

TEACHERS' PERSPECTIVES ON THE USE OF BUG'S LIFE BOARD GAME IN ENHANCING LINUS PUPILS' VOCABULARYBOARD

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ABSTRACT

This action research aimed to explore the effectiveness of Bug's Life Board Game in improving Year Four LINUS pupils' vocabulary. LINUS pupils faced a lot of problems in learning L2 vocabulary because they failed to achieve constructs 2 to 12 in the LINUS screening tests. This paper reports the teachers' perspectives on how The Bug's Life Board Game affected their vocabulary teaching and students' learning. This action research involved five cycles carried out over the duration of 2 months. Multiple methods of data collection such as pre-test and post- test, interview and teacher's reflections were used to triangulate the findings. The results showed significant improvement in the pupils' vocabulary and the teachers reported that Board Game created fun learning environment; increased students' motivation to learn English vocabulary, developed creativity in designing materials for LINUS pupils and improved classroom management. It is recommended that games to be used in enhancing English vocabulary for remedial students in ESL context.

Keywords: board game, L2 vocabulary, remedial, action research, ELT

INTRODUCTION

Vocabulary plays an utmost significant role in English language and it is an inseparable part of any language learning process (Komachali & Khodareza, 2012; Peter, 2011). However, it is one of the most difficult aspects in English learning and it is always been neglected by teachers. In Malaysia, the issue of pupils who do not master literacy and numeracy has existed long before and has become more critical in the 1960s (Murad Dropout Report, 1972 as cited by Nazariyah & Abdul Rahman, 2013). Even though the Cabinet decision for primary education was to emphasis on mastering three basic skills that included reading, writing, and arithmetic or recognized as 3M (Cabinet Report, 1979; Zinitulniza, 2011 as cited by Nazariyah & Abdul Rahman, 2013), many pupils still do not master these skills.

Hence, the Ministry of Education (MOE) implemented the Literacy and Numeracy Screening (LINUS) program (Nazariyah & Abdul Rahman, 2013) which screens pupils with problems in 3M reading, writing and counting. In 2013 the LINUS program known as LINUS 2.0 involved literacy filters for English, as opposed to previous screening only for Malay and Numeracy literacy for Mathematics. National Key Result Areas (NKRA) has targeted that all pupils with no learning difficulties are capable of mastering literacy and numeracy bases after three years of primary education (Luyee, 2015). According to Nazariyah and Abdul Rahman (2013), the major factors that hinder pupils from mastering literacy and numeracy are as follows: (i) pupil's learning problem such as developmental (Kasaju and Manandhar, 1985), psychology (Lasway, 1985), self (Geske & Ozola, 2008), poor cognitive and lack of motivation (Mohd Fadzil, 1981; William, 1998 as cited by Nazariyah & Abdul Rahman, 2013), (ii) pupils' learning and teaching strategies (Mercer & Mercer, 1998), (iii) curriculum materials for pupils with learning disabilities (Mohd Fadzil, 1981 as cited in Nazariyah & Abdul Rahman, 2013), (iv) family and pupils' background, and (v) educational remuneration.

Considering that one of the factors is related to pupils' learning and teachers' teaching strategies, this study looked at the use of teachers' strategies that would eventually improve students' learning. Board

game could be a useful tool, especially for LINUS pupils to learn vocabulary. There are plenty of research showing the benefits of using games in teaching and learning of English. However, only few research focus on developing board games to teach LINUS pupils' vocabulary. As everyone knows, children like playing games. Thus, this learning technique, hopefully, can help them in learning English vocabulary unconsciously and help improve their language skills in listening, writing, speaking and reading. In this paper, we present the findings on the effect of board game on LINUS pupils' vocabulary based on an action research methodology. More specifically, this paper highlights the teachers' perspectives on the use of Bug's Life Board Game to enhance learners' vocabulary on insects.

