

Stimulating English Speaking Fluency for Young Learners through Gamific Flippity

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Abstract. English speaking fluency for young learners needs special and interesting skills as well as enjoyable strategies to be taught. This study aims at finding the answers to the two problems identified, first, how this gamific flippity is used to stimulate the English speaking fluency for young learners, and secondly, why it could stimulate the English speaking fluency. The method used is Classroom Action Research (CAR) with two cycles by creating learners' own contents based on their goal achievements by using the Flippity platform. The samples of this research are twenty students of Elementary school of grade V. The result shows there is an improvement from cycle one in average scores ranging from 72.64 to 81.08, up to cycle two ranging from 74.44 to 85.32. This result indicates that the Flippity templates are successful to stimulate the learners' English speaking fluency.

Keywords : stimulate, *Gamific Flippity*, young learners, fluency, Classroom Action Research, educative media.

1 Introduction

This era is characterized by the use of high digital technology or well known as IT and ICT. People at all ages will perform their activities by applying any single tools of technology, from the simple texting messages to others, selling products, distance learning, up to proclaiming wars or peace to other countries. Especially in this pandemic covid 19 which nearly lasts for almost two years, mastering technology becomes a primary needs for everyone. In teaching learning process, students for all ages are strongly encouraged to apply technology. Moreover, the characteristics of millennials nowadays tend to have visual learning styles than by reading or writing. But unfortunately, frankly speaking, many teachers and students still do not know how to use the technology, though many digital platforms and templates are available in the internet. The teachers tend to use the very conservative ways for the learning and teaching process. This also happens to the teachers of *Gracia Sustain* Elementary school in Medan. Students are not really encouraged to study seriously and prefer choosing playing games after school to reviewing or doing their homework. Thus the goals of the learning themselves cannot be reached ideally.

One of the so many digital technologies that are available is the use of *Flippity* that can be accessed from the internet. *Flippity* is the one platform that can be used as a useful media to improve our teaching learning process. Many researches have been done on that theme, but

most of them are about how the available platforms in the internet are used, i.e the theoretical explanations of what the platforms are. Such as the first research by Giyatmi (2021), in her research, she focused on observing the unreadiness of most teachers in maximizing the google classroom and its services. The other research done by K. Crosse (2007), she finally created a handbook by providing activities to young children in their nursery. The third researcher is by Olena Bratel (2021), it is also mainly focused on describing the different distance learning methods with many platforms used by the teachers in Ukraine. The next research done by L. Ceccacci (2021) said that gamification can efficiently be implemented as a teaching methodology. Games can involve students in digital activities in an inclusive manner. Another research is taken from Andreiko L.V (2021), that focused on the way of implementing blended learning and flipped classroom methods, and also encouraging students' creativity, teamwork and obviously to develop language skills.

This research is surely different and new to those researches mentioned above, since this research is a study case involving students of elementary school who live in an L1 environment and English is an additional subject to that school, so apparently they are rare to communicate English. Besides, they come from low to middle economic status so engaging with digital technology is also so limited. Most of them can use a kind of mobile phone or computer after helping their parents or doing some housework. Moreover, the researcher also creates the contents of the templates themselves which are based on their own basic indicators or goal achievements. Thus, all the content categories in that flippity have been adjusted to the students' needs. In short, this study is different from the other mentioned journals which elaborate and maximize the services of *Flippity* platform and other online google classroom ones, since it is to reveal the effectiveness of this *Flippity* platform as a media to stimulate the learners' ability to speak up in English by creating the contents themselves.

2 Method

The research design used was a Classroom Action Research (CAR) that involved two cycles consisting of planning, implementing, observing and reflecting per each one. In each cycle there were three main procedures conducted in obtaining the data. They were stimulating the students with English proficiency, by asking them some questions, introducing them with English games, and triggering them with their own experiences. The second procedure was to displaying them with the twenty seven templates in the *Flippity*. The final procedure was to testing them for their English speaking ability to answer the tests that had been created proportionally already by using the templates. Each cycle was conducted with four meetings, so overall there were eight meetings. The instruments used were laptop, projector, camera recording, and loudspeaker. The primary media used was the platform provided in the *Flippity* that could be accessed through www.flippity.net. Some of the templates were flashcards, Quiz show, Bingo, Crosswords, Self Assessment, Spelling, Snowman, etc that there were twenty seven interesting and challenging templates in it. This media was used with the reason that it could boost up the English speaking fluency of the learners.

The participants were twenty five students of one class from the fifth year of elementary school of *Gracia Sustain*. As the preliminary data of the learners, based on the researcher's observation, they were in their moderate level of English, except for about five students who were much better in their English fluency. Most of them knew some English vocabularies, but they were really reluctant to communicate them.

During each cycle, the class was divided into three groups for their learning process. The researcher started the class by asking some simple questions around the topic in that game, stimulating them with daily English vocabularies in that game and to the last procedure was testing them for their English proficiency. They should compete to other groups for any questions and answers in that games. Means, they must have a good team work to compete to other groups. And to this observation, the researcher could see the collaboration and certainly they spoke to each other in their groups. The improvement of their speaking competence was indicated successful when they shared each other giving opinions through speaking. Though, this improvement was really very low among the students during cycle one. And these procedures were repeated in the same ways but with different materials in the cycle two. To the point, there was a significant improvement of success in the cycle two.

