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DEVELOPING "SLIDE AND RISE" BOARD GAME FOR TEACHING DESCRIPTIVE TEXT WITH MAGELANG LOCAL WISDOM-BASED

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abstract

This study aimed to develop and validate the "Slide and Rise" board game as a learning medium for teaching eighth-grade students to write descriptive texts on Magelang-themed local wisdom. The study employed Design-Based Research (DBR) based on Plomp's (2013) development model, consisting of preliminary research, development or prototyping, and assessment phases. The study addressed a need for a non-technology-based medium that combined descriptive writing activities with familiar local-wisdom contexts. The participants were thirty-four eighth-grade students and an English teacher at one of the state junior high schools in Magelang Regency. Data were collected through questionnaires, interviews, and expert validation sheets and were analyzed using qualitative and quantitative descriptive methods. The preliminary research identified students' needs and teachers' expectations regarding descriptive writing instruction and learning media. Based on these findings, the "Slide and Rise" board game was developed by integrating descriptive writing materials with Magelang local wisdom. The product was then evaluated by two English writing lecturers and an English teacher. The validation results showed average scores of 78.3% for the indicator aspect, 76.67% for the linguistic aspect, 77.34% for the board game design aspect, and 76.67% for the local wisdom aspect. In the limited trial, students reported that the game supported vocabulary learning, helped them remember the material, and provided a more enjoyable group learning experience, while some language and rule instructions were revised for clarity. The findings indicate that "Slide and Rise" was a feasible, contextual, non-technology-based medium for descriptive writing instruction.

INTRODUCTION

Writing is a fundamental skill that students should learn, and thus teaching writing skills is crucial for student development, as it fosters clear communication and critical thinking, and helps students understand the meaning of unfamiliar words. According to Harmer (2007), writing is a means of producing language and expressing ideas, feelings, and opinions. By writing, students can express themselves and develop their sentence-writing skills creatively. Writing allows students to express their ideas effectively, with logical structure and clear development. Writing also makes students more likely to remember the information than just reading or hearing it. However, writing skills are more complex than other language skills (Javed et al., 2013). When they learn a new language, students often have difficulty putting their ideas into words, show little interest in writing, and struggle to express their

emotions (Gebremariam & Hiluf, 2023).

In English language learning, descriptive text is one of the important text types for developing students' writing ability. According to Knapp and Watkins (2005), a descriptive text creates vivid impressions of people, places, or objects through carefully selected details and sensory language. Descriptive texts also help students develop linguistic accuracy and creative expression (Hyland, 2016). Triastuti et al. (2022) stated that descriptive texts are an essential component of language learning because they provide models of how language can be used to describe the world. Therefore, students need to understand how to organize ideas, select appropriate vocabulary, and use suitable sentence structures when producing descriptive texts. The ability to write descriptive texts is particularly important for eighth-grade students because descriptive text is one of the English competencies that they are expected to master.

Ideally, the teaching of writing should provide students with sufficient opportunities to practice, interact, and receive meaningful learning experiences. Learning media can support this process by attracting students' attention, increasing interest, and facilitating interaction between teachers and students (Sadiman et al., 2011). The use of diverse learning media can also increase students' motivation and interest in learning, as engaging materials encourage active participation (Susanti et al., 2022). In addition, interactive learning experiences can provide opportunities for students to participate rather than only receive active explanations from teachers. Thus, learning media should not only deliver material but also create an engaging learning environment that supports students' active participation.

However, the ideal condition differed from the real condition observed in the field. Based on the author's experience during an internship at a junior high school in Magelang Regency, several problems were found in the classroom. The author identified limited access to technology-based resources and decreased motivation to learn as the main problems addressed in this study. The school is situated in a remote rural area, which presents challenges, including limited access to modern technological resources and unreliable internet connectivity. Because of the rural location, teachers and students frequently experience poor signal quality, which makes it challenging to use technology-based teaching strategies effectively.

In addition to the limited access to technology-based resources, the author identified decreased student motivation. The author identified a problem during the classroom observations. The author observed that many students were less interested in the learning content, which led to decreased motivation to learn. This problem occurred because teachers made minimal use of learning media, causing students to become bored quickly. The identification of the problems showed that limited access to technology-based resources and decreased motivation to learn needed to be addressed through an appropriate learning medium. The need for engaging learning media is also supported by Fatimah and Seriwati (2024), who examined interactive learning media in relation to student interest in English learning.