BACKGROUND OF THE STUDY

The Literacy and Numeracy Screening (LINUS) program is conducted to identify learners with learning difficulties and it is carried out twice a year in March and August. This screening in LINUS 2.0 involved reading and writing. 12 constructs are tested through the screening process which are listed below:

- Construct 1: Able to identify and distinguish letters of the alphabet.
- Construct 2: Able to associate sounds with the letters of the alphabet.
- Construct 3: Able to blend sounds into recognizable words.
- Construct 4: Able to segment words into phonemes.
- Construct 5: Able to understand and use the language at word level.
- Construct 6: Able to participate in daily conversations using appropriate phrases.
- Construct 7: Able to understand and use the language at phrase level in linear texts.
- Construct 8: Able to understand and use the language at phrase level in non-linear texts.
- Construct 9: Able to read and understand sentences with guidance.
- Construct 10: Able to understand and use the language at sentence level in non linear texts.

Construct 11: Able to understand and use the language at sentence level in linear texts.

Construct 12: Able to construct sentences with guidance.

The pupils who achieved the Constructs 1 to 12 are considered as Non-LINUS pupils and remain in the normal mainstream classes, whereas pupils who do not achieve constructs 1 – 2 will be considered as LINUS pupils and they need to enter the remedial classes and engage in some activities that have been provided by the LINUS remedial teachers. For the pupils who do not achieve the construct 3 until construct 12, they will be monitored by the subject teacher with the hope that they pass the next screening the following year. For Year 3 pupils who do not achieve the Screening 2 in the particular year, they will be screened again in the Special Screening 2 when they are in Year 4.

PROBLEM STATEMENT

LINUS pupils are pupils who could not acquire any of the twelve constructs mentioned in BPPI (*Borang Pelaporan Penguasaan Individu*) Form. However, most of the LINUS pupils are only able to achieve Constructs 1 to 4 and failed to achieve Constructs 5 to 12. The results also indicated that they have difficulties learning English vocabulary.

The process of vocabulary learning in L1 and L2 is different. Students have difficulties to link the new L2 vocabulary with their existing L1 vocabulary and there is a huge gap between L1 and L2 vocabulary learning. Furthermore, materials and modules specifically designed to help LINUS pupils are very difficult to get. Teachers faced a lot of problems in searching for useful approaches and materials that could be used to teach vocabulary to the LINUS pupils. As a matter of fact, studies on teaching vocabulary to LINUS pupils are limited. Therefore, the purpose of this study is to identify the effectiveness of board game and thus provide teachers with additional information or suggested activities that could help them to design suitable materials for the LINUS pupils to enhance their L2 vocabulary learning.

RESEARCH OBJECTIVES

This study is aimed to:

1. examine the effectiveness of Bug's Life Board Game in enhancing Year Four LINUS pupils' vocabulary.
2. assess the teachers' perceptions on the use of board game in enhancing LINUS pupils' vocabulary.

As this is a part of a larger study, this paper discusses the findings regarding teachers' perceptions towards the use of Board Game obtained through teachers' reflections and students' interview.

LITERATURE REVIEW

Learning English is an essential part of study due to abundance of resources written in the language and it is used as international communication. Language learning started during primary education is the basic step of mastering the language. However, for beginners, learning L2 English is very challenging, especially due to lack of vocabulary knowledge. Learning vocabulary is often difficult because it is mostly taught out of context as isolated words, causing lack of understanding and ability to manipulate the words (Al Neyadi, 2007). To improve vocabulary teaching and learning, various techniques were studied to examine their effect on the process. Among the techniques, learning vocabulary using games was one of the most popular methods. Donmus (2010) believed that educational games are increasingly valued in language education as they make the learning process more entertaining. Studies proved that vocabulary learning through games enhance pupils' ability to memorize words, encourage student's interaction, improve their communicative skills and enhance pupils' motivation (Derakshan & Khatir, 2015).

Rohani and Pourgharib (2013) explains the ability of using games in producing contexts in which the language can be meaningful, generating new ideas, exchanging opinions and effective communication in English. Games can be used as a form of assistance in providing guidance and making the class entertaining, interesting

and creates an atmosphere of meaningful communication, during, before and after the games (Wright, Betteridge, & Buckby, 2005).

