as they worked together. They learned from the teacher's guidance and their peers, who helped clarify meanings and offer suggestions. This process promoted deeper vocabulary acquisition through interaction and shared understanding. Puzzles also have a significant positive impact on enriching students' vocabulary (Made Sri Devi Puspasari & Rahmadani, 2024). Students are encouraged to think more critically and associate the image with words they know by displaying images that serve as clues to guess the word. According to the teacher, many students find it easier to remember vocabulary because they can relate it to the visuals they see in the game. This is by the visual learning approach, which is believed to help students retain information longer in their memory. In addition to enriching vocabulary, Rebus Puzzle also has a significant influence on students' self-confidence. Through this game, students become more courageous in speaking and guessing the answer without fear of being wrong. This is very helpful, especially in English lessons where many students feel anxious or embarrassed when speaking in front of their friends. Because it is a game, the classroom atmosphere becomes more relaxed and enjoyable. Students are not pressured, so they are freer to try and learn from their mistakes.

Although Rebus Puzzle brings many benefits, teachers must consider several challenges when using it in the classroom. One obstacle that often arises is students' difficulty understanding the images

used. Some students admit that the images in the game are sometimes too complicated, confusing, or irrelevant to their cultural context. As a result, they have difficulty guessing the intended word and eventually lose interest in continuing the game. From the interview results, around 70% of students stated that the Rebus Puzzle helped them learn English vocabulary. They felt that this method was more fun and easier to understand than the usual way of learning, such as memorizing or doing written questions. Games like this make the learning atmosphere lively, and they are more motivated to follow the lesson. However, around 30% of other students felt that although the Rebus Puzzle was helpful, the impact was not too significant for them. They said that the difficulty in understanding the images in the game often made them hesitate and less confident when they had to answer.

Although Rebus Puzzle generally provides many benefits, teachers must remain sensitive to each student's differences in learning styles. Not all students are immediately suited to the game method. Therefore, its use needs to be balanced with other varied approaches so that all students can learn in the most effective way. In practice in the classroom, teachers see that the Rebus Puzzle can create a lively learning atmosphere. Students become more active: they ask many questions, discuss, and show curiosity. Situations like this contribute to the development of their critical thinking skills. When faced with symbolic images, students learn to analyze, interpret, and conclude meaning individually and with their groups. Overall, the study's results through interviews with teachers and students showed that Rebus Puzzle is an effective and fun learning medium. This game increases learning motivation and vocabulary mastery and helps students develop social skills, especially in group work. However, it is important to ensure the selection of appropriate and relevant images so that the benefits can be felt optimally.

## Discussion

This study aims to determine the effectiveness of using the Rebus Puzzle game in improving students' speaking skills and its influence on students' motivation and self-confidence in learning English. Data were obtained from interviews with teachers and students, which were analyzed using the Notta application. Findings from the data are divided into three main sections: the effectiveness of Rebus Puzzle in improving students' speaking skills, engagement, motivation, and self-confidence, and challenges faced in its implementation in the classroom.

### *The Effectiveness of Rebus Puzzles in Improving Speaking Skills*

The use of Rebus Puzzle in English learning in junior high schools is very influential for teachers and students. In learning English, Rebus Puzzle helps learning very attractively, and builds a fun atmosphere. This was also proven in the interview, the teacher said:

*T: "The Rebus Puzzle is beautiful. I found it on Canva, so I use it to make my classroom more attractive for my students."*

In addition to making the class more attractive, teachers also find that students' vocabulary develops through the use of this game in class. When teachers start this game in learning, it will automatically increase their vocabulary, because they will use new words in each lesson. This was also proven in the interview, the teacher said:

*T: "Yes, of course, when the students speak, they have more vocabulary from this scale. That is why when they speak, they have a sentence from that"*

The teacher also gives students practice using Rebus Puzzle, namely by honing or repeating their vocabulary, and after that, students are asked to pronounce the vocabulary they have learned. Apart from teachers, students also gave feedback that using Rebus Puzzle can help them learn English better, especially in their vocabulary. When they have a lot of vocabulary, it is also easier for them to speak English. This was also proven in the interview, the students said:

