



# European Journal of Educational Research

Volume 12, Issue 2, 1085 - 1096.

ISSN: 2165-8714

<https://www.eu-jer.com/>

## Let "Flippity" Speak: Using Online Board Game to Improve Speaking Skills Among Elementary Pupils

Catherine Hui Tiing Wong 

Universiti Kebangsaan Malaysia, MALAYSIA

Melor Md Yunus 

Universiti Kebangsaan Malaysia, MALAYSIA

Received: July 19, 2022 ▪ Revised: November 25, 2022 ▪ Accepted: March 13, 2023

**Abstract:** The significance of speaking English has been emphasized in Malaysia education. However, speaking problems such as lack of enthusiasm and poor speaking performance emerge among ESL pupils. To resolve this, an online board game "Flippity" is implemented in online speaking lessons. This paper aims to explore the usefulness of the online board game "Flippity" to improve speaking skills among elementary pupils who are in Year 5 as well as to investigate pupils' perceptions towards the use of the online board game "Flippity". The study employed a quasi-experimental mixed method design to collect data from thirty Year 5 pupils from a Chinese primary school. Data was collected through speaking pre-test and post-test, semi-structured interview and questionnaire. The results indicated a significant improvement in pupils' speaking skills in terms of accuracy, fluency, range, interaction and coherence. Pupils also displayed preferences and positive attitude in learning to speak while playing "Flippity". Further studies are recommended to be done on how "Flippity" could be exploited when learning other language skills such as listening, reading, writing and grammar.

**Keywords:** Elementary pupils, "Flippity", online board game, online speaking lesson, speaking skills.

**To cite this article:** Wong, C. H. T., & Yunus, M. M. (2023). Let "Flippity" speak: Using online board game to improve speaking skills Among Elementary Pupils *European Journal of Educational Research*, 12(2), 1085-1096. <https://doi.org/10.12973/eu-jer.12.2.1085>

### Introduction

The advent of globalization and the industrial revolution consolidated the position of English as an international language. As a medium of verbal and written communication, English is used across the globe in the aspects of politics, economics, culture, and education (Hashim et al., 2019; Rafiq et al., 2020; Wong & Yunus, 2021). In the Fourth Industrial Revolution (IR 4.0), young generations must have a strong command of English to gain admission to a prestigious university and be hired by worldwide firms (Bayuningsih, 2016; Hashim et al., 2019). In Malaysia, a deficiency in speaking skills is regarded as the most important concern in ESL classrooms. The results of a Cambridge Baseline Study conducted in 2013 revealed that English language competence in Malaysia from primary to tertiary level education is still below satisfaction (Don et al., 2015) and that speaking skills were the weakest of the four skills (Nadesan & Shah, 2020). Some pupils get a knack for written examinations and are outstandingly good at grammar, but they encounter constraints in verbalising during their oral tests. The prime reason that provokes this issue is the lack of exposure (Azlan et al., 2019). The majority of pupils in Malaysia are raised in the environment of their mother tongue. Hence, they are keener to communicate with their family and peers using this heritage language. Most of them only have the opportunity to speak English during English periods in school (Wong & Yunus, 2021). Aside from that, the lack of vocabulary to convey ideas as well as psychological factors such as anxiety and fear of making mistakes also deter pupils from speaking English (Hayuningtyas & Farizah, 2020). To address the problem, educators and instructors have advocated for innovative techniques to make their speaking classes more student-centered (Aleksandrak, 2011; Alokaily, 2021). Technological advancements such as online games and online platforms are extensively employed to awaken learners' interests and motivate them in ESL classrooms (Azlan et al., 2019; Dreimane, 2018; Dunn & Kennedy, 2019).

Living in the digital age, it is an assured fact that informational technologies have revamped the current trend of education. The use of ICT in education begets new methods of teaching and learning and greatly impacts access to knowledge (Arif et al., 2019; Wong & Yunus, 2021). It is not astounding to see that most educators in Malaysia have started to incorporate digital elements into ESL classrooms. A vast array of online platforms and web tools have been

\* Corresponding author:

Melor Md Yunus, Universiti Kebangsaan Malaysia, Selangor, Malaysia. ✉ [melor@ukm.edu.my](mailto:melor@ukm.edu.my)

adopted to teach speaking (James et al., 2019). The benefits of ICT integration in teaching speaking skills were especially notable during the outbreak of COVID-19. There are numerous online communicative language activities to boost pupils' speaking competency, such as online public speaking, online board games, digital storytelling, online debate, and online role play. These communicative learning activities can create a learner-centered ambiance that inspires pupils to speak English genuinely and purposefully. One of the ways to get pupils immersed in online speaking lessons is through online board games. Online board games are online games that involve the use of cards or pieces moved or placed on a "board" according to a set of rules. Players must follow the rules, take turns playing, and engage with other players in the target language during the games. Thus, online board games are regarded as excellent language learning tools that stimulate pupils to participate in online speaking lessons.

"Flippity", an online board game, is recognised as an ideal language learning tool because it reduces pupils' anxiety and creates contexts in which they can collaborate with peers in teams to use the language naturally and in a relaxed manner (Ellis et al., 2021; Gerovasiliou & Zafiri, 2017). When pupils are involved in a fun gaming environment, they tend to forget their shyness and fear of making mistakes in their speech. It also makes it easier for them to learn the language. Furthermore, while playing the online board game, pupils can observe how their peers deliver speeches and internalise the information gained through active learning and reflection. Exponential learning allows pupils to grasp the concept and transform their knowledge as they play the game over time (Sato & de Haan, 2016). The application of online board games to teaching speaking skills is still in its infancy. Many researchers have examined the usefulness of online board games in teaching grammar and vocabulary (Ali et al., 2018; Metom et al., 2013; Sulistianingsih et al., 2019). However, there is a scarcity of research papers and studies that look into the use of online board games to engage pupils during online speaking lessons in Malaysia.

As a result, this present study attempts to explore the usefulness of the online board game "Flippity" to improve speaking skills among elementary pupils who are in Year 5 as well as to investigate pupils' perceptions towards the use of the online board game "Flippity". Accordingly, the study's findings will provide educators with useful guidelines for improving their pupils' speaking skills and engaging them in speaking lessons.

## Literature Review

### *Overview of Past Studies*

In recent years, some researches were conducted to evaluate the usefulness of online board games in teaching speaking skills. Online board games have been shown to be effective at maintaining pupils' attention throughout speaking classes. According to Yeh et al. (2017), board games enticed students to participate in speaking activities and enhanced the speaking ability of low-proficiency students. According to Chao and Fan's mixed-method research (2020), board games promoted a pleasant learning environment that lessened pupils' nervousness about communication and increased their confidence in speaking. This was corroborated by Hung (2018) in her experimental study, which discovered that online board games provided a stress-free environment in which children were able to overcome their shyness and communicate their views freely. Viray (2016) conducted a quasi-experimental study in which pupils stated that online board games made speaking sessions more enjoyable and alleviated their fear of making mistakes while speaking.