Students' motivation is important because motivation is associated with students' learning outcomes and persistence. Howard et al. (2021), through a meta-analysis of 344 samples involving more than 223,000 participants, found that intrinsic motivation was associated with student success and well-being, while identified regulation was particularly associated with persistence. Therefore, decreased motivation should be taken into account when developing learning media. In the context of the present study, the use of an engaging

learning medium was considered necessary to provide students with a more active and meaningful learning experience.

A non-technology-based learning medium was considered as an alternative solution to the technological limitations found at the school. Board games can provide interactive learning experiences without requiring sophisticated technological equipment. Khotimah and Wahyuningtyas (2023) developed a board game for learning regional culture and found that the product was feasible for learning and supported students' motivation to learn cultural content. Their study reported 86% student motivation in the trial of the board game. This finding supports the use of board games as an alternative learning medium when technology-based resources are limited.

Therefore, the author developed a board game named "Slide and Rise" as a solution to the problems found in the classroom. The author developed "Slide and Rise" as a real-life learning experience. The author named this game "Slide and Rise" to reflect two key events: players can slide down or rise when they hit a specific symbol, depending on their position on the game board. The game uses a large board with cards containing questions, instructions, and learning materials. Students are divided into groups and act as pions while playing the game. The pions allow students to take an active role in the learning process.

The use of local wisdom was also integrated into the board game because local cultural contexts can provide students with familiar topics for writing. The local wisdom used in this study includes Jathilan, Grubi, Sadranan, and Gunung Tidar. These cultural elements are familiar to students because they are connected to P5 activities and places in their surrounding environment. Previous research by Dharma et al. (2021) showed that English learning media based on local wisdom could be used for teaching descriptive text writing. Rahmawati and Purwati (2025) also developed descriptive-text teaching materials based on local wisdom. Thus, integrating local wisdom into writing instruction can provide a contextual basis for students to develop descriptive texts.

Previous studies have examined board games for English language learning, including writing and vocabulary skills. Widiastuti and Endahati (2020), for example, used a Snake and Ladder game to support secondary school students' writing skills, while Jelimun et al. (2024) examined a Snake and Ladder game for vocabulary learning. However, the present study focuses specifically on developing a board game that combines descriptive writing instruction, Magelang local wisdom, and a non-technology-based learning context. This combination addresses the specific needs identified at the junior high school in Magelang Regency. Therefore, a research gap remained in developing a physical learning medium that brought these three elements together in one product. Accordingly, this study addressed three research questions: (1) What were the needs of eighth-grade students and the teacher regarding descriptive text writing and learning media? (2) How was the "Slide and Rise" board game designed and developed based on the identified needs? and (3) How feasible was the developed board game based on expert validation and a limited trial?.

METHOD

This study used Design-Based Research (DBR) based on the development research model proposed by Plomp (2013). The DBR stages implemented in this study consisted of three phases: (1) preliminary research, (2) development or prototyping phase, and (3) assessment phase. The preliminary research was conducted to identify students' and teachers' needs related to learning descriptive texts and learning media. The development or prototyping

phase was conducted to design and develop the “Slide and Rise” board game based on the identified needs. The assessment phase was conducted to assess the feasibility of the developed learning media through expert validation and a limited trial. The study focused on developing a traditional, non-technology-based board game to teach eighth-grade students to write descriptive texts on Magelang local wisdom.

The study population consisted of eighth-grade students and an English teacher at a junior high school in Magelang Regency. The sample comprised 34 eighth-grade students who completed the needs analysis questionnaire and an English teacher who participated in the needs analysis interviews and product evaluation. All 34 students available for the needs analysis were included in the questionnaire, while selected student representatives participated in interviews following the limited trial based on their active participation in the learning process. The product was validated by three validators, consisting of two English writing lecturers and one English teacher at a state junior high school in Magelang Regency. The three validators assessed the developed product using expert validation sheets.

The data were collected through questionnaires, interviews, and expert validation sheets. The student needs questionnaire was administered to the eighth-grade students to identify their learning needs, learning experiences, difficulties, and needs related to descriptive text writing and learning media. The teacher interview was conducted during the needs analysis to gather information on the teaching process, students’ difficulties, the use of learning media, and the teacher’s expectations for the developed learning media. Interviews with selected students after the limited trial were conducted to obtain their experiences, opinions, and feedback regarding the “Slide and Rise” board game. The expert validation sheets were used by the two English writing lecturers and one English teacher to assess the feasibility of the developed product across indicators such as linguistic aspects, board game quality, and local wisdom. The local wisdom validation focused on the accuracy and appropriateness of the cultural representation, illustrations, and the integration of local wisdom into descriptive writing activities.

