

ESL LEARNERS' COMPETITIVENESS AND RETENTION INFLUENCED BY ENGAGEMENT IN BOARD GAMES DURING STUDY SESSIONS

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Abstract

This study aims to provide a holistic overview of the implementation of board games in English as a Second Language (ESL) education. It focuses on students' experiences with board games as a language-learning tool. Employing qualitative research methods, including observation techniques and semi-structured interviews, the study aims to descriptively analyse the obtained data. The findings affirm that fifteen college-level students exhibit high interest and strong enthusiasm towards learning through board games as a medium. This underscores that such tools can foster a pleasant learning environment, as they are believed to sustain students' attention and actively engage them in the learning process, thus reducing tension and rigidity often associated with language learning. The expected learning outcomes include the expansion of students' vocabulary, deepening their understanding of grammar, and enhancing their speaking abilities. A collaborative learning model encourages students to interact and cooperate actively. This research implies that the presence of board games holds significant potential as an ESL instrument, fundamentally enhancing students' motivation to learn and fostering enjoyable learning experiences. While previous studies have highlighted the motivational impact of board games influence students' competitiveness and information retention in the ESL context. Thus, it can be extensively and intensively developed as a teaching technique in future education scenarios.

Keywords: board games, competitiveness, ESL, retention, students' engagement

Introduction

Board games are frequently employed in the realm of foreign language learning, serving as a popular instructional tool that facilitates group engagement in recreational activities characterized by competitive, cooperative, and collaborative gameplay (Nurfaizah et al., 2021). These games hold significant potential for enhancing language skills by fostering concentration and improving memory



retention among participants. Moreover, they play a pivotal role in developing problem-solving abilities, creative and critical thinking skills, and strategic thinking (Sakti & Kartiani, 2023). When examined in terms of their application, board games optimize various dimensions, including visual, auditory, and affective aspects. Researchers emphasize the effectiveness of board games in stimulating student engagement, thereby increasing interest in learning materials (Cahyaningtyastuti et al., 2020).

Board games can be employed during classroom activities, and learners have numerous ways to learn from board games (Putri & Fajri, 2023). Teachers have the capacity to modify the games to fulfill students' needs and choose suitable games for their students' levels and standards (Noe-Bendixen, 2010). Cès et al. (2025) state that games need a definite measure of conceptual growth, especially the potential for acknowledging and emulating commands and objectives set by adults, while motivating learners to actively participate and make decisions. Echoing the previous statement, Noe-Bendixen (2010) believes that after employing board games in classroom activities, teachers can discover many games that would reach the learning objectives, and they consider that games assist students reach the learning objectives in an engaging manner.

From an instructional perspective, board games offer numerous advantages, particularly within the context of English language learning, by providing a dynamic alternative to traditional teaching methods (Taba, 2018). Consequently, these collective games serve as potent motivators, fostering enhanced student engagement, particularly in ESL contexts. Syakur (2020) underscores the entertainment and interactivity inherent in board games, highlighting their utility in refining language proficiencies. Similarly, Rijal (2018) asserts that board games facilitate immersive learning experiences in second language (L2) classrooms, expediting language acquisition through diverse game-based tasks and objectives.

As collaborative endeavours, board games, according to Dewi (2021), represent effective ESL learning mediums, enabling students to collaborate and optimize their learning experiences collectively. Thus, they offer a compelling alternative for teaching English to non-native speakers lacking proficiency in the language. Echoing the previous statement, Soleha (2023) concludes that picture-based games in Pictionary can be utilized as an effective and efficient teaching tool to enhance students' communication skills and foreign language communication abilities, as the game model offered enhances students' classroom activities, especially in improving speaking skills. In their study on the game Pictionary and Taboo, Lumbangaol (2021) emphasizes Taboo as an effective aid in training pronunciation skills and students' participation during gameplay. This study aligns with Mahardika's statement (2023) who views this game as an engaging and effective tool in English language learning, particularly in ESL classes, as it improves vocabulary, speaking, and listening skills, and stimulates cooperation and creative thinking. Pictionary asks the players to take turns drawing to represent words or phrases, while other players try to guess the word (Silalahi et al., 2022). He adds that in Taboo, players take turns describing a word without using certain forbidden words or phrases while the other players try to guess it.