*P1: "Well, I think it is about vocabulary of it because you have to combine both of these words so you can find a new word so I think it is pretty much just trying to play with your mind trying to remember the way you spell it so you can find the answer I think."*

*P2: "Yes, I can talk better, I can talk more fluently, I can read subjects to others."*

P3: *"I have more vocabulary."*

Overall, the results of interviews with teachers and students show that the use of Rebus Puzzle in the classroom learning process has a positive impact on students' speaking skills. The teacher said this method can attract students' attention and create a more enjoyable learning atmosphere. Rebus Puzzle encourages students to think creatively and dare to express their opinions verbally, ultimately increasing their confidence in speaking.

Students also said the Rebus Puzzle helps them learn to speak and enrich their vocabulary. Connecting images or symbols with words makes understanding and remembering new vocabulary easier. In addition, this activity encourages collaboration and discussion between friends, thus creating an active and communicative learning environment. Therefore, the Rebus Puzzle has proven to be an effective learning tool in developing students' speaking skills, especially vocabulary mastery.

### ***Student Engagement, Motivation, and Confidence***

Using Rebus Puzzles in learning activities significantly impacts students' motivation and self-confidence. When students face fun challenges such as solving picture puzzles, they become more enthusiastic and eager to learn. This activity encourages students to think critically and creatively, and to dare to express their ideas without fear of being wrong. Students' self-confidence also increases because they can complete tasks in a fun and non-burdensome way.

In particular, teachers often apply the Rebus Puzzle in group learning to create a more dynamic and interactive classroom atmosphere. In the context of teamwork, students show high participation and are actively involved in group discussions. They help each other, exchange ideas, and express opinions openly, strengthening communication and cooperation skills. This was also proven in the interview, the teacher said:

T: *"Okay, when the student uses the Rebus Puzzle, it gives my students more vocabulary from the game."*

T: *"I used this Rebus Puzzle in the first meeting because it makes my students more attractive, especially in group activities."*

Apart from teachers, students also gave feedback that using this game helped their confidence in learning, especially when they tried to recite in front of the class. This was also proven in the interview, the students said:

P1: *"Well, I think I probably did it once with my teacher using the LCD, and it was pretty fun. We thought we were competitive with it; our class was competitive about finding the answers, and it was pretty fun. After all that, I remembered the text there, so I think it is a pretty effective way of learning."*

*"Definitely yes, because playing those types of games helps you remember some text about English and also probably, for example, sandwiches. So when I eat a sandwich, I can remember, oh, this is a sandwich, and then yeah, it just comes to my mind easily."*

P2: *"I feel comfortable with the Rebus Puzzle experience because it helps me learn English."*

*"Yes, I can talk better, I can talk more fluently, I can read subjects to others."*

P3: *"It was fun."*

From the results of teacher and student interviews, it can be concluded that this use influences students' self-confidence in class, and has a special strategy to make remembering vocabulary easier.

### ***Challenges and Classroom Application***

Based on the teacher's perspective, several challenges can be found in using this game in class, which will be written in the interview:

T: *"The challenges in my class were when the student didn't know about the picture. What is the picture? For example, I will give lunch some food. They didn't know what the meaning of that was."*

Likewise, with the responses from students, they also provided answers to what made their learning using the Rebus puzzle difficult. Which will also be written through the results of interviews with students:

*P1: "Well, I think maybe some pictures have different words, maybe, you know. For example, when you work here and listen, it's almost the same but has different meanings."*

*P2: "I do find speaking difficult because speaking is one of the hardest things to learn in English. The vocabulary and pronunciation are quite hard."*

*P3: "The pronunciation is right."*

The results of interviews with teachers and students found that what made it difficult to learn using Rebus Puzzle was the use of images that students might not be clear about. They had no idea what words were suitable for the image; the student also had difficulties learning their pronunciation.

