


## Exploring the Implementation of *Talk Hunt* Media in Enhancing Students' Interest in Learning English

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### A B S T R A C T

English learning requires strategies that actively engage students and enhance their interest in learning. However, many classrooms remain teacher-centered, limiting participation and reducing learning motivation. Previous studies have largely focused on digital media, while non-digital interactive media remain underexplored. *Talk Hunt* is a board game-based learning medium similar to Ludo, designed to create an active, collaborative, and interactive learning experience through challenges in speaking, vocabulary, grammar, and answering questions, thus covering all language skills. This study was conducted to address students' low interest, motivation, and participation by implementing *Talk Hunt* as an enjoyable non-digital medium. This study employed a descriptive qualitative design involving 16 tenth-grade students at Darul Lughah Wal Karomah Senior High School. Data were collected through observation, interviews, and documentation. The findings indicate that *Talk Hunt* created a student-centered environment, increasing students' enthusiasm, participation, and confidence, proving effective in enhancing learning interest and fostering a communicative learning atmosphere.

**Keywords:** *Talk Hunt Media, Students' Interest, English Learning*

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## INTRODUCTION

English plays a crucial role in modern education as an international language used for global communication, academic access, and technological development (Ashryalyyev et al., 2025). In many educational contexts, English is not only taught as a subject but also positioned as a tool for accessing knowledge and participating in the global community. Therefore, the teaching of English requires strategies that promote meaningful and communicative learning experiences. Effective English instruction should integrate listening, speaking, reading, and writing skills in balanced ways (Mehtiyeva, 2026). Teachers are expected to design learning activities that actively involve students rather than placing them as passive recipients of information. In this regard, learning media becomes an essential component in creating interactive and engaging classroom environments.

Learning media serves as a bridge between teachers and students in delivering instructional content more effectively (Lubis et al., 2023). According to Bruner (2024), learning media plays an important role in creating meaningful, interactive, and effective English learning by supporting students' cognitive processes. Through appropriate media, abstract language concepts can be presented in more concrete, understandable, and interesting ways. Media also creates opportunities for students to interact, collaborate, and practice language skills in authentic contexts. In classrooms, engaging media can reduce boredom and increase students' motivation to participate. Game-based and activity-based learning approaches are increasingly recognized as effective strategies to foster student engagement (Zubair et al., 2024). When students are emotionally and cognitively involved, the learning process becomes more meaningful.

Based on current realities, English learning in many classrooms is still dominated by teacher-centered instruction. Teachers often spend most of the lesson explaining materials, while students passively listen and take notes (Himmele & Himmele, 2026). Classroom interaction is limited, and students have minimal opportunities to practice speaking or expressing their ideas. Many students feel shy, lack confidence, and are afraid of making mistakes when using English (Fadillah et al., 2025). Learning activities frequently rely on textbooks and worksheets without sufficient variation in instructional media. As a result, students perceive English as a difficult and monotonous subject, which ultimately decreases their interest and participation in the learning process.

Additionally, English learning should create an active, communicative, and student-centered classroom atmosphere. Students are expected to participate actively, interact with peers, and use English in meaningful contexts (Nhan, 2024). Teachers should function as facilitators who guide students through collaborative and engaging learning activities. Learning media should stimulate students' cognitive and emotional involvement simultaneously. A supportive classroom environment should encourage students to express their ideas confidently without fear of making mistakes (Hardie et al., 2022). Through such conditions, students' interest in learning English can grow naturally and sustainably (Parawangsa et al., 2024).

The current learning conditions need to be addressed immediately. Students' low interest in learning English can negatively affect their motivation, participation, and long-term language proficiency (Huseinović, 2024). If monotonous and passive learning continues, students may develop negative perceptions toward English as a subject. This situation can hinder the development of communicative competence, which is essential in the global era. Therefore, innovative instructional media is needed to transform classroom dynamics into more engaging and meaningful learning experiences. Immediate efforts are necessary to ensure that English learning supports students' academic and personal development effectively (Zainuddin et al., 2019).

One effort that can be made is to introduce innovative instructional media. One innovative instructional medium that can be used to create a fun classroom atmosphere is *Talk Hunt* media. *Talk Hunt* is a game-based instructional medium in the form of a board game resembling Ludo, which is designed to actively and collaboratively involve students. This medium does not focus on only one language skill, but integrates various aspects of English language ability (Rintaningrum, 2023). This game-based activity can reduce fear and pressure in learning (A. A. A. Ahmed, Ampry, et al., 2022). Students learn to cooperate, discuss, and use English more naturally.