The effectiveness of board games in English language learning (ESL) has been revealed in various previous studies. Stefani et al. (2019) assert that board games can stimulate students' language skills by promoting cooperative and

collaborative language learning. Maisarah (2014) reaffirms this and states that there is an increase in cooperation and communication skills among students. Syamsidar et al. (2023) state that the presence of board games can present a fun learning model for students, as they are not under pressure and are actively engaged through targeted missions. Moreover, board games are believed to increase competitiveness among students by providing game elements, discussions, and problem-solving with other students to show what they have to learn in language learning (Chiang & Hsu, 2023). Phuong and Nguyen (2017) also believe that the utilization of board games during study sessions in conducting classroom activities can be a powerful instrument for language acquisition and vocabulary retention, which helps students to learn in a fun way, and it can increase motivation in the learning process. Board games encourage students to interact and use the target language in a communicative setting, which helps them to improve their speaking and listening skills, while also building their confidence in using the target language (Silalahi et al., 2022).

In summary, board games serve as a versatile and effective tool in the realm of foreign language education, offering a multifaceted approach to language learning that encompasses various cognitive and socio-emotional dimensions (Nurfaizah et al., 2021). Through their integration into instructional practices, board games have demonstrated the capacity to enhance language proficiency, stimulate student engagement, and foster collaborative learning experiences, particularly in ESL contexts. As such, they represent a valuable resource for educators seeking innovative and engaging methods to promote language acquisition and proficiency among students (Laoli, 2021). In line with the elaboration above, few studies discuss students' competitive responses and retention over time. Thus, this research is directed to addressing two research questions as follows: (a) How are board games incorporated into classroom activities? (b) How do board games affect students' competitiveness and vocabulary retention?

English Language Teaching

English Language Teaching (ELT) denotes the pedagogical process directed towards individuals possessing limited proficiency in the English language, predominantly targeting non-native English speakers (Harmer, 2009). ELT encompasses a spectrum of linguistic dimensions, encompassing lexicon, syntax, verbal communication, textual comprehension, written expression, and auditory comprehension (Wu et al., 2014). Its principal objective is to equip learners with proficient English skills conducive to effective interpersonal exchanges in both everyday and professional contexts. Harmer (2009) characterizes ELT as a concerted endeavour to optimize English language learners' communicative efficacy within specified environments.

Richards and Rodgers (2001) delineate English Language Teaching as a dynamic interplay between educators and learners, with educators assuming the role of mentors tasked with shepherding learners toward the acquisition of English language competencies aligned with their educational goals. ELT is deployed with the overarching aim of empowering individuals to acquire English language proficiency, thereby augmenting their vocational and academic prospects. Among the linguistic proficiencies deemed pivotal in contemporary societal milieus is oral fluency, given its ubiquitous utility in daily interactions, particularly in the

prevailing era of globalization. Hence, learners must actively participate in language pedagogy to cultivate their speaking proficiencies, with English language instruction endeavouring to foster student engagement in English-mediated interactions (Bosio, 2023). ELT strategies incorporate the integration of recreational activities, such as gaming, to strengthen students' oral competencies (Zagal et al., 2006). These activities encompass role-playing simulations and board games designed to cultivate speaking proficiencies in congenial and relaxed settings.

The role of games in improving ESL learners' competitiveness and retention

In a study by Damayanti et al. (2020), it was suggested that using games could potentially improve students' overall speaking abilities. Overcoming previously identified challenges in teaching speaking requires the adoption of suitable teaching methods and attitudes. Employing games is one such method, as past research has shown them to effectively increase motivation and decrease anxiety. Overall, integrating games into speaking lessons can help students enhance their speaking skills interactively and enjoyably.

Another study by Dewi et al. (2017) highlighted games as an effective means to boost students' interest in communication. Games engage students fully, making them feel enthusiastic and involved in communication activities, and students learn how to compete with their peers fairly through games. Additionally, games positively impact students' English-speaking skills, especially when they communicate with each other to achieve game objectives (Mahardika & Silalahi, 2025). The study also emphasized games' role in retaining students' English vocabulary.

Wicaksana and Fitirani (2020) emphasized role-plays as another effective method to enhance students' speaking skills. In role-plays, students take on specific roles in predetermined scenarios, like acting as waiters or customers in a restaurant and using English appropriately. Board games are also effective tools for improving speaking skills, allowing students to interact, speak, and think critically in English while introducing new vocabulary (Wongsuriya, 2020).

