



FLIPPITY, AN INNOVATIVE EDUCATIONAL MEDIA PLATFORM TO IMPROVE STUDENTS' ENGLISH SPEAKING FLUENCY AT SD MAN 1 TANJUNGBALAI

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Abstract

This study explores the effectiveness of FLIPPITY, a web-based educational gamification platform, in improving English speaking fluency among elementary school students in Indonesia. English proficiency, particularly in speaking, is a significant challenge for students in non-English-speaking countries, including Indonesia, where English is not the primary language of instruction. The research focuses on students in grades 3 and 4 at SD MIN 1 Al-Iman, S.Dengki, Tanjungbalai, and examines how gamified content from FLIPPITY enhances student engagement, confidence, and speaking skills. The study employed a mixed-methods approach, incorporating pre- and post-tests, surveys, and observations to assess improvements in English speaking abilities. Findings indicate that students who engaged with FLIPPITY's interactive activities, such as flashcards, quiz shows, and scavenger hunts, demonstrated significant progress in speaking fluency and expressed increased confidence in their English abilities. The study aligns with previous research by Richards and Renandya (2002) and Celce-Murcia and Olshtain (2000), which emphasize the importance of speaking proficiency in language learning. This research contributes to the growing body of literature on technology-assisted language learning, specifically highlighting the role of gamification in fostering language skills among young learners. The results suggest that FLIPPITY offers a promising tool for enhancing English speaking fluency and motivating students in the Indonesian context.

Keywords : FLIPPITY, Gamification, English Speaking Fluency

INTRODUCTION

The importance of English language proficiency in today's globalized world cannot be overstated. It has become a crucial skill for students to possess to effectively communicate and compete in an interconnected world. Unfortunately, many students struggle to develop their English speaking fluency, particularly in Indonesia, where English is not the primary language of instruction. This lack of proficiency can significantly hinder their academic and professional prospects, leading to a considerable gap in their ability to participate fully in the global community. The problem of English speaking fluency is particularly pronounced in elementary schools, where students are first introduced to the language. According to Taylor & Francis, "the lack of English speaking fluency among elementary school students in Indonesia is a significant concern, as it can



affect their academic performance and future career prospects." Furthermore, a study by Springer found that "students who are proficient in English tend to perform better academically and have better career opportunities."

This study aims to address the issue of English speaking fluency among elementary school students in Indonesia by introducing FLIPPITY, an innovative educational media platform designed to improve students' English speaking fluency through interactive and engaging multimedia content. The primary objective is to evaluate the effectiveness of FLIPPITY in enhancing students' English speaking fluency and to identify its potential contributions to the field of language education. The expected outcomes of this study include improved English speaking fluency among students, increased confidence in speaking English, and enhanced academic performance. The findings are expected to contribute significantly to the development of effective language learning strategies and the improvement of English language education in Indonesia. The researcher aims to build upon and improve previous research conducted on FLIPPITY in 2022.

Literature Review

Language is a wonderful human ability that allows us to communicate, share information and express ideas (Sapir, 1921). Language is a means of communication in conveying messages, wishes, and opinions to others and understanding the wishes of others. Language is both a tool and a result of social interaction. As a tool, language can facilitate interaction, and as a result, children's skills will develop further through social interaction. Language is one of the important aspects that must be developed by children, especially in elementary school, one of which is English. Language is important because with language humans can interact and try to understand each other.

The concept of language has been a subject of interest among linguists and philosophers for centuries. On the other hand, Lev Vygotsky, a Soviet psychologist, viewed language development as a fundamental aspect of human cognitive development. According to Vygotsky, language development is a socially shaped process that emerges from the interaction between the individual and his environment. He argued that language is not only a means of communication, but also a tool for thinking and solving problems. Vygotsky believed that children's language abilities develop through a process of internalization, where they first engage in social interaction and then internalize language for use in talking to themselves and solving problems. (Vygotsky, 1978) This internalization process allows children to develop higher-order cognitive abilities, such as abstract thinking and metacognition.

In addition, Vygotsky's theory of language development emphasizes the role of culture and social interaction in shaping a person's language abilities. He believes that language is not just a product of biological maturation, but the result of a dynamic interaction between the individual and his environment. According to Vygotsky, language development is a continuous process that is influenced by the cultural and social context in which a person grows up. This view differs from the view that language development is solely determined by biological factors.



Richards and Renandya (2002) highlight a significant trend in language learning: a large percentage of learners around the globe focus on studying English primarily to develop proficiency in speaking. This emphasis on speaking skills reflects the practical necessity for effective verbal communication in English, a global lingua franca in various domains such as business, education, and international relations. The challenges associated with acquiring speaking proficiency are underscored by Celce-Murcia and Olshtain (2000), who identify speaking as potentially the most difficult language skill to master. This complexity arises from the need to manage several sub-skills simultaneously. Effective speech production requires quick retrieval of vocabulary, appropriate selection of grammatical structures, and the ability to navigate socio-cultural nuances within communication contexts. Developing proficiency in speaking English is a multifaceted challenge that goes beyond mere grammatical and lexical knowledge, demanding a holistic approach to language learning that encompasses the integration of speech production sub-skills and sociocultural understanding. The focus on speaking skills in language learning programs reflects its crucial role in enabling learners to participate fully and effectively in English-speaking environments, thereby achieving their personal, academic, and professional goals.