Secondly, online board games enhance pupils' social interaction in meaningful contexts. The mixed-method research by Sato and de Haan (2016) showed that pupils display their inclination to use board games as they could collaborate and interact with their friends. In a qualitative study by Barton et al. (2018) and a quantitative study by Rohmaniyah et al. (2019), it was discovered that board games improved pupils' social skills by teaching them to listen to and respond to others' points of view. Board games also expose pupils to practise speaking English in meaningful contexts. Many studies demonstrated how online board games connected pupils to real-life situations and provided them with learning opportunities to express themselves (Ng et al., 2021; Surayatika, 2017; Viray, 2016).

Thirdly, online board games help to improve pupils' speaking competency in terms of vocabulary, accuracy, and fluency. In the study conducted by Ali et al. (2018), it was found that online board games help pupils improve their range of vocabulary. Sulistianingsih et al. (2019) published a quantitative investigation with similar results. The study concluded that pictures inserted in online board games assisted pupils in identifying and memorizing the vocabulary. A survey study by Metom et al. (2013) also showed that pupils improved in using different sentence structures in their speech. Pupils' progression in speech fluency was also reported in the quasi-experimental research by Ng et al. (2021) and the experimental study by Wu et al. (2014). The former study demonstrated that board games ameliorate pupils' rate of speech production, and the latter showed that pupils could answer their peers using clear speech. Pauses and fillers were reduced in the speech, and the conversation resumed regardless of the minor flaws.

### *Technology in Teaching Speaking*

A variety of current technologies and applications are employed to customize lessons, create assessments and make online lessons appealing. Many approaches to promoting speaking lessons have been explored, including Flipgrid, Podcasts, "Flippity", Pear Deck, and Ted Talks (Ellis et al., 2021). These applications promote constructivism and

encourage pupils to direct their learning through self-discovering. A technology-based lesson is believed to produce better learning outcomes because the infusion of technology motivates pupils and allows them to communicate in meaningful and authentic contexts (Ghavifekr & Rosdy, 2015). Conferred on the trend of technological evolution and the growing importance of speaking skills in this century, several studies have been undertaken to examine the use of technology in teaching and learning speaking skills. Azlan et al. (2019) investigated the use of Instagram to improve speaking skills and discovered that pupils enjoyed using Instagram as a platform to practise English speaking. According to James et al. (2019), using VideoScribe in digital storytelling enabled pupils to express their ideas creatively and motivated them to self-check and speak fluently without pausing. According to the study by Shin and Yunus (2021), 75 percent of the pupils possessed positive attitudes toward using Flipgrid in learning to speak. Flipgrid piques their interest and boosts their confidence in speaking English because it is entertaining and fascinating. It promotes student-centered learning that is compatible with pupils' learning styles and preferences. Meanwhile, ChatterPix Kids is another intriguing technological application that encourages young learners to speak. They can use their voice recordings to make photos 'talk'. This app allows pupils to identify disfluencies in their speech as they listen to their recordings and perform self-corrections (Rajendran & Yunus, 2021).

### *Usefulness of Online Board Games in Teaching Speaking*

Online board games consolidate board game elements into a digital environment through the use of a game board, graphics cards, a text description, and some simple game features that allow players to interact (Wu et al., 2014). Online board games are defined as tools that reduce pupils' anxiety and motivate them to concentrate on the language learning process (Gerovasiliou & Zafiri, 2017). The gamification concept fosters a stress-free and enjoyable environment in which pupils can engage in language learning. According to Łodzickowski and Jekiel (2019) and Gonzalo-Iglesia et al. (2018), pupils display a positive learning attitude and actively participate in speaking lessons when online board games are played. During online speaking lessons, pupils find online board games to be interesting and different from regular drilling speaking activities in the classroom (Taspinar et al., 2017). The games are also said to help pupils gain confidence in speaking English. Research by Yeh et al. (2017) signified that board games enticed pupils to participate in the speaking activity and improved the speaking competence of low proficiency pupils. In Rohdiana's research and development study in 2017, online board games reduced pupils' anxiety and phobia of speaking because they were familiar with the game concept. According to Ratih et al. (2017), the board game "Snake and Ladder" was effective in reducing pupils' shyness and increasing their confidence in speaking English in front of their peers.

Aside from that, online board games promote social interaction among pupils in meaningful contexts. The games involve turn-taking and cooperative learning, which necessitates every player to speak, allowing for natural communication among pupils (Alofs et al., 2012; Johari et al., 2018; Wu et al., 2014). Pupils are inclined to online board games because they can collaborate and interact with their peers (Rohmaniyah et al. 2019; Sato & de Haan, 2016). Peers also provide authentic input and corrective feedback to pupils (Wu et al., 2014). According to the qualitative study by Barton et al. (2018), board games improved pupils' social skills by teaching them to listen to and respond to others' points of view. This allows them to monitor their progress and refine their speaking skills. Several studies have discovered that online board games connect pupils to real-life situations and provide them with meaningful learning opportunities to express their ideas (Ng et al., 2021; Surayatika, 2017; Viray, 2016). The games also expose pupils to various openings for naturally speaking English by offering situation simulation practice that trains them to talk about basic facts and daily activities that occur in their surroundings (Surayatika, 2017). Adieb (2011) agreed, claiming that board games provide players with situation simulation exercises. As the contexts link to pupils' real-life situations, they feel at ease sharing their thoughts in English freely (Ng et al., 2021; Viray, 2016) and developing their creativity and thinking in a broader area (Ali et al., 2018; Viray, 2016).

Third, online board games help pupils improve their vocabulary, accuracy, and fluency when speaking. According to the findings of a study conducted by Ali et al. (2018), online board games help pupils improve their vocabulary range. Sulistianingsih et al. (2019) also discovered similar results in a quantitative study. The study deduced that images embedded in online board games aided pupils in identifying and memorizing vocabulary. A survey study by Metom et al. (2013) also showed that pupils improved in using different sentence structures in their speech. Pupils' progression in speech fluency was also disclosed in the quasi-experimental research by Ng et al. (2021) and the experimental study by Wu et al. (2014). The former ascertained that board games improve pupils' rate of speech production, while the latter believed that pupils could respond to their peers using clear speech. Despite minor flaws in the speech, pauses and fillers were reduced and the conversation resumed.