The research instruments consisted of a students’ needs questionnaire, interview guides, and expert validation sheets. The students’ needs questionnaire was used to obtain quantitative data on students’ needs for learning to write descriptive texts. The questionnaire used “Yes” and “No” responses and focused on students’ experiences, difficulties, and learning needs. The teacher interview guide was used to obtain qualitative data on teachers' experiences teaching descriptive texts, teaching difficulties, students’ attitudes, important writing skills, and the need for learning media. The student interview guide was used to obtain qualitative data about students’ experiences and opinions after using the developed board game, particularly regarding game appeal, ease of use, clarity of instructions, learning experience, and how the game helped them learn the material. The expert validation sheets were used to obtain quantitative data about the feasibility of the “Slide and Rise” board game and qualitative data in the form of comments and suggestions for product revision. The validation instrument covered the indicator, linguistic, board game, and local wisdom aspects so that the product could be examined from both instructional and design perspectives.

The quantitative data were analyzed using descriptive statistics through percentages and mean scores. The data from the students’ needs questionnaire were calculated using percentages to identify the dominant response trends. Meanwhile, the expert validation data were analyzed by calculating the average score for each indicator and aspect. The mean score was then classified according to the predetermined feasibility categories to assess the suitability of the developed media. The mean score was calculated using the following

formula:

$$\bar{x}=(\Sigma x/N)$$

$\bar{x}$ = Means of Indicator

Σx = Indicator's total score

N = Number of experts

Where $\bar{x}$ represented the means of the indicator, Σx represented the total score, and N represented the number of experts. The results of the quantitative analysis were presented in tables to facilitate the comparison of scores between indicators and aspects. The feasibility categories used in the study were 75.1–100% for very worthy, 50.1–75% for worthy, 25.1–50% for not worthy, and 0–25% for very not worthy.

The percentage values were derived by comparing the obtained mean score with the maximum possible score on the validation scale and multiplying the result by 100. For example, a mean of 3.92 on a five-point scale corresponded to approximately 78.4%. The same conversion procedure was applied to the reported aspect scores.

The qualitative data were analyzed using the data analysis concept proposed by Miles, Huberman, and Saldana (2014), which consisted of data condensation, data display, and conclusion drawing and verification. The qualitative data were obtained from interviews with the English teacher during the needs analysis and from interviews with students and teachers after the limited trial. In the data condensation stage, the interview responses were selected, simplified, and grouped according to relevant indicators. The data display stage presented summarized interview responses in tables organized by indicators such as game appeal, ease of use, clarity of instructions, learning experience, and the extent to which the game helps students learn the material. In the conclusion-drawing and verification stage, the researcher identified the main findings and verified the conclusions by comparing them with the original interview responses.

FINDINGS AND DISCUSSION

FINDINGS

Need Analysis

Based on the questionnaire results, the students showed a need for a more interactive learning medium to support their descriptive writing skills. This was initially supported by 73.5% of students who stated that they had never learned writing through board games, particularly in the board-game element of the learning experience. This finding showed that most students had not used board games as a medium for learning to write. Furthermore, 67.6% of students stated that they had never learned descriptive texts related to Magelang local wisdom through board games, particularly in the use of board games to learn about local wisdom elements. These findings indicated that the use of board games in descriptive writing activities related to Magelang local wisdom was still unfamiliar to most students. The need for such a medium was further strengthened by 82.3% of students who stated that they needed learning media to help them develop writing skills, especially descriptive texts, particularly regarding the elements of learning media. Based on these findings, the author concluded that students needed an interactive learning medium to support their writing practice and make the

learning process more engaging. Therefore, these findings served as the primary basis for developing the “Slide and Rise” board game, designed to support descriptive writing skills using materials related to Magelang local wisdom.

Table 1. Selected results of the students' needs-analysis questionnaire

No.	Questionnaire indicator	Yes	No
1	Students had learned writing through board games	9 (26.5%)	25 (73.5%)
2	Students considered writing skills important	29 (85.3%)	5 (14.7%)
3	Students experienced difficulty in writing	13 (38.2%)	21 (61.8%)
4	Students needed learning media to help develop writing skills	28 (82.3%)	6 (17.7%)
5	Students had learned descriptive text related to Magelang local wisdom through board games	11 (32.4%)	23 (67.6%)

The teacher interview also supported the results of the student questionnaire. The English teacher stated that board games could provide an interactive and enjoyable way for students to learn English. The teacher explained that the main objective of descriptive text learning was to enable students to describe people, objects, places, or experiences effectively and in detail. However, students still experienced difficulties with limited vocabulary, grammar, and sentence structure. The teacher also emphasized vocabulary, descriptive writing skills, and cultural understanding as important skills in learning descriptive texts related to Magelang local wisdom.