This study refers to the Digital Game-Based Learning (DGBL) theory introduced by Marc Prensky in 2001. Prensky believes that games, both in digital and non-digital forms, have great potential to be used in education. He explains that learning will be more effective if it involves elements commonly found in games, such as challenges, active involvement, direct feedback, and an interactive and fun learning atmosphere. This theory highlights the importance of creating an informative learning environment that can attract students' attention and make them feel emotionally involved.

In the DGBL framework, games are entertainment and a profound and meaningful learning tool. Prensky believes that the current generation of students, whom he calls "digital natives," are no longer suited to traditional learning methods that are rigid and monotonous. Instead, they need a more dynamic, contextual, and challenging approach. Games are suitable because they combine logic, creativity, social interaction, and fun elements in one complete learning experience.

If reviewed further, Rebus Puzzle reflects the five main elements that characterize game-based learning, according to Prensky. The first is the element of challenge. Rebus Puzzle does not provide direct answers but presents images that must be interpreted into certain words or phrases. This process encourages students to think deeper and formulate hypotheses before finding the answer, making the learning process like solving a fun puzzle.

The second is interactivity. Rebus Puzzle is usually played in groups, which allows students to discuss, share ideas, and solve problems together. Through this interaction, students learn how to express opinions, listen to others, and work together in a team, an important skill in real life. This collaborative atmosphere makes learning feel alive and full of dynamics.

Third, this game provides direct feedback. When students provide answers, they will immediately know whether their answers are correct from their group mates and the teacher. This allows them to learn from mistakes, improve their understanding, and try again without feeling judged.

Fourth, the Rebus Puzzle contains an element of exploration. Students not only learn to receive information, but also actively explore possible answers based on the available visual clues. This process develops curiosity and makes learning more meaningful because students discover knowledge independently.

Lastly, emotional involvement is also an important aspect. Because of its game-like format, students feel they are playing rather than learning formally. Feelings of joy, curiosity, and challenge make students more emotionally involved in the learning process, ultimately increasing their motivation and retention of the material.

From the results of interviews and direct observations during the learning process, most students showed high enthusiasm for using the Rebus Puzzle. Around 70% said this method made English lessons more exciting and not boring. Many said they found it easier to remember vocabulary because they could associate it with specific images in the game. One student even said that he usually had difficulty memorizing new words. However, remembering has become much easier since using Rebus Puzzle because he can reimagine the related images. This supports the concept of "learning that sticks," explained by Prensky, namely learning that lasts because the process involves emotions and meaningful interactions. Learning is no longer just memorizing, but becomes a fun experience that has a real impact.

However, student responses were not uniform. Around 30% of students stated that although they liked the game's concept, some admitted that they had difficulty understanding the images in the Rebus Puzzle because they were considered too abstract or unfamiliar with the visual culture displayed. As a result, they became less confident in providing answers.

This fact shows that teachers must understand that each student has a different learning style. Not all students are suited to a game-based approach. Therefore, Rebus Puzzle should not stand alone, but rather be complemented by other methods that can accommodate the diversity of learning styles in the classroom. Flexibility in teaching approaches is key to creating an inclusive and comprehensive learning experience.

One of the interesting aspects of Rebus Puzzle is its ability to create collaborative learning. In the game process, students are invited to work together, discuss possible answers, and fill in each other's gaps. This activity strengthens understanding of the material and fosters social values such as tolerance, empathy, and mutual respect. Even students who are usually quiet or less active in class tend to be more involved because the pressure in the game is lower than in regular academic discussions.

Another important advantage is the Rebus Puzzle's inclusive nature. Because this game does not rely solely on academic ability, students with visual or kinesthetic learning styles can also show their abilities. Even students with special learning needs can participate because of its flexible and fun approach. This makes Rebus Puzzle a learning tool that is friendly to the diversity of students in the classroom.