### *"Flippity" in Teaching Speaking*

"Flippity" provides a board game template that educators can use in online lessons because the game can be played online. Educators can screen share the template and play the speaking game during online synchronous learning. Questions with links to images and videos can be inserted into each space, and pupils must correctly answer the questions to advance on the game board (Byrne, 2020). "Flippity" can facilitate pupils to connect and apply what

they've learned during the lesson. Pupils can expand their vocabulary and improve their pronunciation as they practise their speech in the game (Gerovasiliou & Zafiri, 2017).

"Flippity" is a great website for educators because it provides a plethora of activities designed for educational use. This app provides templates for a variety of online activities that educators can customize to create interactive and engaging online lessons (Ellis et al., 2021). Memory games, matching games, and board games are among the activities. "Flippity" is a beneficial tool to be incorporated in online speaking lessons as it breaks up the monotony of online lessons and helps to make participants engrossed. Other than that, "Flippity" is compatible with Google Sheets. Educators can personalize the Google Sheet template by adding images from Google Drawings to make it more relevant to their classroom.

## Methodology

### *Research Design*

The study used a quasi-experimental mixed-method design, which collects and analyses data using both quantitative and qualitative approaches. A methodological triangulation design was applied to collect quantitative and qualitative data at the same time. The quantitative data results were compared with qualitative data for corroboration.

### *Sample and Data Collection*

The participants in this study were Year 5 pupils from a primary school in Kuala Lumpur. There was a population of 125 pupils in Year 5. The chosen class consisted of 30 heterogeneous pupils who had different English level of proficiency. There were 17 girls and 13 boys among them. According to the researcher's daily observations, the respondents had poor speaking abilities. They struggled with a variety of speaking issues, including vocabulary, grammar, pronunciation, and fluency. Furthermore, the pupils had a strong aversion to speaking English. When they ran out of words, they tend to use mixed language. The respondents took the speaking pre-test and post-test, and they were asked to fill out a questionnaire on their feelings about using the online board game "Flippity" to improve their speaking skills. A semi-structured interview was also conducted to elicit pupils' perspectives on the online board game "Flippity".

The speaking test was administered twice, the pre-test was carried out before the implementation of the online board game to assess pupils' actual speaking performance. Then, the online board game, "Flippity" was introduced to the pupils during the online speaking lessons. Pupils were divided into groups of six. Teacher threw dice for each group to decide how many steps they moved. When they were in the Talk Box, every member took their turns to share their opinions based on the question given. After a few weeks, pupils' speaking skills were reassessed using a post-test. Pupils' oral speech were evaluated in terms of range, fluency, accuracy, interaction, and coherence based on the scoresheet adapted from the speaking rubrics provided in the CEFR syllabus.

After the speaking post-test, the researcher conducted a semi-structured interview with the selected five respondents using the Google Meet platform to gather detailed information. The interview session was recorded. The interviewer rephrased and simplified the questions to ensure mutual understanding. There were ten interview questions. The interview questions included three sections: two questions on the respondents' demographics (English speaking experiences and frequencies), four questions about the difficulties they had in speaking and four questions about the respondents' feelings about the usage of "Flippity" in online classes.

Following the implementation of "Flippity", pupils completed the Google Form questionnaire sent via Google Classroom. The questionnaire was adapted from Keller's Instructional Materials Motivation Scale (IMMS) in 2010 and was reviewed by three experts. In the first section, pupils filled in their background and demographic information. In the second segment, they responded to ten questions about the factors that make them difficult to communicate in English. They completed 16 questions about their perceptions of the employment of "Flippity" during online speaking classes in the third part. Before the questionnaire was distributed, the items in the questionnaire and the purpose of the research were explained to ensure that the respondent understood the procedure.

### *Data Analysis*

To improve the validity and credibility of the research findings, the researcher used methodological triangulation. Methodological triangulation is a method that combines quantitative and qualitative data collection methods, analysis, and interpretation to reduce bias and subjectivity introduced by any single method (Goh, 2016). Using the Statistical Package for Social Science (SPSS) programme 21, the means and standard deviations of both speaking tests were tabulated and synthesized using descriptive analysis to assess pupils' progress in each criterion. The difference between mean scores and standard deviations was then examined using a paired sample t-test. The information gathered through the semi-structured interview was transcribed, coded and underwent thematic analysis. The data was converted from audio into words. At the coding phase, the keywords were coded and categorized according to their similarities so that they could be retrieved easily at a later stage for further comparison and analysis. A theme was created by labeling and categorizing pertinent data portions with associated code names. Data collected from the

questionnaire filled in by the respondents were analyzed using the SPSS program. Descriptive statistics like means, frequency, and percentage were used to find the reasons that hinder pupils' speaking English and their perceptions of the use of "Flippity" in online speaking lessons.

## Results/ Findings

### *Demographic Background of the Respondents*

*Table 1. Respondents' Demographic Background*

<b>Demographic Information</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Main language used</b>		
English	12	40.0
Chinese	13	43.3
Dialect	5	16.7
<b>Frequency of speaking English</b>		
Everyday	11	36.7
English lesson	9	30.0
Seldom	10	33.3

Table 1 shows the demographic background of the respondents. There are 30 participants. All of them are eleven years old and they are all Chinese. As shown in Table 1, 43.3% (n=13) preferred Chinese while 40% (n=12) used English to communicate. 16.7% (n=5) used dialect in their daily speech. From the questionnaire, it is observed that 36.7% of the pupils (n=11) speak English daily while 30% (n=9) only speak English during English lessons in school. 10 out of them (33%) seldom speak English.

### *Pupils' Improvement in Speaking Skills*

A paired samples t-test was conducted to compare pupils' speaking performance before and after the administration of the online board game, "Flippity". The results are shown in Table 2.

*Table 2. Paired Samples Test*

	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Speaking Pre-test- Speaking Post-test	-6.57	2.71	-13.26	29	.000
Pre-test Fluency - Post-test Fluency	-1.23	0.68	-9.95	29	.000
Pre-test Range - Post-test Range	-1.50	0.73	-11.24	29	.000
Pre-test Accuracy - Post-test Accuracy	-1.20	0.85	-7.76	29	.000
Pre-test Interaction- Post-test Interaction	-1.43	0.57	-13.81	29	.000
Pre-test Coherence - Post-test Coherence	-1.20	0.89	-7.41	29	.000

There is a significant average difference between the pre-test and post-test scores ( $t_{29} = -13.26, p < 0.05$ ). On average, the scores for the speaking post-test are 6.57 points higher than the scores for the speaking pre-test. The mean increase in the fluency is 1.23,  $t(29) = -9.95, p = .000$ . The mean score in range shows an increment of 1.50,  $t(29) = -11.24, p = .000$ . On average, accuracy improves by 1.2,  $t(29) = -7.76, p = .000$ ; interaction improves by 1.43,  $t(29) = -13.81, p = .000$  and coherence improves by 1.2,  $t(29) = -7.41, p = .000$ . Overall, the improvement proves the effectiveness of the online board game "Flippity" in improving pupils' speaking skill.