Table 2. Summary of teacher interview findings

No.	Indicator	Finding
1	Descriptive text learning objective	Students were expected to describe people, objects, places, or experiences effectively and in detail.
2	Students' difficulties	Students experienced difficulties with limited vocabulary, grammar, and sentence structure.
3	Important skills	Vocabulary, descriptive writing skills, and cultural understanding were considered important.
4	Learning-media need	Board games were viewed as an interactive and enjoyable way to support English learning.

Development or Prototyping Phase

Based on the results of the needs analysis, the "Slide and Rise" board game was developed to support students in learning to write descriptive text. The development focused on the structure and linguistic features of descriptive texts, which were presented through game cards. The red cards are for questions about local wisdom, and the blue cards are for materials about writing descriptive text. The board game also integrated Magelang local wisdom, including Sadranan, Jathilan, Gunung Tidar, and Grubi. These topics were selected because

they were related to the students' surrounding environment and experiences in P5 activities. The integration of familiar cultural topics was expected to help students develop ideas when writing descriptive texts. The visual design of the game included interactive elements such as stars, airplanes, clouds, and lightning bolts. These elements were intended to create competition and make the learning activity more enjoyable. The game was designed to encourage students to participate actively while practicing descriptive writing. The materials for the board game "Slide and Rise" can be accessed at the following link: https://bit.ly/SlideandRise



Figure 1

Final "Slide and Rise" board game

The final version of the "Slide and Rise" board game was developed based on feedback and suggestions received during the validation and limited testing phases. The final product shown in Figure 1 incorporated revisions intended to improve the clarity and appropriateness of the game for eighth-grade students. In particular, some card instructions and language expressions were revised so that students could understand the learning tasks more clearly. The final product consisted of one game board, one set of 29 play cards, one physical die, four player pieces, one teacher instruction manual, and one optional student worksheet. The final product and its main components are presented in Figure 1 and Table 3.

Table 3. Main components of the "Slide and Rise" board game

Component	Function	Learning focus
Red cards	Questions and instructions	Descriptive writing, language features, text structure, and Magelang contexts
Blue cards	Material and reference cards	Descriptive text concepts and language support
Stars	Points or bonus elements	Participation and game interaction
Airplanes	Movement upward	Game progression
Clouds/lightning	Movement or game consequences	Competition and attention
Sadranan, Jathilan, Gunung Tidar, Grubi	Contextual topics	Generating ideas for descriptive writing

Assessment Phase

The result of the overall validation are presented in the following table 4.

Table 4. Expert validation results

Validation aspect	Average score	Category
Indicator	78.30%	Very worthy
Linguistic	76.67%	Very worthy
Board game	77.34%	Very worthy
Local wisdom	76.67%	Very worthy

The trial also produced formative feedback for product revision. Some card instructions and language expressions were also revised so that they were clearer and more appropriate for eighth-grade students. These revisions were treated as improvements to the product rather than as evidence of long-term learning effectiveness. The revisions also ensured that the learning tasks remained connected to descriptive writing rather than functioning only as game activities.

The limited trial was conducted as a formative activity after the product had been revised. The activity involved two teams of four students in a game session. Students who were not directly taking a turn remained involved by observing the questions, following the materials, discussing possible answers, and preparing for subsequent turns. The teacher first introduced the learning objectives and game rules. Students then used the board, pions (students), cards, and a physical die while completing the learning tasks. The red cards required students to respond to questions or instructions related to descriptive writing, language features, text

structure, and Magelang contexts, while the blue cards provided material that could be consulted when reviewing descriptive text concepts and language. This procedure allowed the trial to provide formative information about students' experiences with the product and the clarity of its learning tasks.

The assessment phase involved expert validation from two English writing lecturers and one eighth-grade English teacher. The results showed an average indicator validation score of 78.3%, a linguistic aspect score of 76.67%, a board game aspect score of 77.34%, and a local wisdom score of 76.67%. The overall validation indicated that the product was very worthy. From a linguistic perspective, the experts considered the instructions understandable and capable of encouraging students to use English actively. The board game aspect was also considered good in terms of visual design, game rules, and player interaction. The local wisdom aspect showed that the cultural elements and illustrations were appropriate for representing Magelang local wisdom and supporting contextual learning.