Method

The study's research design involves adopting a qualitative approach, utilizing observation methods alongside semi-structured interviews. This choice was made to gather thorough data on students' gaming experiences and the influence of games on their speaking abilities. Through qualitative methodologies encompassing observation, instruction, and interviews, researchers aim to gain deeper insights into the efficacy of board games in language learning. As posited by Wahidmurni (2017), qualitative research entails gathering narrative-based data through interviews, observations, and document analysis. Additionally, in Taboo, students must explain the word on the card without using the forbidden words on the card, which forces them to think creatively and use more varied words. The teacher can also modify the board games according to the theme and learning objectives. By playing board games, students can improve teamwork and confidence in communication using English. Students show pleasure and are never absent from the attendance list, which makes the teacher observe them easily.

Fifteen participants were involved in this research during the observation sessions, while four participants participated in the interview sessions with the

researchers. The participants were taken from a course, namely Listening and Speaking, a course for the first-semester students in one of the private universities in North Jakarta. The four participants were selected by employing purposive sampling from a certain community using a certain indicator, such as their active participation during the observation sessions, their willingness to share their learning experiences, and their ability to provide relevant information related to the use of board games in speaking activities (Ary et al., 2013). Although fifteen students were observed, four participants were interviewed because they could provide rich and in-depth data for the study.

Table 1. Participants' demographic information

Name	Gender	Age	Have you ever used board games to learn English?
P1	Male	19	No
P2	Male	19	Yes
P3	Female	18	Yes
P4	Female	19	No

Table 1 displays the four unrevealed participants' demographic information. Two participants have used board games to learn English, while the other two participants have never used board games to learn English, which can affect their experiences and perceptions of the teaching and learning process. Anonymity was employed to secure the participants' demographic information.

Thematic coding was used for data analysis. Following the observations, interviews were conducted to elicit students' experiences and feedback regarding the game. The semi-structured and in-depth interview questions were adapted from Wongsuriya (2020), and they were also carried out to obtain more nuanced insights into students' experiences with the Taboo board game and its impact on their speaking skills. This method, characterized by a mix of open-ended and probing questions, is widely recognized in research for its depth (Aung et al., 2021). Through semi-structured and in-depth interviews, the researchers aim to determine the utility of the Taboo board game in enhancing English speaking proficiency. Data obtained from observations and interviews will be descriptively analysed, with the findings expected to shed light on the effectiveness of the Taboo board game in improving students' English-speaking skills.

The combined use of observation and semi-structured interviews promises to provide a comprehensive understanding of students' English-speaking abilities. Observation was done during three meetings with the students and allows for direct observation of interactions between students and between students and educators, revealing classroom dynamics and communication patterns (Fauzi & Pratama, 2021). Conversely, two semi-structured interviews offer a structured platform for delving into students' English-speaking abilities in greater depth (Nurcahyoko et al., 2024). The synergy between these methodologies facilitates a holistic assessment of students' strengths and weaknesses in English communication, thereby informing strategies for future skill enhancement.

Findings and Discussion

This research investigates the impact of employing board games during study sessions. The findings and discussions will be separated into two main sections. The findings will include the statements from the gathered data, while the discussions will discuss the gathered data using grand theories.

Findings

Incorporating board games into classroom activities

Numerous procedural stages are undertaken to ascertain clarity and understanding when acquainting and elucidating board games to students. Initially, the instructor initiates the introduction of the board game to students, furnishing a succinct delineation of its objectives and goals. Subsequently, the foundational principles and mechanics of the game are expounded upon, with particular emphasis on the linguistic components that will be exercised during gameplay. The instructor then proceeds to lead students through comprehensive, incremental descriptions delineating the gameplay procedures. This encompasses the clarification of any ambiguous instructions, alongside the provision of illustrative examples or demonstrations elucidating gameplay dynamics. Visual aids, such as board or card game materials, are judiciously employed to augment student comprehension of the subject matter. To ensure comprehension, instructors actively encourage students to pose inquiries and seek clarification regarding any aspects they find perplexing. Clear elucidations are offered for any lexical or grammatical terms arising during the game introduction. Moreover, the instructor underscores the relevance of these linguistic elements to students' overarching language acquisition objectives, elucidating how games furnish opportunities to hone and apply these proficiencies in an engaging and interactive milieu. Throughout the instructional process, instructors meticulously ensure that instructions are conveyed at a suitable linguistic proficiency level tailored to students' aptitudes. Language scaffolding methodologies, including the utilization of simplified language, visual aids, and illustrative examples, are adeptly deployed to facilitate comprehension among students with varying degrees of language proficiency. By executing these systematic procedures, students are equipped with a lucid understanding of board games, encompassing their objectives, regulations, and linguistic constituents. Such preparatory measures empower students to participate in gameplay actively and confidently, thereby optimizing their language acquisition potential and deriving enjoyment from the activity.