One of the interesting aspects of Rebus Puzzle is its ability to create collaborative learning (Carolyn & Lintang Sari, 2022). In the game process, students are invited to work together, discuss possible answers, and fill in each other's gaps. This activity strengthens understanding of the material and fosters social values such as tolerance, empathy, and mutual respect. Even students who are usually quiet or less active in class tend to be more involved because the pressure in the game is lower than in regular academic discussions. Another advantage that is no less important is the inclusive nature of the Rebus Puzzle. Because this game does not rely solely on academic ability, students with visual or kinesthetic learning styles can also show their abilities. Even students with special learning needs can participate because of its flexible and fun approach. This makes Rebus Puzzle a learning tool that is friendly to the diversity of students in the classroom (Herliyanti et al., 2024).

In practice, this game also helps build students' character. They learn to manage time, respect others' opinions, and solve challenges together. These are essential 21st-century skills that are important to master early on. With its simplicity, Rebus Puzzle has become a bridge between academic learning and the development of social-emotional skills (Utama et al., 2024).

However, for the implementation of Rebus Puzzle to be effective, the role of the teacher remains crucial. Teachers must design the material carefully, choose images appropriate to students' cultural context and abilities, and adjust the difficulty level. This game must also be integrated into a clear learning cycle, not just used as entertainment. After the game session, it is important to hold a reflection or evaluation so that students understand the material that has been learned. This can be done through class discussions, sentence creation, or short quizzes relevant to the vocabulary being taught (Nasution et al., 2024).

One interesting thing about the results of this study is that there is a perfect opportunity to develop Rebus Puzzle in a more complete digital form. In today's technological era, students are increasingly accustomed to digital devices, and learning through applications or online platforms has become part of their daily lives. Rebus Puzzle is equipped with digital facilities, but in the future, this game could be developed further to be more interesting and stay current with today's educational developments.

The digital version also opens up opportunities for integration with distance learning or blended learning models. Digital Rebus Puzzle can be an effective alternative to maintain student engagement in online learning. With customizable challenges and automatic feedback features, this game can still provide educational benefits even when played independently.

Although initially simple, this game has had an extraordinary impact. If developed further, especially in digital format, Rebus Puzzle can become a learning tool that is not only adaptive to the times but also able to reach more students with diverse backgrounds and needs.

Although Rebus Puzzle is not a digital game, in practice, this medium already contains almost all the core elements of DGBL. In this game, students face a series of images that must be solved using a specific vocabulary. This process involves not just guessing but critical thinking, reasoning skills,



and teamwork. This makes Rebus Puzzle very relevant to the concept of game-based learning emphasized by Prensky.

Overall, Rebus Puzzle has proven to be an enjoyable and meaningful learning medium. This game can change the classroom atmosphere to be lively, increase student motivation, strengthen vocabulary mastery, and build important social skills for their future. With the support of Marc Prensky's DGBL theory and the right implementation strategy from teachers, Rebus Puzzle can be part of an innovative solution in the world of English education in schools. Rebus Puzzle activities positively impact students' speaking skills, especially in improving vocabulary and pronunciation, and boosting their confidence in speaking English (Boonkit, 2010). Group learning through Rebus Puzzles encourages student creativity, collaboration, and active participation, fostering communication and problem-solving skills (Afriзал M, 2015). Interviews with teachers and students show that Rebus Puzzles make vocabulary easier to learn through visual aids (Xue, 2023). The study confirms that Rebus Puzzles effectively enhance speaking abilities and classroom interaction.

## CONCLUSION

This study showed that students responded positively to using Rebus Puzzle in their English lessons. Many said that the game made learning more fun and less stressful. It helped them become more involved in class activities, especially when learning new vocabulary and practicing pronouncing words. Interviews with teachers and students on June 3, 2025, also confirmed that Rebus Puzzle had a meaningful impact, particularly in helping students remember and use new words more confidently. Based on these findings, the researcher offers a few suggestions. Teachers must prepare clear and easy-to-understand pictures, since some students find some images confusing. Choosing visuals that are simple and familiar can make a big difference. It is a good idea for students to keep building their vocabulary so they feel more ready and confident during the game. Moreover, this study could be a starting point for future researchers to explore how games like Rebus Puzzle can be used more widely in education, not just in language learning, but in other subjects.

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