After the limited trial, students generally responded positively to the "Slide and Rise" board game. Students reported that the game helped them learn new vocabulary, remember the material more easily, and feel more confident when learning in groups. They also stated that the learning process was more enjoyable and less boring than learning only through textbooks. Some students needed additional time to become familiar with the rules, but no students completely rejected the game. Most students showed enthusiasm and expressed interest in using the game again. The teacher also gave positive feedback. The teacher considered the idea excellent and observed that students were enthusiastic during the activity. These responses provided formative evidence that the product was practical and engaging in the trial context, while they did not establish long-term improvement in writing achievement.

DISCUSSION

The needs analysis indicates a gap between students' learning needs and the availability of suitable learning media. Although most students recognized the importance of writing, the learning experience with board games for descriptive writing and Magelang local wisdom was still limited. This suggests that the development of an interactive learning medium was relevant to the classroom condition. The finding is consistent with Haryadi et al. (2021), who reported that vocabulary and grammar mastery affected students' writing skills in descriptive text. Haryadi (2022) also found that vocabulary mastery and student motivation affected students' descriptive writing ability. These findings are relevant to the present study because the teacher also identified vocabulary and sentence structure as difficulties students experienced. The need for interactive media is also supported by Ningsih et al. (2025), whose study reported an increase in students' motivation to learn after using interactive media. Fatimah and Seriwati (2024) likewise highlighted the role of interactive learning media in supporting student interest in English learning. Thus, the needs analysis in this study supports the development of media that combines learning content with interactive activities.

The teacher interview complemented the student data by identifying vocabulary, grammar, and sentence structure as difficulties. These areas were important because descriptive writing required students to organize ideas and select language that could describe people, places, objects, or experiences in detail. The board game therefore needed to connect game activities with language practice rather than treating the game as entertainment alone.

The questionnaire results provided a clearer basis for interpreting the need. Although 85.3%

of students recognized the importance of writing, 73.5% had never learned writing through board games. This contrast suggested that the issue was not simply students' recognition of writing as important, but the limited availability of learning experiences that allowed them to practice writing through an interactive medium. The 82.3% response indicating a need for learning media further strengthened the rationale for developing a physical learning medium.

Based on the needs identified in the preliminary research, the development phase was conducted to translate those needs into the design of the "Slide and Rise" board game. The development focused on providing learning activities and materials aligned with students' needs and the teacher's expectations identified in the needs analysis. The development of "Slide and Rise" shows that the board game was designed not only as a recreational game but also as a learning medium, with game components directly connected to learning objectives. The red cards provided questions and instructions that required students to work with descriptive writing, language features, text structure, and Magelang contexts, while the blue cards supported students' understanding of descriptive text concepts and language. This structure allowed students to practice and review the language needed for descriptive writing during the game. The use of Magelang local wisdom also strengthened the product's contextual aspect. Dharma et al. (2021) found that learning media based on local wisdom could support descriptive text writing when the cultural material was close to students' lives. Rahmawati and Purwati (2025) similarly demonstrated the use of local-wisdom-based materials in descriptive-text learning. In the present study, Sadranan, Jathilan, Gunung Tidar, and Grubi provided familiar topics that students could use as sources of ideas for descriptive writing. The use of board games as interactive learning media is also supported by Khotimah and Wahyuningtyas (2023). Their research on board game development showed that board games could serve as a feasible learning medium for regional culture and could support students' motivation to learn cultural content. This supports the development of "Slide and Rise" as a non-technology-based alternative for the classroom condition found in this study.

The local-wisdom component also served a pedagogical function. Sadranan, Jathilan, Gunung Tidar, and Grubi were not included only as decorative cultural elements; they were used as topics that could provide students with familiar content for descriptive writing. This was consistent with Dharma et al. (2021), but the present product extended the local-wisdom approach by embedding the content within physical game tasks.

The development process also responded to the technological condition of the school. A physical board game could be used without depending on stable internet connectivity, while the card-based tasks allowed the teacher to organize language practice around the descriptive-text objectives. This design choice distinguished the product from digital game-based media and made the medium more consistent with the classroom condition identified in the preliminary research.