*Talk Hunt* media combines elements of games, movement, searching, thinking, and problem-solving in one integrated learning activity. Through this medium, students do not learn passively, but are directly involved in the learning process collaboratively (Quadratillah et al., 2025). In this game, there are various types of language challenges, namely speaking, grammar, vocabulary, and questions. Students may receive tasks such as speaking, guessing vocabulary, arranging sentences, or answering questions according to the category they get on the game board. Thus, physical, mental, and social activities take place simultaneously and support each other, making learning more communicative and meaningful (Salviya Nafsiatul, Islam Raudhatul, 2025). This activity allows students to learn English through real experiences.

From a theoretical perspective, the use of interactive learning media is closely related to constructivist learning theory. Constructivism emphasizes that students actively construct knowledge through meaningful experiences and social interaction. According to Vygotsky (2023), learning becomes more meaningful when students collaborate, discuss, and solve problems together. This theory is further supported by complementary theories, namely Cognitive Development Theory, which emphasizes students' active role in thinking, understanding, and processing information, as well as Social Constructivism Theory, which highlights the importance of interaction in the classroom. Interactive learning media can facilitate this process by encouraging students to participate actively in classroom activities. Therefore, the use of *Talk Hunt* media aligns with constructivist principles because it involves

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students in collaborative, interactive, and experience-based learning. According to Rogers (2025), students' interest in learning is grounded in humanistic theory, which emphasizes the importance of emotional engagement, comfort, and motivation in the learning process. This complements constructivism theory, as students' active participation and interaction can be optimized when supported by positive emotional conditions. Overall, the integration of these theories demonstrates that *Talk Hunt* media can enhance students' situational interest in learning English through interactive, collaborative, and engaging learning activities, while still requiring adaptation based on student characteristics and classroom conditions.

This gap highlights the importance of selecting appropriate instructional media, particularly for schools with limited access to digital tools, such as those in Islamic boarding school environments. Several previous studies have explored the use of digital learning applications. For instance, research by Ahmed (2022) on the use of Kahoot shows that game-based quizzes can increase students' motivation and classroom participation. A study by Tahir & Tafat (2021) found that Duolingo helps students improve vocabulary learning and encourages independent language practice. In addition, research by Marsela (2024) reported that the use of podcasts on Spotify can improve students' listening skills through authentic audio materials. Another study by Ngoc & Thanh (2023) showed that ELSA Speak helps students improve their pronunciation using speech recognition technology. However, most of these previous studies primarily focus on digital learning media or specific language skills, while research exploring non-digital instructional media based on activity-oriented approaches that integrate multiple language skills within a collaborative learning process remains limited. Therefore, this study addresses this gap by examining the use of *Talk Hunt* as a non-digital board game to enhance students' interest in learning English. This research specifically focuses on enhancing students' learning interest through a descriptive qualitative approach (Saputra et al., 2025). Therefore, this study complements previous research by offering a different perspective on game-based instructional media.

Specifically, this study aims to explore how the *Talk Hunt* media is implemented in English learning for tenth-grade students at Darul Lughah Wal Karomah Senior High School, particularly in creating a more engaging and interactive learning atmosphere. This study also aims to identify the aspects of *Talk Hunt* media that can enhance students' learning interest, such as game-based activities, social interaction, and students' active involvement in using English. In addition, this study seeks to understand how the use of *Talk Hunt* media influences students' enthusiasm, participation, confidence, and learning experiences during the learning process. Furthermore, this research examines students' responses and perceptions toward the use of *Talk Hunt* media as an English learning tool in the classroom.

Based on these various problems and needs, an instructional medium is required to create English learning that is active, engaging, and communicative. *Talk Hunt* media is considered to have strong potential to address these issues because it integrates elements of games, collaboration, and various language challenges into a single learning activity. This media is also grounded in constructivist theory, which emphasizes students' active involvement in constructing their own knowledge. Therefore, the researcher chose the title "Exploring the Implementation of *Talk Hunt* Media in Enhancing Students' Interest in Learning English" because it represents an effort to improve classroom learning. The selection of this title is based on the real needs in the field for a learning medium that is simple, innovative, and capable of enhancing students' interest in learning English.