There are many types of games that can be used to teach vocabulary such as online games, computer games and board games. Among the types of games, board game is the most convenient to teach as it can be used without technology devices, internet or change in infrastructure. It is flexible and easy to use even in rural areas. Board game also improves pupils' motivation in learning vocabulary. Khikmah (2016) stated that her research on scattergories board game shows improvement in pupils reading comprehension, vocabulary and communication among peers through fostering effective motivation from competition. Kusrini's (2012) experimental study reveals the advantages of using board game as board game provided words on board to refer to, throughout the process, making the vocabulary easier to remember. Board games also provide pictures and words, which further increase the pupils long term memory.

THEORETICAL BACKGROUND

Learning through board game encourages collaborative learning among pupils. Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Collaborative learning involves pupils actively in the learning process. It helps to develop a social support system for learners and it is helpful in motivating pupils in specific curriculum. By playing board game, pupils would receive support throughout the process, feel more motivated and thus reduce their anxiety.

The use of board game is also based on social constructivism theory where learning is considered as a social process. As stated by Vygotsky (1978), social learning precedes development. Vygotsky stated that every function in the child's cultural development appears twice, first at inter-psychological level or social level, later at intra-psychological level or the individual level. Child learns knowledge through contacts and interactions with people, then assimilates and internalises the knowledge by adding own personal value to it. Learning is also supported by the concept Zone of Proximal Development (ZPD)

introduced by Vygotsky. Vygotsky (1978) defined ZPD as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or more knowledgeable others (MKO). According to Vygotsky (1978), a learner has the potential to progress from their actual developmental level to their potential developmental via scaffolding that occurs during interaction with superior others. As pupils learn using board games, they work collaboratively with MKO to reach their potential development.

METHODOLOGY

Research Design

This study adopted an action research design because it follows a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of intervention strategy. Then, the intervention is carried out during which pertinent observations are collected in various forms. The new intervention strategies are carried out, and these cyclic processes repeat, continuing until a sufficient understanding of the problem is achieved. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations (Labaree, 2009). Since the purpose of this study is to improve students' learning, action research is found to be the most appropriate approach to be adopted.

The process of engaging in systematic inquiry within teaching is perhaps best demonstrated by what has been termed the 'action research spiral' (Kemmis & McTaggart, 1988). There are four stages involved in Kemmis & McTaggart's (1988) action research spiral model: planning, acting, observing and reflecting. In the context of this study, planning involved identifying LINUS pupils' problems in learning vocabulary using vocabulary pre-test and previous LINUS tests. The results indicated that these students had problems acquiring L2 vocabulary. During the acting stage, the researchers then came

up with Bug's Life board game to help the pupils learning about insects. This action stage involved 3 cycles. The teachers acted as the researchers as well as the participants. Observations and reflections were carried out in each cycle. Data were recorded, transcribed and analysed using thematic analysis.

Participants

Both the teachers and students were selected based on convenient sampling (Creswell, 2013). The participants of this study were four Year 4 pupils aged 10 years old, from SKSI (pseudonym) who have not achieved LINUS screening in the previous year. All of them were male students. Meanwhile, five female teachers were selected voluntarily. All of them obtained a bachelor's degree in education (either TESL or English language studies), while one of them had a degree in Microbiology and a post graduate diploma in English. Their ages ranged between 29 and 41 and had some teaching experience. Tables 1 and 2 show the profile of the participants in this study.

Table 1

Profile of the students

No	Name	Age	Gender	Proficiency
1	Pupil A	10	M	Low
2	Pupil B	10	M	Low
3	Pupil C	10	M	Low
4	Pupil D	10	M	Low

Table 2

Profile of the teachers

No	Name	Age	Gender	Qualification	Experience
1.	Teacher A	39	F	Degree in TESL	14 years
2	Teacher B	40	F	Degree in Microbiology and Diploma in Education	15 years

(continued)

No	Name	Age	Gender	Qualification	Experience
3	Teacher C	29	F	Degree in TESL	4 years
4	Teacher D	25	F	Degree in English Language Studies	2 years
5	Teacher E	41	F	Degree in TESL	18 years

Data Collection Methods

In this research, the mixed method was used whereby there was an integration of quantitative and qualitative data collection. The quantitative data were collected through the comparison of pre-test and post-test data, while semi-structured interview was carried out to obtain more information from the pupils regarding the use of Bugs' Life Board Game. Apart from that, teacher's reflections towards The Bug's Life Board Game were also collected after conducting every cycle of the board game.