### *Pupils' Perceptions Towards the use of the Online Board Game "Flippity"*

A questionnaire and a semi-structured interview were used to collect pupils' perceptions towards the use of the online board game "Flippity". The questionnaire is analyzed in the aspect of attention, relevance, confidence, and satisfaction.

Table 3. Mean Score and Standard Deviation of Attention

No	Item	SD %	D %	A %	SA %	Mean	Std. Deviation
1	I think Flippity is colourful and interesting.	0 (0)	13.3 (4)	40.0 (12)	46.7 (14)	3.33	0.71
2	Drawing cards from "Chances" makes me excited.	0 (0)	10.0 (3)	40.0 (12)	50.0 (15)	3.40	0.68
3	Playing Flippity makes me pay more attention in the lesson.	3.3 (1)	26.7 (8)	20.0 (6)	50.0 (15)	3.17	0.95
4	I like the variety of questions given in the game.	0 (0)	10.0 (3)	43.3 (13)	46.7 (14)	3.37	0.67
<b>Overall</b>						3.32	0.77

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

In Table 3, the average mean of attention is 3.32, with a standard deviation of 0.77. Among the queries, item 2 has the highest mean (M=3.40, SD=0.68), and a majority of pupils strongly agree that drawing cards from "Chances" makes them excited and focused during the lessons. It is followed by item 4 (M=3.37, SD=0.67). Pupils exhibit a strong preference over the variety of questions in the game. Besides, there are 26 pupils either 'strongly agree' (46.7%) or 'agree' (40%) that "Flippity" is colourful and interesting. This implies that "Flippity" succeeds in raising pupils' attention during the speaking lessons. Similar findings are revealed in the semi-structured interview. The transcript showed the pupils' preference for "Flippity". P1 said, "It's fun and exciting. I like the 'Chance' as we do not know what we get." P2 also commented, "It's fun, I like the 'Chance' part."

Table 4. Mean Score and Standard Deviation of Relevance

No	Item	SD %	D %	A %	SA %	Mean	Std. Deviation
1	The rules and regulations are easy to understand.	0 (0)	13.3 (4)	46.7 (14)	40.0 (12)	3.27	0.69
2	The content is related to what I have learnt.	3.3 (1)	16.7 (5)	33.3 (10)	46.7 (14)	3.23	0.86
3	Flippity is suitable to my knowledge level.	0 (0)	13.3 (4)	46.7 (14)	40.0 (12)	3.27	0.69
4	Flippity makes me want to learn more.	0 (0)	13.3 (4)	43.3 (13)	43.3 (13)	3.30	0.70
<b>Overall</b>						3.27	0.74

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

Based on Table 4, the average mean of relevance is 3.27 with a standard deviation of 0.74. Item 4 has the highest mean (M=3.30) whereby 13 pupils (43.3%) strongly agree that "Flippity" makes them want to learn more. Besides, 14 pupils (46.7%) strongly agree that the content is related to what they have learnt in class (M = 3.23). It is further highlighted in the interview that the questions in the game were in context with pupils' daily lives, so they knew what to share. Some questions also triggered them to develop their thinking and generate ideas. P4 said, "The questions are related to my life, so I have ideas to share" while P3 mentioned, "It's great. It helps me to think more and expand my knowledge."

#### "Flippity" Boosts Confidence and Promotes Collaborative Learning

Table 5. Mean Score and Standard Deviation of Confidence

No	Item	SD %	D %	A %	SA %	Mean	Std. Deviation
1	Flippity is easy to play.	0 (0)	13.3 (4)	33.3 (10)	53.3 (16)	3.40	0.72
2	Flippity makes me confident to speak.	10.0 (3)	23.3 (7)	30.0 (9)	36.7 (11)	2.93	1.02
3	I can give ideas based on the questions in the game.	3.3 (1)	10.0 (3)	36.7 (11)	50.0 (15)	3.33	0.80
4	Flippity helps me learn speaking better.	6.7 (2)	16.7 (5)	40.0 (12)	36.7 (11)	3.07	0.91
<b>Overall</b>						3.18	0.86

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

As displayed in Table 5, the average mean score for confidence is 3.18. The highest mean among the items goes to item 1 (M=3.40). 16 pupils (53.3%) strongly agree that “Flippity” is easy to play. They can give ideas based on the questions in the game with ease (M = 3.33). Pupils also agree that they become more confident in speaking (M = 2.93) and they learn to speak better (M = 3.07) after the implementation of “Flippity”. Overall, the findings prove that “Flippity” helps to boost pupils’ confidence in speaking. As supported by Chao & Fan’s mixed-method research in 2020, board games provide a good learning environment by increasing learners’ confidence in speech.

Table 6. Mean Score and Standard Deviation of Satisfaction

No	Item	SD %	D %	A %	SA %	Mean	Std. Deviation
1	I like the online board game Flippity.	6.7 (2)	16.7 (5)	30.0 (9)	46.7 (14)	3.17	0.95
2	I wish to play Flippity again in future.	10.0 (3)	10.0 (3)	33.3 (10)	46.7 (14)	3.17	0.99
3	Playing Flippity with friends is meaningful.	3.3 (1)	3.3 (1)	36.7 (11)	56.7 (17)	3.47	0.73
4	I have a sense of achievement after playing Flippity.	0 (0)	20.0 (6)	40.0 (12)	40.0 (12)	3.20	0.76
<b>Overall</b>						<b>3.25</b>	<b>0.86</b>

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

As reported in Table 6, the average mean for pupils’ satisfaction with “Flippity” is 3.25. There are 17 pupils (56.7%) who strongly think that playing “Flippity” with friends is meaningful (M= 3.47). This is unanimous with the semi-structured interview. P3 remarked, “Can we have it frequently? I enjoy winning the game with my friends” while P5 uttered, “I enjoy playing it with friends”. As proposed by Vygotsky’s social constructivism theory, pupils encounter relevant and meaningful contexts while playing games with their friends. Pupils take the initiative to study actively and engage in “Flippity” by sharing their opinions and information with their peers. Learning becomes more meaningful when pupils collaborate with their classmates to attain their learning objectives. Through the experience working with peers on specific tasks, pupils observe and develop the target language (Sato & de Haan, 2016).