FLIPPITY

Flippity is a web-based application that converts content from pre-designed Google Sheets templates into educational activities or games accessible through a web page. Created by Steve Fortna, a technology integration specialist and English teacher, Flippity aims to provide a novel approach to teaching, making learning more engaging for students. The application offers 27 educational game templates and activities for free, enhancing the quality of teaching and learning in the classroom by presenting content in a game-like format that captures students' attention and prevents boredom (Tetty, 2023).

Flippity is an ideal tool for enhancing the quality of teaching and learning in the classroom. Not only does it present an engaging game-like format, but it is also user-friendly. Teachers can utilize this platform to captivate students' attention and prevent boredom during learning. Flippity can be accessed through its official website, www.flippity.net. Some notable facts about this application include:

1. It is accessible only through a website and cannot be downloaded as an application.
2. It requires internet data access.
3. It necessitates connecting Flippity to Google Sheets when modifying or creating content from templates.
4. The content that can be inserted includes text, images, and/or YouTube video links.
5. Flippity also supports the integration of Desmos (curves) and EquatLO (formulas) content, which would be beneficial for mathematics, physics, or similar teachers (Tetty, 2022).

Social Learning Theory

This theory focuses on how individuals learn through observation, imitation and social interaction. In the context of English language teaching, students learn by observing and imitating



the use of language by their teachers or classmates (Bandura, 2018). Flippity, as a gamification platform that involves interaction, can support this process by allowing students to participate in language-based games that encourage them to speak and interact with fellow students. Bandura emphasized the importance of modeling in learning, which can be applied in using technology to introduce English through visuals, sounds and social interaction.

METHODOLOGY

In today's era, English is no longer an unfamiliar language. Not only is it an international language, but it is also a current trend where mastering it can be considered an added value for those proficient in it. Of course, when individuals seek employment in the future, those who are proficient in English are often prioritized for work, as English is the primary language in most technological programs.

Some people argue that English or other foreign languages should be taught to humans from a young age. However, others argue that there are always children who struggle to accept foreign languages within themselves. Why does this happen? Some people suggest that it might be due to their lower IQ levels, while others propose that it could be due to an ineffective teaching method, making it difficult for children to grasp the language correctly, and many other problems that are debated in society. Then, what is the solution to this problem. Through the presentation of the background above, the researcher attempts to solve this problem and provide a solution for teaching English to children through gamified content on Flippity.

Location And Time Of Research

The research was conducted at SD MIN 1 Al-Iman, S.Dengki, Tanjungbalai, from late June to early July, spanning two weeks. The researcher employed a developmental research method, also known as Research and Development (R&D). The primary objective of this method is to create a specific product and assess its level of suitability. For the development of the product, the ADDIE model was utilized, comprising several stages: analysis, design, development, and implementation. Additionally, to evaluate the effectiveness of the product, a pre-test and post-test assessment was conducted on students' learning outcomes before and after using the developed product.

Research Method

This study is about a social issue that concerns interactions among individuals, particularly among students aged 8-12 years who are learning to speak English. The research was conducted at SD MIN 1 Al-Iman, S.Dengki, Tanjungbalai, from late June to early July, spanning two weeks. Cognitive development theories, such as those proposed by Piaget and Vygotsky, provide a strong foundation for understanding why children in grades 3-4 (ages 8-12) are particularly effective in receiving and processing new learning materials, including language acquisition. According to Piaget, children in this age group are in the "Concrete Operational Stage," where they begin to think logically about concrete events and develop a better understanding of the concept of conservation. This stage marks a crucial period for developing language skills as children can



handle more complex tasks and understand cause-and-effect relationships, making them more receptive to structured learning activities like those provided by Flippity.

Moreover, Vygotsky's theory of the "Zone of Proximal Development" (ZPD) emphasizes the importance of social interaction and scaffolding in learning. Children aged 8-12 benefit significantly from interactive and engaging educational tools that provide the right level of challenge and support, such as the gamified content offered by FLIPPITY. This approach aligns with Vygotsky's idea that learning is most effective when children are engaged in activities slightly above their current ability level but within reach with proper guidance. Additionally, research indicates that the development of executive functions, such as working memory, cognitive flexibility, and inhibitory control, peaks during middle childhood. These functions are critical for language learning, as they enable children to focus on tasks, manage multiple aspects of language use simultaneously, and retain and manipulate linguistic information effectively. Therefore, the integration of gamified educational platforms like FLIPPITY during this developmental stage can significantly enhance language acquisition and speaking fluency.