Students' participation and competitiveness

This research illustrates the efficacy of integrating board games into English as a Second Language (ESL) instructional settings for fostering heightened student engagement and competitiveness. Within these board game sessions, students demonstrate considerable enthusiasm, active involvement, and a drive to compete with their peers.

Excerpt 1

Board games compel us to engage and compete; not only do we play alongside, but we're also invited to compete with friends. I feel this could push me to continue speaking English throughout the game. (P1)

Through empirical observation, it becomes evident that the interactive dynamics inherent in board games cultivate a stimulating learning milieu. Students actively partake in discourse, negotiations, and strategic decision-making processes intrinsic to the game. The competitive elements embedded within board games serve to kindle students' aspirations for excellence, thereby augmenting their overall participation in the educational process. Concurrently, the integration of board games catalyzes prompting students to utilize English actively for interpersonal communication within the classroom context. They engage in direct dialogue, seek clarifications, and negotiate meanings, thereby fostering an elevation in oral proficiency as they practice and refine their speaking and listening proficiencies in an enjoyable and meaningful context. Furthermore, the competitive dimension of board games engenders a sense of accomplishment and triumph among students, motivating them to enhance their language competencies to outperform their peers, ultimately leading to heightened language acquisition and retention. The desire for victory and recognition as high achievers further incentivizes students to deploy a diverse range of vocabulary and apply grammatical structures with efficacy.

Students show enthusiasm and a strong inclination towards utilizing board games as a tool for language learning. Their eagerness, drive, and satisfaction illustrate the effectiveness of board games in fostering an enjoyable and productive learning atmosphere.

Excerpt 2

This type of learning model keeps us constantly engaged in the game, making it feel like we're not learning English. (P3)

By catering to students' interests and offering an interactive platform for language practice, board games can significantly enrich the language learning journey and improve outcomes.

Excerpt 3

In my opinion, this board game is sufficiently engaging, thus prompting students to participate actively in the learning process. (P2)

Excerpt 4

I perceive it to be quite enjoyable and highly engaging, as it also encourages deeper consideration of the words and vocabulary used by the instructor. Additionally, certain words are prohibited, prompting us to contemplate which words are relevant to what we are conveying. (P1)

The board game is regarded by students as an intriguing, enjoyable, and entertaining game that sparks their interest in learning English, especially in vocabulary retention. They relish the challenge of considering words and terminology, as well as the creativity required to convey their views while avoiding taboo phrases. The game is seen as a highly engaging tool that encourages students to actively participate in the learning process. Students also share their thoughts on the benefits of playing this game while learning English. They emphasize the

development of collaborative skills as players must work together to convey predetermined sentences. Researchers found this consistent with interview findings.

Excerpt 5

Certainly, we become accustomed to speaking as well in communication, and that also includes skills in English, namely speaking, and we truly learn how to speak and how we organize words to be conveyed to our friends. (P3)

Excerpt 6

Teamwork is required because you have to convey the phrase. It enhances descriptive skills because there are specific words that cannot be mentioned, thus fostering students' creativity and diversifying our sentence-making practice, as there are certain keywords that are prohibited, and I believe this is sufficient to hone our ability to find new vocabulary and practice our speaking skills. (P2)

Overall, the Taboo board game is a fun and effective way for ESL students to enhance their collaboration, descriptive skills, speaking skills, and vocabulary. It provides a dynamic and interactive learning experience to students, encouraging and assisting them in improving their overall language competency. Additionally, because some words are not allowed to be uttered, Taboo develops descriptive abilities and enhances intelligence. Consequently, the game indirectly enhances students' speaking skills by requiring them to define words without using specific vocabulary.

Excerpt 7

In requiring clarification, it indirectly improves students' verbal abilities, allowing for greater spontaneity and creativity within the constraints of prohibited words. (P4)

Excerpt 8

The key is that it encourages thought and expression. From my perspective, it enhances our accustomed modes of communication beyond mere vocabulary usage. Since the taboo words are typically fundamental, teachers skilfully choose words that challenge us to expand our vocabulary and improve our communication with peers in English. I concur that this taboo board game has the potential to elevate our speaking skills. (P1)

Based on interviews, engaging in the Taboo board game has been observed to contribute positively to students' enhancement of spoken English proficiency and effective communication abilities. This recreational activity is noted for fostering creativity, broadening lexicon, and facilitating proficient interaction among students. Nevertheless, participants encounter challenges during gameplay, as articulated by one student who highlighted the necessity to carefully select appropriate vocabulary due to restrictions on word usage, thus prompting a deeper cognitive engagement for sourcing novel expressions. Overall, students perceive

the Taboo game as an enjoyable and efficacious tool for interpersonal communication within the classroom setting. They assert that apart from bolstering communication competencies, the game cultivates teamwork and fosters mutual comprehension among peers.