Apart from that, “Flippity” allows for discussion and reflection, which aids in the transformation of experience into knowledge. Advanced pupils who are familiar with the game rules can support and assist weak students by giving their perspectives in order to help them develop their speech skills. As disclosed by P1, “I can learn from my friends’ ideas. It improves my grammar and vocabulary.” P2 and P4 also expressed they learnt from their friends’ sharing in the game: “Yes, I learn a lot from their sharing” (P2), “I can listen to others’ points” (P4). This concurs with Vygotsky’s concept of zone of proximal development (ZPD) in 1978 which states that pupils can achieve a greater degree of prospective cognitive growth with the scaffolding or assistance from advanced peers in a supportive interactive atmosphere. The supportive scaffold supplied by capable peers or teachers during social interaction in the games enhances children’ learning and supports them in progressing to an advanced level (Kurt, 2020; Schunk, 2012; Topçiu & Myftiu, 2015).

Pupils also express their preferences towards board games as they can collaborate and communicate with their peers. They love cooperating with other players in the group. This is evidenced by the mixed method study of Sato and de Haan (2016) and the qualitative study by Barton et al. (2018). Pupils get the opportunity to express their thoughts and learn from their peers’ opinions. Their social skills improve as they listen to and respond to others’ points of view. On the whole, the collaborative learning promoted by “Flippity” increases pupils’ confidence in task completion, resulting in improved learning outcomes.

## Discussion

### *Pupils’ Improvement in Speaking Skills*

Based on the findings, it is proven that “Flippity” assists pupils in enhancing their speaking fluency. Pupils are able to speak fluently and respond well to others without many difficulties. They have fewer pauses or hesitation when they are speaking. A quasi-experimental research carried out by Ng et al. (2021) reported that pupils’ rate of speech production becomes better through board games. This is also supported by Wu et al. (2014) whose study depicted that board games facilitate pupils in answering their friends fluently regardless of the minor mistakes they made in their speech. Board games involve turn-taking and pupils are required to speak up during the game. When they speak, they practice, this is in line with (Rohmaniyah et al., 2019) who proclaimed that repetitive practice leads to the improvement of fluency as pupils get used to the condition and they are able to speak confidently without focusing so hard on what they want to express.

Moreover, “Flippity” improves pupils’ range of speech in terms of their language expressions and vocabularies. They are able to differentiate and select the right word classes in delivering their speech. Pupils can organize their ideas into proper sentences with correct choice of linguistic units and forms. Ali et al. (2018) and Sulistianingsih et al. (2019) connoted that images and videos inserted in online board games aid pupils in remembering and memorizing the

vocabulary. Their visual and spatial intelligence is activated as the vivid and colourful pictures arouse an enduring impression in their memory. Lukas et al. (2020) also revealed that board games enable pupils to comrade words with sounds and therefore increase their vocabulary retention. As they become acquainted with the words in context, they can convey their ideas at ease and interact with others confidently (Cheng, 2018). On the whole, “Flippity” broadens pupils’ vocabulary and helps them to engage in communication.

It is also noticed that pupils are more precise in their speech after the implementation of “Flippity”. Errors are minimized as pupils are conscious of their grammar usage and pronunciation. As mentioned by Utaminingsih (2013) and Linares (2018), pupils subconsciously learn grammar in speech and gradually improve their speech accuracy through board games. Rayhana Maulidya (2019) and Kumalasari and Risnawati Lismayanti (2020) advocated the usefulness of online board games in helping pupils to use grammatical forms such as verb tenses, linking words, and conjunctions in their speech correctly. This concurs with Fithriani’s research in 2018 whereby pupils claimed that board and dice games teach them how to speak in tenses, passive voice, and conditional sentences. Pupils become aware of their grammar and pronunciation by observing their peers’ speech performance and the feedback collected from teachers and peers. For instance, the LOSS board game helps pupils improve their pronunciation by allowing them to pronounce different words with similar ending sounds Rachmadany et al. (2020). To summarize, pupils become conscious of their own pronunciation and grammar usage and make effort to make their speech understandable.

Through “Flippity”, pupils are able to interact with others at ease. During the game, pupils take turns acting as both speaker and listener, constructing their ideas into conversational discourse. As referred by Barton et al. (2018), board gaming improves social interactions. It is also revealed by Wong and Yunus (2021) that pupils have more interactions with their peers and learn through their points of view during board games. This enables pupils to participate actively in the game and keep the conversation ongoing without many difficulties. “Flippity” helps pupils to develop teamwork skills and they admit that they learn through the collaboration. This is proven by Karasimos (2021) whereby pupils confessed that they enjoy working with peers and they can interact with ease during the games. In light of these facts, “Flippity” are efficacious in improving pupils’ interaction and interpersonal relationships.

“Flippity” also helps to refine pupils’ speaking coherence. Pupils begin to use different cohesive devices like conjunctions and relative pronouns in their speech. They also use discourse markers to manage the flow of their speech. Besides, they know how to form a genuine connection between their experiences and the questions asked. Researches by Bayuningsih (2016) and Linares (2018) verified that as pupils participate in board games, they speak more coherently. They discuss their real-life experiences and practise the topics found in the games, which motivate them to speak more coherently with their peers.

#### *“Flippity” Raises Attention and Reduces Anxiety*

According to the ARCS Model of Motivational Design by Keller (1987), achieving pupils’ attention is predominant as this is the stage that starts to motivate pupils. The online board game, “Flippity” acts as an effective tool to arouse pupils’ attention in speaking lessons due to its attractive layout and interesting elements. The majority of the pupils expressed their joy and enthusiasm while playing “Flippity”. As exemplified by Afjar et al. (2020), pupils’ attention can be attracted by stimulating their interest and curiosity. One of the elements in “Flippity”, drawing the cards of “Chances” makes pupils engrossed in the lesson as the cards created suspense and aroused their curiosity. Therefore, pupils showed a willingness to involve in the game and pay attention in the lessons as they wanted to find out more. This finding is supported by Yeh et al. (2017) who indicated that board games enticed students to participate in the speaking activity and improved the speaking competence of low-proficiency students.

The study also discovered that pupils’ anxiety levels were reduced when they engaged themselves in the online board game “Flippity”. Based on Krashen’s (1985) affective filter hypothesis, affective variables can have a negative impact on second language acquisition. “Flippity” provide a stress-free environment in which pupils can forget about their shyness and express themselves naturally. Pupils claimed that they felt at ease to speak English while playing the online board game “Flippity”: “I do not feel stressed to speak as it is a game. I enjoy playing it with friends” (P5), “It’s fun...” (P4). This is supported by Yong and Yeo (2016) and Cheng (2018). The former depicted that pupils felt less anxious in speaking English during the conversation after playing board games while the later expatiated that pupils were relaxed to speak in front of others and they received support and feedback from their peers during the games. Therefore, it is able to be summarize that the online board game “Flippity” is effective in reducing pupils’ language anxiety levels and attracting their attention during speaking lessons.