## METHOD

This study employed a qualitative approach using a descriptive qualitative research design to explore the implementation of *Talk Hunt* media in English learning. A qualitative approach was chosen because the study aimed to understand learning phenomena in depth within their natural context (Muzari et al., 2022). Through this approach, the researcher was able to explain how *Talk Hunt* media was implemented in English learning activities. The

study also aimed to describe students' learning experiences and their responses to the use of the media.

The population of this study consisted of all tenth-grade students at Darul Lughah Wal Karomah Senior High School, comprising 16 students as the research participants. This research was conducted in two meetings, each lasting 45 minutes. In addition, the school operates under the supervision of an Islamic boarding school that has a special English institution. Therefore, it was considered suitable for exploring the implementation of *Talk Hunt* media in English learning.

The research instruments used in this study included observation sheets, interview guidelines, and documentation (Chand, 2025). The observation sheets were used to record various activities that occurred during the learning process in the classroom. Through observation, the researcher was able to monitor students' participation, interaction, and engagement during the learning activities. In addition, semi-structured interviews were conducted to obtain deeper information about students' learning interest and their experiences while using *Talk Hunt* media. The interview guidelines helped the researcher maintain the direction of the questions so that they remained relevant to the research objectives (Dursun, 2023). Documentation was also used as supporting data in this study. The documentation included photographs of learning activities, learning records, and other evidence related to the research process.

Data were collected through classroom observation, semi-structured interviews, and documentation of learning activities. In this study, the researcher acted as a teacher-researcher who was directly involved in the learning process in the classroom. The researcher not only observed the learning activities but also implemented the learning process using *Talk Hunt* media. The research procedure began with preparing the *Talk Hunt* board game, game cards, pawns, and learning materials. After that, the researcher explained the rules of the game and the objectives of the learning activity to the students. During the implementation, the researcher carefully recorded students' responses such as their interactions, enthusiasm, confidence, and participation in the learning process. After the learning session ended, interviews were conducted with four students from each group as representatives to explore their learning experiences while using *Talk Hunt* media.

The data obtained from observation, interviews, and documentation were analyzed using an interactive qualitative analysis model (Li & Zhang, 2022). This model consists of three main stages: data reduction, data display, and conclusion drawing (Maharana et al., 2022). Data reduction was carried out by selecting and focusing on information relevant to the research objectives, particularly those related to students' learning interest and participation. This stage helped the researcher simplify complex data so that it could be analyzed more effectively. Afterward, the data were presented in the form of descriptive narratives that explained the learning process systematically. Finally, conclusions were drawn based on consistent patterns found in observation, interview, and documentation data.

The data analysis technique used in this study was thematic analysis. Thematic analysis is a method used to identify, analyze, and report patterns or themes emerging from the data (S. K. Ahmed et al., 2025). In thematic analysis, the researcher identified significant parts of the data, grouped them based on similarities in meaning, and then organized them into main themes that were aligned with the research objectives. In addition, to ensure the reliability and credibility of the data, this study employed triangulation techniques by comparing data from multiple sources (observation, interviews, and documentation) to obtain consistent results. In addition, data validity was ensured through member checking with participants and the researcher's direct involvement in the field, so that the data interpretation accurately reflected the actual conditions.

## FINDINGS AND DISCUSSION

### Findings



**Students' Learning Enthusiasm**

The findings of this study indicate that the implementation of *Talk Hunt* media significantly increased students' enthusiasm in learning English. Based on classroom observations, tenth-grade students showed greater interest when participating in various language challenges such as speaking activities, vocabulary guessing, grammar arrangement, and answering contextual questions. Compared to conventional methods, students appeared to enjoy the learning process more, making the classroom atmosphere more enjoyable and less monotonous. This enthusiasm was reflected in students' emotional expressions, such as feeling happy, excited, and motivated during the activities. The use of game-based learning provided a more engaging learning experience and successfully increased students' interest in learning English.

Furthermore, the learning atmosphere created through *Talk Hunt* made students feel more relaxed and emotionally comfortable. They no longer experienced pressure or boredom as in traditional learning methods. This enjoyable learning experience had a positive impact on students' intrinsic motivation. Students became more enthusiastic about participating in each activity because they perceived learning as an enjoyable experience. Therefore, *Talk Hunt* not only created an engaging classroom environment but also fostered students' interest in learning.