3 Result and Discussion

3.1 Cycle 1

In cycle one, it began when the class was divided into three groups, the students were seriously engaged to each other in their groups sharing and discussing their ideas and opinions towards the topic created in that flippity templates before answering it. There were four templates from the gamific flippity created, i.e Quiz show, Flash cards, Snowman and Cross puzzle. The categories were the same as shown in that templates, but the contents were different, since the researcher had created the contents herself which had been adjusted to the students' goal achievements. After that they competed to other groups to speak out the correct answer from the flippity and those who answered firstly was the winner. During the observation in cycle one, there was a slight but had a steadily active participation among the students to speak in English. This was because they were still reluctant to speak and also the unfamiliar games for them.

Table 1. The students' scores for cycle 1 of English speaking improvement by using *Gamific Flippity*.

No.	Names of Students	Day 1	Day 2	Day 3	Day 4
		Quiz Show	Flash Card	Snowman	Cross Puzzle
1.	Malika	75	78	80	85
2.	Ramora	75	80	82	86
3.	Jose	80	85	88	90
4.	Stanley	78	80	83	85
5.	Julfan	65	68	70	73
6.	Mario	65	68	72	75
7.	Gretha	65	68	72	74
8.	Chelsea	85	88	88	90
9.	Pedro	75	80	82	84
10.	Jesika	68	75	77	78
11.	Andre	65	70	73	75
12.	Cindy	65	70	74	75
13.	Corry	85	88	88	89
14.	Alena	75	80	84	85

15.	Keane	65	70	73	75
16.	Lionel	70	75	78	80
17.	Roni	75	77	78	82
18.	Yusuf	70	75	77	78
19.	Rafael	70	75	74	77
20.	Jabel Felix	75	78	80	83
21.	Benny	65	70	73	75
22.	Eben Ezer	70	75	76	78
23.	Gabriel	85	88	89	90
24.	Johannes	85	88	89	90
25.	Okta	65	70	74	75
Mean		72.64	76.77	78.96	81.08

3.2 Cycle 2

During cycle 2, there was a rapid increase of the students' improvement in their English speaking, especially on the two days, i.e day 7 and 8. These improvements were due to their familiarity of the *gamefic Flippity*, enthusiasms and eagerness with the games and also active collaborations with their friends both in groups and others. Since the significant increase in the speaking improved, the goal of this study was achieved and regarded successful.

Table 2. The students' scores for cycle 2 of English speaking improvement by using *Gamific Flippity*

No.	Names of Students	Day 5	Day 6	Day 7	Day 8
		Board Game	Spelling Word	Word Scrabble	Self Assessment
1.	Malika	75	77	80	85
2.	Ramora	77	80	85	88
3.	Jose	82	85	88	95
4.	Stanley	80	85	87	89
5.	Julfan	67	70	75	80
6.	Mario	65	70	75	80
7.	Gretha	70	75	80	85
8.	Chelsea	86	88	89	90
9.	Pedro	77	80	85	90
10.	Jesika	70	75	80	85
11.	Andre	66	70	75	80
12.	Cindy	67	75	80	85
13.	Corry	87	89	90	92
14.	Alena	76	80	82	85
15.	Keane	68	70	75	80
16.	Lionel	72	77	80	85
17.	Roni	76	80	85	86
18.	Yusuf	73	80	82	85
19.	Rafael	73	83	85	86
20.	Jabel Felix	77	80	82	85
21.	Benny	67	70	75	78

22.	Eben Ezer	70	75	77	80
23.	Gabriel	85	86	88	90
24.	Johannes	87	87	90	91
25.	Okta	68	70	75	78
Mean		74.44	78.28	81.8	85.32

The result of this study indicates that Gamific Flippity is really effective and encouraging for the students to improve their English speaking fluency. The twenty seven different templates in it can be used to stimulate the students' interest and this lead them to speak out. Those templates are various and rich in materials as well as digital technology. So, it is very relevant to the learning styles of young learners in this era. The significant improvement is seen in the cycle 2, because the students have been familiar with the games already and they are really enthusiastic and happy to involve actively in speaking. While in the cycle 1, it has not been good enough. The novelty of this research compared to others can be seen from the created contents in that flippity. So the content materials in that flippity have been changed and been adjusted to the students' goal achievements. While many researches have discussed the use of services of google classroom or other digital technologies, including the Flippity, but they just elaborate the functions of the technology themselves, such as done by Giyatmi (2021), or describing teachers' influence on the student motivation. Bratel (2021), or discussing the benefits of information and communication for developing language skills. Andreiko (2021). The novelty of this study is also seen from the case study to the students of elementary school from a middle to low social status in an area in Indonesia.

4 Conclusion

There are lots of benefits can be obtained from the availability of Flippity templates in enhancing the English language skills especially speaking for young learners. The interesting, rich in vocabularies, enjoyable materials and strategies are really suitable to the characteristics of millennial learning styles, i.e visual ones. There are twenty seven templates can be used as the methods for improving speaking competence while creating our own contents that could be adjusted to our students' needs and goal achievements. This flippity platform is really effective and successful to stimulate the English speaking fluency for young learners.

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