#### *“Flippity” Promotes Experiential Learning*

In line with the research of Syakur (2020), speaking using board games brings a real-world context into the classroom and increases the use of English in a communicative and meaningful manner. In the process of learning to speak, board games are seen as influential tools and experiential activities because they help students solidify new knowledge and expand their potential abilities (Nath et al., 2017). This is supported by Kolb’s experiential learning theory in 1984



which emphasized the individual learning process that includes language contextualization and skill integration for authentic communication.

“Flippity” allows pupils to generate knowledge based on the experiences they gain through active learning and reflections. As they play the games, they actively explore and construct knowledge on their own. Pupils learn best when they are actively gaining information (Alzahrani & Woollard, 2013; Marone, 2016). Besides, pupils are able to use English meaningfully in a realistic context. It was backed up by Adieb (2011) who stated that board games provide pupils with situation simulation exercises. Pupils gain practical experience as they reflect on what they have learnt and conceptualize their experiences into action (Andreu-Andrés & García-Casas, 2011; Hays & Hayse, 2017). They are gradually transformed into autonomous learners through the games since they have more autonomy in their learning. Through the board game, they identify their own weaknesses and strengths, as well as internalize knowledge gained. In brief, the context-relatedness and relevance of “Flippity” promote experiential learning.

### Conclusion

The current study reveals that the use of the online board game “Flippity” is beneficial to improve speaking skills among elementary pupils. Pupils’ speaking skills showed increments in terms of accuracy, fluency, range, interaction and coherence during the speaking post-test after the implementation of “Flippity”. The use of the board game has resulted in oral speech with clear punctuation and smooth flow with less pauses and fillers. Pupils showed an ability to speak the target language with ease and confidence, which was distinct from their speaking pre-test. Besides, the use of “Flippity” also brings an evident impact on pupils’ learning attitude in the speaking lessons. “Flippity” provides a fun and relaxed environment that reduces pupils’ fear and anxiety to speak as well as offers opportunities for pupils to apply their prior knowledge to current situations and allows pupils to learn through scaffolding provided via collaborative learning with peers in the game. It is believed that pupils’ speaking skills will be further enhanced if they continue to practise and utilize “Flippity” in the future.

### Recommendations

The present study hopes to offer a stepping stone for the future practitioners in exploring more online board games to teach different language skills. It is suggested that further study should be conducted with a larger sample size and in longer term so that the study could be more in depth. In addition, since the current study was conducted among elementary pupils in Chinese urban schools, similar studies in suburban and rural schools should be carried out to examine if they support or contradict the findings of the current study. Future practitioners can also mix up the race of the participants to observe how it caters to different pupils with varied origins. It is recommended that future researchers can examine and explore the use of “Flippity” to improve other language skills such as listening, reading, writing, and grammar. Future practitioners can study on how pupils respond to “Flippity” based on the language skills chosen. Other than that, they could also investigate English teachers’ perception and responses towards the use of “Flippity” in ESL classrooms. The outcomes of these studies will provide better implications and suggestions for ESL teachers worldwide on what they can do with online board games to help learners better in acquiring the target language effectively.

### Limitations

The limitations of the study include the fact that there were only 30 elementary pupils, which is a small sample size and the intervention was implemented for two months only. The findings are limited by the study’s context and may not be generalized.

### Funding

This research was funded by Universiti Kebangsaan Malaysia under research grant number GG-2022-031 and the APC was funded by Universiti Kebangsaan Malaysia.

### Author Contribution Statement

Wong: Conceptualization, design, data acquisition, data analysis, statistical analysis, interpretation, editing, and writing, Yunus: Editing, critical analysis, supervision, reviewing, material support and final approval.

### References

- Adieb. (2011, August 24). Manfaat board game di tengah era digital [The benefits of board games in the digital era]. Indonesia Bermain. <http://bit.ly/434DVoR>
- Afjar, A. M., Musri, & Syukri, M. (2020). Attention, relevance, confidence, satisfaction (ARCS) model on students’ motivation and learning outcomes in learning physics. *Journal of Physics: Conference Series*, 1460, Article 012119. <https://doi.org/10.1088/1742-6596/1460/1/012119>