After the product was developed based on the identified needs, the assessment phase was conducted to examine the feasibility of the learning medium. The assessment provided further information about the product through expert validation and a limited trial. The expert validation results demonstrate that "Slide and Rise" met the main feasibility criteria for a learning medium. The validation scores across the indicator, linguistic, board game, and local wisdom aspects indicate that the product was relevant to the learning objectives and student needs. The findings also suggest that the combination of visual elements, game mechanics, and instructional content contributed to the product's appeal. The students' positive responses indicate that the game format provided opportunities for interaction and

practice. This is consistent with research showing that board games can create active learning experiences through interaction, challenges, and cooperation. The previous board game study by Khotimah and Wahyuningtyas (2023) also found that students showed positive motivation when using board game media for cultural learning. Sari et al. (2026) also developed descriptive-text teaching materials based on local wisdom, providing further support for contextualizing descriptive writing materials through local cultural content. However, the findings should not be interpreted as evidence of long-term effectiveness. The study used a limited trial and focused on development, validation, and formative evaluation. The present study did not examine the media's long-term impact on students' writing development. Therefore, the positive student responses indicate the product's practicality and potential usefulness rather than a definitive claim of long-term improvement in writing achievement. Following revisions and limited field testing, the final product consisted of one game board, one set of 29 play cards, one physical die, four player pieces, one teacher instruction manual, and one optional student worksheet. The final product was considered ready for use as a learning medium for teaching descriptive writing to eighth-grade students, integrating Magelang local wisdom.

Recent studies also provide a useful comparison. Lailia et al. (2024) reported that teachers viewed board games as useful for motivating students and making English learning more understandable, while Jelimun et al. (2024) reported increased participation and vocabulary outcomes in a junior-high English classroom using a Snake and Ladder game. These studies support the interactional value of board games, but their intervention-oriented outcomes differed from the present development study, which focused on needs analysis, product development, expert validation, and formative trial feedback. The distinction is important because the present study was intended to establish product feasibility and contextual suitability rather than to measure causal learning gains.

The validation results should nevertheless be interpreted according to the design of this study. The use of three validators provided expert judgments from two English writing lecturers and one English teacher, but it did not constitute a large-scale validation. The limited trial likewise provided formative information about students' experiences rather than a controlled measure of writing achievement. Thus, the findings supported the product's feasibility and practicality for the studied context, rather than demonstrating long-term effectiveness.

CONCLUSION

The development of the "Slide and Rise" board game answered the three research questions of this study. First, the needs analysis showed that students needed an interactive learning medium to support descriptive writing, particularly because most students had not experienced board games for writing activities, and 82.3% stated that they needed learning media to help them learn to write descriptive texts. The teacher also identified vocabulary, grammar, descriptive writing, and cultural understanding as important areas of need. Second, the "Slide and Rise" board game was designed and developed by integrating descriptive text materials with game-based activities and Magelang local wisdom, including Jathilan, Grubi, Sadranan, and Gunung Tidar. The product used structured writing activities, learning cards, and interactive game elements to create an engaging learning experience. Third, the feasibility assessment showed that the product was highly suitable, with indicator validation scores of 78.3%, linguistic aspect scores of 76.67%, board game aspect scores of 77.34%, and local wisdom scores of 76.67%. The limited trial also showed positive responses from

students and the teacher, although some language revisions were needed. Therefore, the "Slide and Rise" board game can serve as a feasible non-technology-based learning medium for teaching Magelang local wisdom-themed descriptive text writing to eighth-grade students.

The study implies that physical board games can be considered in EFL writing instruction when teachers need interactive learning media that do not depend on internet access. The combination of structured writing tasks, language support, and familiar local-wisdom topics can provide students with contextual opportunities to practice descriptive writing. For teachers, the product offers an alternative medium that can be used when technology-based resources are limited. For future researchers, the study provides a basis for developing similar non-technology-based media that connect language learning with local cultural contexts. Future research could involve more schools, more participants, and longer trials to examine the use of the medium across different classroom contexts.

Nevertheless, the study had several limitations. The validation involved three experts and the limited trial was conducted in one school, so the findings should not be generalized to other EFL contexts. The trial also focused on students' experiences and formative feedback rather than a controlled measurement of improvement in writing achievement. In addition, the exact number of student interviewees and the duration of the trial were not reported in the manuscript and should be confirmed from the original research records before final submission. These limitations should be considered when interpreting the feasibility and practicality of the developed product.

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DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

During the preparation of this manuscript, generative AI tools were used to assist with language refinement and organization. All AI-assisted output was reviewed and revised by the authors, who remained responsible for the final content and conclusions.

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