To support these findings, selected interview responses were included as they represent students' feelings of enjoyment, interest, and motivation during the use of *Talk Hunt* media.

Teacher's Question: *"Do you feel happy and interested when learning English using Talk Hunt media? Please explain your reason."*

P1: *"Yes, I feel very happy and interested. Learning English becomes more enjoyable and not boring. I usually feel nervous in English class, but when using Talk Hunt, I feel more relaxed and excited because we learn through a game."*

Teacher's Question: *"Does Talk Hunt increase your enthusiasm and involvement in English class? Why?"*

P4: *"Yes, it increases my enthusiasm. The class becomes lively and interactive. I feel excited to join the activity and discuss with my friends."*

Overall, these findings indicate that *Talk Hunt* media successfully increased students' enthusiasm in learning English. The classroom atmosphere became more interactive and enjoyable. Students demonstrated positive emotional responses during the learning process. The use of game-based activities played an important role in increasing motivation. Students felt more relaxed and engaged in learning. Therefore, *Talk Hunt* media effectively enhanced students' learning enthusiasm.

**Students' Active Participation**

The findings also show that the use of *Talk Hunt* media promoted an increase in students' active participation during the learning process. Students were no longer passive recipients of information but became actively involved in various learning activities such as answering questions, completing tasks, and contributing to group discussions. The learning process became more student-centered, allowing students to take an active role in each stage of the activities. This resulted in a significant improvement in students' involvement during classroom learning.

In addition, the structure of the *Talk Hunt* game required students to remain actively engaged throughout the lesson. Each student had a role within the group and was encouraged to contribute in order to complete the challenges. The turn-taking system helped maintain students' focus and prevented passivity. Interaction among students also increased through collaboration and communication within groups. This condition made participation more evenly distributed and continuous, while also encouraging previously passive students to become more engaged in learning activities.

To strengthen these findings, selected interview responses were included as they reflect students' actual participation and active involvement during the use of *Talk Hunt* media.

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Teacher's Question: "Does Talk Hunt make you more active and willing to participate during English lessons? Why?"

P1: "Yes, it makes me more active. I want to answer questions and help my group because we work together. I feel encouraged to participate more than in usual lessons."

Teacher's Question: "Does the use of Talk Hunt help you pay more attention during the lesson? Explain your answer"

P2: "Yes, I pay more attention because I do not want to miss my turn in the game. I focus on the material so I can answer correctly. It makes me more participated to follow the lesson carefully."

Overall, these findings indicate that *Talk Hunt* media effectively improved students' participation in English learning. Students became more actively involved in classroom activities. The collaborative and interactive nature of the game supported continuous engagement. Students were more attentive and willing to participate. The learning process became more student-centered. Therefore, *Talk Hunt* media successfully enhanced students' participation.

### **Students' Confidence in English Communication**

The findings also reveal that the use of *Talk Hunt* media helped improve students' confidence in using English. Students became more willing to speak, answer questions, and express their ideas during the learning process. They were no longer afraid of making mistakes due to the supportive learning environment. Support from peers and collaborative activities helped students feel safer when using English. This indicates a significant improvement in students' self-confidence in communication.

Moreover, learning through direct practice enabled students to develop greater confidence in understanding and using English. Students did not only learn theoretically but also applied vocabulary and grammar directly through game activities. This approach helped them feel more capable and confident in their abilities. The relaxed classroom atmosphere also reduced anxiety, allowing students to take risks in speaking. Therefore, *Talk Hunt* played an important role in gradually building students' confidence.

To support these findings, selected interview responses were included as they represent students' confidence, courage, and comfort in using English during the learning process.

Teacher's Question: "Do you feel more confident speaking English after using Talk Hunt media? Why?"

P2: "Yes, I feel more confident. Before, I was afraid of making mistakes. However, during the game, I feel braver because my friends support me and the atmosphere is fun."

Teacher's Question: "Do you feel comfortable learning English through Talk Hunt? Please describe your experience."

P3: "I feel comfortable because we learn together and help each other. If I make a mistake, my friends do not laugh at me. That makes me feel safe and more interested in learning."