Board games in vocabulary retention

Most students believe that having board games in the classroom creates an enjoyable environment as students retain English vocabulary while playing. This study indicates that, besides making learning enjoyable, board games encourage students to explore many new words.

Excerpt 9

I think it's quite fun and very engaging because it also triggers thinking about words and the vocabulary used by the teacher as well, and some words are banned from use, so we're triggered to think about what words relate to what we're conveying. (P1)

The board game is perceived by students as an interesting, enjoyable, and entertaining board game that sparks their interest in learning English. They enjoy the challenge of considering words and terminology, as well as the creativity required to convey their views while avoiding taboo phrases. The game is considered a highly engaging tool that encourages students to actively participate in the learning process. Students also share their thoughts on the benefits of playing this game while learning English. They emphasize the development of collaborative skills as players must work together to convey specified sentences.

Excerpt 10

Of course, we also become trained to speak in communication, and that also includes English language skills, that is speaking, and we learn to speak and how we organize words to convey to our friends. (P2)

Excerpt 11

Teamwork, because you have to convey phrases and improve descriptive skills because certain words should not be mentioned and it can enhance students' creativity too, this enhances our exercise to dare to make sentences that are not monotonous, because some keywords are banned, and in my opinion, this is enough to sharpen our ability to find new vocabulary and exercise our speaking skills. (P3)

Board game provides a dynamic and interactive learning experience to students that encourages and helps them improve their overall language proficiency. Also, because some words cannot be uttered, Taboo develops descriptive abilities and enhances intelligence. As a result, the game indirectly enhances students' speaking skills by asking them to define words without using specific vocabulary.

Excerpt 12

Because it must be described, this indirectly enhances students' speaking skills, and also, students can be more creative in speaking spontaneously, with the taboo word limits that have been set. (P1)

Excerpt 13

The trick is that we are triggered to think and communicate because I think it improves how we are accustomed to communicating, and not just using that vocabulary. In my opinion, taboo vocabulary is basic vocabulary, and the teacher is very good at selecting words that are no longer basic to say, so other vocabulary as well, and also how we communicate with our friends in English, and I agree that this taboo board game can improve our speaking skills. (P3)

Playing board games helps students improve their speaking skills and ability to communicate effectively in English. The game enhances students' creativity, expands their vocabulary, and fosters effective communication. Of course, students will face challenges in this situation. When asked about the problems they encountered while playing the game, one student stated that they had to think about the right words because there are words they are not allowed to use, which forces them to think harder about new vocabulary. Overall, students find this activity enjoyable and effective for communicating with their classmates. They state that Taboo not only promotes communication skills but also teamwork and mutual understanding among students.

The interview highlights the practical and long-term effects of board games on language learning. The games not only aid in developing speaking skills and vocabulary but also facilitate the application of learned skills in real-life situations outside the classroom. Respondents acknowledge the usefulness and direct impact of games on their ability to communicate effectively in English.

Students agree that the board game helps in developing their English vocabulary and encourages critical thinking. They express enthusiasm for learning English after playing games in speaking classes, as it is considered a fun and effective way to enhance their language skills. These games serve as useful tools for expanding vocabulary and promoting critical thinking. They not only make learning more enjoyable but also encourage students to become more engaged in the process of learning English. Board games can help students develop. Games are suitable for all levels.

Excerpt 14

I think this game is not suitable for beginners. It will be difficult because some key vocabulary words are not allowed to be spoken, and so for beginners, it will be difficult to explain something, with minimal word rules, it will be difficult for beginners. (P2)

Excerpt 15

This is more suitable for advanced levels and not for all levels. Suitable for intermediate levels, and in my opinion, for beginners, it may not be necessary to ban words, because they need simple words, and maybe a

joint review can be done so that students become more knowledgeable.
(P4)

This interview indicates that, although Taboo can be appreciated by students of all levels, it is often considered more suitable for intermediate to advanced-level students. Beginners may find it challenging due to limited vocabulary and strong basic requirements in English skills.