Data Source and Research Object

Data sources include pre- and post-test results, and student survey results. The research objects are students in grades 3 and 4 of SD MAN 1 Al-Iman, S.Dengki, Tanjungbalai, chosen because children at this age are capable of learning various things from their play and learning environments, including interpreting or understanding English words and sentences from gamified FLIPPITY content.

Data Collection Techniques

1. Recording Technique : Observing English speaking proficiency through recorded conversations and interviews with teachers and students.
2. Observation Technique : Evaluating students' understanding of English through their participation and engagement in FLIPPITY games.

Data Analysis

The analysis employs a descriptive-analytic method, presenting results in words that explain the findings. The informal method used provides narratives and detailed explanations on how FLIPPITY's gamified content stimulates English speaking abilities among children. Addressing these aspects, the revised proposal provides a comprehensive and well-supported research framework to evaluate the impact of FLIPPITY on improving English speaking fluency among elementary school students.

RESULTS AND DISCUSSION

Flippity gamification facilitates the development of English speaking skills among children's content

This study shows that the use of Flippity gamification content can improve English speaking skills among students, especially in grades 3 and 4 of elementary school. Based on data collected



through pre-test and post-test, as well as observations and interviews with students and teachers, it was found that students involved in gamification activities showed significant improvements in their English speaking skills. Activities such as flashcards, quiz shows, and scavenger hunts allow students to more actively participate in speaking activities that involve the use of vocabulary and sentences in a more interesting and enjoyable context and This study aims to evaluate how Flippity gamification content can facilitate the development of English speaking skills among children aged 8-12 years at SD MIN 1 Al-Iman, S.Dengki, Tanjungbalai. Based on data collected through observation, interview, and survey techniques, the results of the study indicate that the use of Flippity in the classroom can significantly improve children's English speaking skills, especially in terms of their engagement and confidence.

Increasing Student Engagement

Flippity, as a gamification platform, provides various types of activities such as flashcards, quiz shows, board games, and word scrambles that combine game elements with learning materials. These activities have proven effective in attracting students' attention, making them more active participants, and reducing boredom that often occurs in conventional learning. Students who are involved in fun activities tend to be more motivated to speak English because they feel no pressure and are more relaxed in using the language. Piaget stated that children aged 8-12 years are in the Concrete Operational stage, where they begin to develop the ability to think logically and understand cause-and-effect relationships. At this stage, children begin to be able to handle more complex and abstract tasks. Gamification activities in Flippity that present interesting challenges and are based on real situations allow students to develop their English skills in a more structured and logical way. Games that integrate elements such as word guessing and question-based quizzes support the development of children's cognitive skills in processing language (Verywell Mind, 2023).

Increased Confidence in Speaking

Most of the students who participated in this study reported an increase in their confidence in speaking English after using Flippity. Through the use of gamification content, they felt freer to try to pronounce words or sentences without fear of making mistakes. For example, in the Random Name Picker or Quiz Show games, students were able to speak in front of the class without pressure, because the interaction with classmates was more light and full of laughter, rather than a tense competition. Vygotsky emphasized the importance of social interaction and support from adults or peers in the learning process, especially in the ZPD, which is the space between the abilities that students can achieve independently and the abilities that can be achieved with assistance. Flippity's gamification content provides opportunities for students to work within their ZPD, where they are given challenges that can be completed with minimal assistance, such as hints or collaboration with classmates. This is in line with Vygotsky's principle that the best learning occurs when students are given support to reach a level of development that is slightly higher than their current abilities (Gindis, B, 2023).



Flippity's gamification content has the potential to stimulate English speaking skills among children

This study shows that the use of Flippity gamification content can improve English speaking skills among students, especially in grades 3 and 4 of elementary school. Based on data collected through pre-test and post-test, as well as observations and interviews with students and teachers, it was found that students involved in gamification activities showed significant improvements in their English speaking skills. Activities such as flashcards, quiz shows, and scavenger hunts allow students to more actively participate in speaking activities that involve the use of vocabulary and sentences in a more interesting and enjoyable context.

The results of this study are in line with previous research findings, which show that technology-based language learning and gamification can increase students' engagement and motivation in learning. For example, research by (Renandya, 2002) showed that one of the main goals of learning English is to improve speaking skills, because English functions as a lingua franca in various fields. Likewise, findings by Celce-Murcia and Olshtain (2000) who stated that speaking is the most challenging skill to master, underscore the importance of a holistic learning approach that can integrate speaking skills with an understanding of culture and social context (Amanda, 2024).

CONCLUSION

This study shows that the use of FLIPPITY in English classes can significantly improve students' speaking fluency, especially for students aged 8-12 years. FLIPPITY provides a fun and interactive approach to learning English, which helps students not only understand the language but also use it actively in everyday conversations. Flippity's gamification content can facilitate the development of English speaking skills among children in a fun and effective way. Flippity not only increases students' confidence and engagement in learning, but also facilitates them in mastering English vocabulary and sentences through various game-based activities. These findings support the use of gamification-based educational technology as an innovative means to improve language skills, especially speaking skills, among elementary school students in Indonesia.

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