- Aleksandrak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. *Glottodidactica*, 37, 37–48. <https://doi.org/10.14746/gi.2011.37.3>
- Ali, Z., Ghazali, M. A. I. M., Ismail, R., Muhammad, N. N., Abidin, N. A. Z., & Malek, N. A. (2018). Digital Board Game: Is there a need for it in language learning among tertiary level students? *MATEC Web of Conferences*, 150, Article 05026. <https://doi.org/10.1051/mateconf/201815005026>
- Alofs, T., Theune, M., & Swartjes, I. (2012). A tabletop board game interface for multi-user interaction with a storytelling system. Intelligent technologies for interactive entertainment. In A. Camurri & C. Costa. (Eds.), *Intelligent technologies for interactive entertainment* (Vol. 78, pp. 123-128). Springer. [https://doi.org/10.1007/978-3-642-30214-5\\_14](https://doi.org/10.1007/978-3-642-30214-5_14)
- AlOkaily, R. (2021). Benefits and barriers of online speaking practice: A case study in the United Arab Emirates. *Studies in Technology Enhanced Learning*, 1(2), 463-478. <https://doi.org/10.21428/8c225f6e.cf3e7823>
- Alzahrani, I., & Woollard, J. (2013). *The role of constructivist learning theory and collaborative learning environment on Wiki classroom, and the relationship between them* [Paper presentation]. 3rd International Conference For e-learning & Distance Education, Riyadh, Saudi Arabia. <https://doi.org/10.13140/RG.2.1.4379.8565>
- Andreu-Andrés, M. A., & García-Casas, M. (2011). Perceptions of gaming as experiential learning by engineering students. *International Journal of Engineering Education*, 27(4), 795-804.
- Arif, F. K. M., Zubir, N. Z., Mohamad, M., & Yunus, M. M. (2019). Benefits and challenges of using game-based formative assessment among undergraduate students. *Humanities & Social Sciences Reviews*, 7(4), 203–213. <https://doi.org/10.18510/hssr.2019.7426>
- Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Insta-iBubbly: A fun way to develop English speaking skills. In *Proceedings of the International Conference on Early Childhood Development (ICECD 2019)* (pp. 92–104). MNNF Publisher. <https://bit.ly/3nhHbMU>
- Barton, E. E., Pokorski, E. A., Sweeney, E. M., Velez, M., Gossett, S., Qiu, J., Flaherty, C., & Domingo, M. (2018). An empirical examination of effective practices for teaching board game play to young children. *Journal of Positive Behavior Interventions*, 20(3), 138–148. <https://doi.org/10.1177/1098300717753833>
- Bayuningsih, A. A. P. (2016). *Improving students' speaking ability using the Snakes and Ladders board game at 11th grade of Saint Pius X Vocational High School Magelang* [Doctoral dissertation, Sanata Dharma University]. Repository Universitas Sanata Dharma. <http://repository.usd.ac.id/id/eprint/4120>
- Byrne, R. (2020, July 6). *How to create your own online board game*. Free Technology for Teachers. <https://bit.ly/3TCPb7E>
- Chao, C. Y., & Fan, S. H. (2020). The effects of integrating board games into ice-breaking activities in a fifth-grade English class to reduce students' anxieties. *English Language Teaching*, 13(9), 40–49. <https://doi.org/10.5539/elt.v13n9p40>
- Cheng, Y. C. (2018). *The effect of using board games in reducing language anxiety and improving oral performance* [Master's thesis, The University of Mississippi]. eGROVE - The University of Mississippi. <https://egrove.olemiss.edu/etd/899>
- Don, Z. M., Abdullah, M. H., Abdullah, A. C., Lee, B. H., Kaur, K., Pillai, J., & Hooi, M. Y. (2015). *English language education reform in Malaysia: The roadmap 2015-2025*. Academia. <https://bit.ly/3KcPkue>
- Dreimane, S. (2018). Technology-enhanced learning for the development of learning motivation. In L. Daniela (Ed.), *Innovations, Technologies and Research in Education* (pp. 100-112). Cambridge Scholars Publishing. <https://doi.org/10.22364/atee.2019.itre.07>
- Dunn, T. J., & Kennedy, M. (2019). Technology enhanced learning in higher education; motivations, engagement and academic achievement. *Computers & Education*, 137, 104–113. <https://doi.org/10.1016/j.compedu.2019.04.004>
- Ellis, C., Lane, M., Hollas, T., & Coyne, J. (2021). Technologies for teaching in an online environment. *Issues in Informing Science and Information Technology*, 18, 31-39. <https://doi.org/10.28945/4798>
- Fithriani, R. (2018). Communicative game-based learning in EFL grammar class: Suggested activities and students' perception. *Journal of English Education and Linguistics Studies*, 5(2), 171-188. <https://doi.org/10.30762/jeels.v5i2.509>
- Gerovasiliou, F., & Zafiri, M. (2017). Adapting board games to stimulate motivation in vocabulary learning in six year old learners - a case study. *Journal of Studies in Education*, 7(3), 1-28. <https://doi.org/10.5296/jse.v7i3.11323>
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, 1(2), 175-191.
- Goh, L. H. (2016). *A practical guide to writing your action research*. Sasbadi.

- Gonzalo-Iglesia, J. L., Lozano-Monterrubio, N., & Prades-Tena, J. (2018). Non educational board games in university education. Perceptions of students experiencing game-based learning methodologies. *Revista LUSófona de Educação*, 41(41), 45–62. <https://doi.org/10.24140/issn.1645-7250.rle41.03>
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2019). ‘3-Minutes Pitching with Flip Grid’: An antidote of innovation for speaking anxiety. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 1798-1801. <https://bit.ly/3JCWyXX>
- Hays, L., & Hayse, M. (2017). Game On! Experiential learning with tabletop games. In P. McDonnell (Eds.), *The experiential library, transforming academic and research libraries through the power of experiential learning*, (pp.103–115). Chandos Publishing. <https://doi.org/10.1016/B978-0-08-100775-4.00008-X>
- Hayuningtyas, N., & Farizah, M. N. H. (2020). Developing “Speak It Up” board game in speaking skill for undergraduate EFL students. *PESAT: Jurnal Pendidikan, Sosial, dan Agama*, 6(5), 1-14. <https://bit.ly/3TCKIFL>
- Hung, H. T. (2018). Gamifying the flipped classroom using game-based learning materials. *ELT Journal*, 72(3), 296–308. <https://doi.org/10.1093/elt/ccx055>
- James, P. R. A. P., Yong, K. L., & Yunus, M. M. (2019). Hear me out! Digital storytelling to enhance speaking skills. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 190–202. <https://doi.org/10.6007/IJARBS/v9-i2/5533>
- Johari, A., Morni, A., Sahari, S. H., Kamri, T., & Shuib, A. R. A. (2018). Interactive English language learning: DishZle language game. *International Journal of Service Management and Sustainability*, 3(2), 1-20. <https://doi.org/10.24191/ijsms.v3i2.8105>
- Karasimos, A. (2021). #LetMeepleTalk: Using board games for EFL preschoolers. *Research Papers in Language Teaching and Learning*, 11(1), 93–103. <https://bit.ly/3K0iC02>
- Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10, 2-10. <https://doi.org/10.1007/BF02905780>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implication*. Longman.
- Kumalasari, E., & Risnawati Lismayanti, D. (2020). Improving students’ speaking ability by using something old something new game. In *Proceedings of the 1st International Conference on the Teaching of English and Literature* (pp. 148–156). Yayasan Karinosseff Muda Indonesia. <http://bit.ly/3K7IVjB>
- Kurt, S. (2020). *Vygotsky’s zone of proximal development and scaffolding*. Educational Technology. <https://tinyurl.com/ycknjsye>
- Linares, C. E. (2018). *Enhancing speaking through board and table games in an EFL classroom. Board and table games: a fun way to learn English* [Master dissertation, Universidad Externado de Colombia]. Maestría en Evaluación y Aseguramiento de la Calidad de la Educación. <https://doi.org/10.57998/bdigital.handle.001.855>
- Lukas, B. A., Parick, F. I. A., Chong, G., Jaino, N. B., & Yunus, M. M. (2020). Using U-NO-ME Card Game to Enhance Primary One Pupils’ Vocabulary. *International Journal of Learning, Teaching and Educational Research*, 19(5), 304-317. <https://doi.org/10.26803/ijlter.19.5.19>
- Łodzickowski, K., & Jekiel, M. (2019). Board games for teaching English prosody to advanced EFL learners. *ELT Journal*, 73(3), 275–285. <https://doi.org/10.1093/elt/ccy059>
- Marone, V. (2016). Playful constructivism: making sense of digital games for learning and creativity through play, design, and participation. *Journal of Virtual Worlds Research*, 9(3), 1-18. <http://bit.ly/3KqcyOH>
- Metom, L., Tom, A. A., & Joe, S. (2013). Mind your grammar! – learning English grammar the fun way. *Journal of Educational and Social Research*, 3(7), 402-407. <https://doi.org/10.5901/jesr.2013.v3n7p402>
- Nadesan, N. K., & Shah, P. M. (2020). Non-linguistic challenges faced by Malaysian students in enhancing speaking skills. *Creative Education*, 11(10), 1988–2001. <https://doi.org/10.4236/ce.2020.1110145>
- Nath, P. R., Mohamad, M., & Yamat, H. (2017). The effects of movies on the affective filter and English acquisition of low-achieving English learners. *Creative Education*, 8(8), 1357-1378. <https://doi.org/10.4236/ce.2017.88096>
- Ng, M., Hassan, F. A., Linda, A., Ahmad, N. A., Yunus, M. M., & Suliman, A. (2021). Using Pick and Speak board game to enhance pupils’ speaking skill. *Journal of English Language Teaching and Applied Linguistics*, 3(7), 30-39. <https://doi.org/10.32996/jeltal.2021.3.7.3>
- Rachmadany, C. D., Wulyani, A. N., & Astuti, U. P. (2020). The Loss board game: A game to improve students’ pronunciation. *Journal of English Language, Literature, and Teaching*, 4(1),15–26. <https://bit.ly/3FjXnNA>