Discussion

Board game and student engagement

Board games provide a fun and interactive learning experience while supporting the development of problem-solving skills in students. This research provides a strong basis for considering the use of board games as an effective instructional strategy in the context of learning. Putri and Fajri (2023) assert that the effective utilization of board game media can enhance students' problem-solving skills and increase student engagement. Students demonstrate improvement in their ability to identify problems, formulate strategies, make decisions, and evaluate solutions while playing a board game. Additionally, students also exhibit high levels of engagement and satisfaction with the experience of playing board games as a learning tool. This study echoes similar findings that the effective use of board game media enhances problem-solving abilities among elementary school students. In line with this, Sakti and Kartiani (2023) assert that the use of board game media significantly improves students' learning outcomes compared to the control group. The use of board game media has the potential to enhance students' learning outcomes. The implication is that the implementation of this media in learning can provide a more interactive, engaging, and enjoyable learning experience for students, which in turn can enhance their understanding and achievement in related subjects (Mahardika & Silalahi, 2025).

This study demonstrates the benefits of integrating board games into the curriculum to foster competitiveness, collaboration, and overall student development. The development of board games can be an effective alternative to increasing students' interest in learning. Board games provide a different and engaging learning experience, as well as reinforce student engagement in the learning process. Nurfaizah et al. (2021) state that the use of board games excels compared to traditional expository teaching methods and demonstrate that the competitive nature of board games enhances student motivation and engagement, leading to improved collaboration and cooperation skills.

Communication and collaboration skills in a board game

According to Wu et al. (2014), board games can establish an environment conducive to active and creative language usage among students. Incorporating board games into classrooms has been found to enrich genuine student interactions. Their study delves into how board games influence different facets of communication and collaboration, such as verbal and nonverbal expression, attentive listening, problem-solving, decision-making, and conflict resolution (Silalahi et al., 2022). By assessing multiple groups before and after engaging in board game activities, the research underscores the advantages of these games in fostering communication and collaboration skills across various age groups. These

games facilitate English interaction, encourage collaboration among peers, and nurture critical thinking and creativity. Consequently, this journal offers a comprehensive understanding of how board games serve as effective educational tools for enhancing genuine communication.

This research resonates with the findings of Zagal et al. (2006), who also advocate for the use of games in classrooms, citing benefits such as heightened student engagement, social skill development, and increased motivation to learn. However, the study acknowledges challenges associated with game implementation, such as defining roles, ensuring balanced participation, and managing time effectively. It provides educators and practitioners with valuable insights into utilizing board games as collaborative learning aids to enhance both academic performance and social interaction among students.

The study underscores the immense potential of board games as interactive and captivating instruments for nurturing effective communication and teamwork skills. It sheds light on the favourable influence of board games on various communication and collaboration aspects, including verbal and nonverbal expression, attentive listening, problem-solving, decision-making, and conflict resolution. Participation in board game sessions benefits learners of diverse age groups by significantly improving their communication and collaboration capabilities (Syamsidar et al., 2023).

Conclusion

The researchers have conducted a study on the integration of board games into classroom settings, focusing on aspects such as students' competitiveness during gameplay, their retention of language skills through gaming, and the influence of board games on fulfilling their language learning needs, particularly in ESL contexts. Specifically, the researchers implemented the board game with 15 students, a word-guessing game where participants avoid using specific taboo words or a short list of restricted terms. Following the gameplay sessions, qualitative methods, including observation and post-game interviews, were employed to gather insights into students' experiences.

Results indicate that the majority of students exhibited high levels of enjoyment and enthusiasm during gameplay, fostering engagement and interaction among peers within groups. The researchers observed a lively classroom atmosphere characterized by students challenging themselves to articulate words and prompt their peers effectively. Notably, the competitive element of the game drove students to exert greater effort in conveying messages creatively, thereby enhancing language development and retention. Interviews with students corroborated these findings, with participants expressing that playing Taboo motivated them to expand their English vocabulary and hone critical thinking skills.

Based on these outcomes, the researchers posit that board games, such as Taboo, present a viable and engaging approach to language learning. They assert that while language acquisition can be facilitated through various means, board games offer educators an avenue to foster creativity, efficacy, and the mastery of diverse skills among students. Looking ahead, the researchers advocate for the continuation of this investigation, suggesting further exploration of the game's effectiveness or the exploration of alternative board games. Such endeavours hold promise for enhancing vocabulary acquisition, promoting classroom

communication habits, and encouraging language practice beyond formal learning environments. Ultimately, integrating board games into language education stands as a promising avenue for fostering enjoyable and effective learning experiences.

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