Teacher's Question: "Does Talk Hunt help you understand English material more easily? Explain how?"

P3: "Yes, it helps me understand better because we practice directly. I can remember vocabulary and grammar more easily when I use them in the game."

Teacher's Question: "In your opinion, does Talk Hunt improve your English learning experience? Please explain."

P4: "Yes, it improves my learning experience because I learn while playing. It is easier to understand the lesson and I feel more confident speaking English."

Overall, these findings indicate that *Talk Hunt* media improved students' confidence in learning English. Students felt more comfortable and confident during the learning process. The supportive and interactive environment reduced anxiety. Students became more willing to express their ideas. The learning process became more meaningful and effective. Therefore, *Talk Hunt* media successfully enhanced students' confidence and learning experience.

### **Discussions**

The findings of this study indicate that the implementation of *Talk Hunt* media significantly enhances students' enthusiasm in learning English. This increase in enthusiasm

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is closely associated with the creation of an enjoyable and emotionally engaging learning environment, as reflected in students' expressions of happiness, excitement, and reduced anxiety during the learning activities. When students perceive learning as enjoyable and non-threatening, they tend to be more intrinsically motivated to engage in the learning process. This condition aligns with the humanistic theory perspective, which emphasizes the importance of emotional comfort and motivation in fostering learning interest. The relaxed and game-based atmosphere provided by *Talk Hunt* helps reduce the boredom commonly found in conventional teacher-centered classrooms. As a result, students develop more positive attitudes toward learning English. Therefore, the increase in students' enthusiasm in this study can be interpreted as the result of meaningful emotional engagement facilitated by interactive learning media.

Furthermore, the findings reveal that *Talk Hunt* media effectively promotes students' active participation during the learning process. Students are actively involved in answering questions, collaborating with peers, and completing various tasks, indicating a shift from passive to active learning behavior. This condition is consistent with constructivist learning theory, which asserts that knowledge is constructed through active engagement and social interaction. The game structure of *Talk Hunt* requires each student to participate and contribute, ensuring that the learning process is not dominated by only a few individuals. In addition, the turn-taking system encourages students to remain focused and engaged throughout the lesson. This sustained engagement indicates that students are not only physically present but also cognitively involved in the learning activities. The collaborative nature of *Talk Hunt* also strengthens peer interaction and shared responsibility in learning. Therefore, the increase in participation can be interpreted as the result of structured, interactive, and student-centered learning experiences.

In addition, the findings demonstrate that *Talk Hunt* media contributes to improving students' confidence in using English. Students become more willing to speak, express their ideas, and participate without fear of making mistakes, indicating a reduction in learning anxiety. This improvement is closely related to the supportive and non-threatening learning environment created through collaborative game-based activities. When students feel safe and supported by their peers, they become more confident in taking risks in using the language. The integration of direct practice in speaking, vocabulary, and grammar also enables students to experience learning more concretely, thereby strengthening their sense of competence. This reflects the role of experiential learning in developing both understanding and confidence simultaneously. As students increasingly engage in meaningful practice, their confidence develops gradually over time. Therefore, the improvement in students' confidence can be interpreted as the result of a psychologically safe and practice-oriented learning environment facilitated by *Talk Hunt* media.

## CONCLUSIONS

This study concludes that the implementation of *Talk Hunt* media contributes to creating a more enthusiastic, participatory, confident and student-centered English learning environment. Through game-based and collaborative activities, students become more actively involved in the learning process, which supports the development of their interest in learning English. From a practical perspective, this finding implies that teachers can utilize simple non-digital instructional media such as *Talk Hunt* as an alternative strategy to enhance students' engagement, participation, and confidence, especially in classrooms with limited access to digital technology. The use of such interactive media also supports the shift from teacher-centered to student-centered learning, making the learning experience more meaningful and communicative. However, this study has several limitations that should be considered. The research involved only 16 students from a single class and was conducted within a limited duration, which may restrict the generalizability and depth of the findings. In addition, this study focused primarily on students' interest and engagement without quantitatively measuring learning outcomes. Therefore, future research is recommended to

involve a larger and more diverse sample, apply mixed-method approaches to examine both engagement and achievement, and explore the effectiveness of *Talk Hunt* media in developing specific English language skills such as speaking, vocabulary, or grammar mastery in greater depth.

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