- Rafiq, K. R. M., Hashim, H., Yunus, M. M., & Norman, H. (2020). *iSPEAK: Using mobile-based online learning course to learn 'English for the workplace'*. *International Journal of Interactive Mobile Technologies*, 14(8), 19-31. <https://doi.org/10.3991/ijim.v14i08.13185>
- Rajendran, T., & Yunus, M. M. (2021). Chatterpix Kids: A potential mobile app for helping primary ESL pupils improve their speaking fluency. *International Journal of Learning, Teaching and Educational Research*, 20(4), 18-42. <https://doi.org/10.26803/ijlter.20.4.2>
- Ratih, F. T., Ningsih, N. A., & Kurniawan, A. (2017). Using a board game "Snake and Ladder" to teach speaking descriptive text at the eight grade students of SMPN 2 Wungu. *English Teaching Journal*, 5(1), 37-42. [www.doi.org/10.25273/etj.v5i1.4726](http://www.doi.org/10.25273/etj.v5i1.4726)
- Rayhana Maulidya, F. (2019). *Improving the eighth grade students' speaking ability by using board game at Smpn 2 Banyuglugur in the 2018/2019 academic year* (Publication No. 1410231023) [Degree dissertation, University of Jember]. Repository UM Jember. <http://repository.unmuhjember.ac.id/6756/>
- Rohdiana, A. (2017). Developing communicative board game in speaking descriptive text to EFL young learners. In J. Mistar, I. Chodidjah, Suprihadi, & F. B. Suryani (Eds.), *Proceedings of the 2nd TEYLIN International Conference Proceeding* (pp. 49-58). Badan Penerbit Universitas Muria Kudus. <https://doi.org/10.24176/03.3201.07>
- Rohmaniyah, Nastiti, D. E., & Anwar, C. (2019). Recount board game on students' speaking skills. *SELL Journal*, 4(1), 45-58. <https://bit.ly/3n79rlv>
- Sato, A., & de Haan, J. (2016). Applying an Experiential Learning Model to the Teaching of Gateway Strategy Board Games. *International Journal of Instruction*, 9(1), 3-16. <https://doi.org/10.12973/iji.2016.912a>
- Schunk, D. (2012). *Learning theories an educational perspective (6th ed.)*. Pearson Education, Inc.
- Shin, J. L. K., & Yunus, M. M. (2021). The attitudes of pupils towards using Flipgrid in learning English speaking skills. *International Journal of Learning, Teaching and Educational Research*, 20(3), 151-168. <https://doi.org/10.26803/ijlter.20.3.10>
- Sulistianingsih, E., Febriani, R., & Pradjarto, J. C. S. (2019). The effect on Interactive Board Games (IBG) on vocabulary achievement. *Langkawi Journal of The Association for Arabic and English*, 5(2), 127-139. <https://doi.org/10.31332/lkw.v5i2.1458>
- Surayatika, D. (2017). The advantages of using communication games in teaching English as foreign language. *Jurnal Bahasa dan Sastra*, 6(1), 25-30. <https://bit.ly/3FH2Y7j>
- Syakur, M. A. (2020). The use of board game in teaching speaking to young learners. *English Education: Journal of English Teaching and Research*, 5(2), 149-155. <https://doi.org/10.29407/jetar.v5i2.14633>
- Taspinar, B., Schmidt, W., & Schuhbauer, H. (2017). Gamification in education: A board game approach to knowledge acquisition. *Procedia Computer Science*, 99, 101-116. <https://doi.org/10.1016/j.procs.2016.09.104>
- Topçiu, M., & Myftiu, J. (2015). Vygotsky theory on social interaction and its influence on the development of pre-School children. *European Journal of Social Sciences Education and Research*, 2(3), 172-179. <https://doi.org/10.26417/ejser.v4i1.p172-179>
- Utaminingsih, M. N. (2013). Improving students' speaking ability through story board game. *Journal of English Language Teaching*, 2(2), 1-7. <https://bit.ly/3U6oTL3>
- Viray, J. S. (2016). Engaging students through board games: Measuring its effectiveness on academic performance. *International Journal of Scientific and Research Publications*, 6(10), 5-7. <https://bit.ly/3LNI7TP>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wong, C. H. T., & Yunus, M. M. (2021). Board games in improving pupils' speaking skills: A systematic review. *Sustainability*, 13(16), Article 8772. <https://doi.org/10.3390/su13168772>
- Wu, C. J., Chen, G. D., & Huang, C. W. (2014). Using digital board games for genuine communication in EFL classrooms. *Educational Technology Research and Development*, 62, 209-226. <https://bit.ly/40nTupq>
- Yeh, Y. T., Hung, H. T., & Hsu, Y. J. (2017). Digital game-based learning for improving students' academic achievement, learning motivation, and willingness to communicate in an English course. In M. Tokuro, F. Naoki, M. Masao, H. Kiyota, & H. Sachio (Eds.), *Proceedings of the 6th IIAI International Congress on Advanced Applied Informatics (IIAI-AAI)* (pp. 560-563). Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/IIAI-AAI.2017.40>
- Yong, M. F., & Yeo, L. M. (2016). Effects of board game on speaking ability of low-proficiency ESL learners. *International Journal of Applied Linguistics & English Literature*, 5(3), 261-271. <https://doi.org/10.7575/aiac.ijalel.v.5n.3p.261>