Data Collection Procedures

This action research involved five cycles carried out over the duration of 2 months. In Cycle 1, a pre-test was conducted to assess students' knowledge of insects. It was conducted in about 10 minutes. Cycle 1 is important as 'fact finding stage' where the researchers need to examine the problems students face with L2 vocabulary. From the pre-test, it was found that the pupils could not answer most of the questions correctly. Some of them just guessed the answer because they were not familiar with the names of the insects in English language. Some of them could name the insects in Malay language (L1).

In Cycle 2, the Bug's Life Board Game was carried out as an intervention to stimulate pupils and to attract them to learn the L2 vocabulary. The four pupils were gathered during recess to participate in the intervention. In this cycle, they played the board game and matched picture cards with the word cards without any clue given. From Cycle 2, it was noticed that the pupils had difficulties in matching most of the pictures of insects to their correct names. They even had

tried three times to match the picture cards but to no avail and could not match correctly. In Cycle 3, pupils played again by matching the picture cards (with some clues) to the word cards. In Cycle 3, it was observed that the pupils who had difficulties in matching the pictures of insects to the correct names on the word cards managed to answer the question correctly. They could match the picture cards correctly by the help of the clues given, namely the provided initial letter of the insect on the picture cards. In Cycle 4, they continued playing the board game by matching the word cards to the pictures. Finally, in Cycle 5, post-test was carried out to assess their vocabulary knowledge. Reflections and observations were recorded for analysis.

About Bug’s Life Board Game Kit

The Bug’s Life Board Game kit contains:

- a) Bug’s Life Ladder Board
- b) “Flik and the Gang” Picture Board
- c) Bug’s Life characters as tokens / counters
- d) Word cards of 12 insects
- e) Picture cards of 12 insects
- f) Picture cards of 12 insects with clue (initial letter of its word and blank spaces indicating number of letters in the word)



Figure 1: Bug’s Life Ladder Board



Figure 2: “Flik and the Gang” Picture Board (for Cycle 3)



Figure 3: Picture cards for Cycle 2



Figure 4: Tokens and dice

The Bug's Life Ladder Board is shown as Figure 1. The board step contained 26 steps included the Start and Finish box. This board step was in A3 size (11.7" X 16.5"). One of the scenes in the Bug's Life movie was used as the background. The rationale of designing the Picture Board in A3 size was to help pupils to be able to identify the insects on the picture board. The colorful board would attract pupils' attention and therefore can avoid boredom. The "Flik and the Gang" Picture Board is shown in Figure 2. Picture cards for Cycle 2 are shown in Figure 3 and the tokens and dice is shown in Figure 4.

General rules of the Bug's Life Board Game

Bug's Life Board Game is a vocabulary board game for two to six players. The players playing in successive player turns, comprising: a rectangular ladder board having 50 steps including the Start and Finish box, a rectangular picture board of insects, a set of vocabulary word cards, a set of picture cards, and a set of picture cards with initial letter (for clue).

The followings are the general rules of the Bug's Life Board Game:

1. There should be an instructor in the game play. It could be a teacher, an adult, a teenager, or a more-knowledgeable-other from the players.

2. Each player chooses his or her counters / tokens to play and place them at the START box. Each player rolls the dice to determine who will begin, with the player rolling the highest number taking the first turn.
3. In the order established, each player rolls the dice and moves his or her tokens the indicated number of spaces. Those players rolling doubles may take another subsequent turn for a maximum of three in succession. Multiple tokens may occupy one space at the same time. If any token lands at the bottom of an arrow, the player have to slide over to the point of the arrow, either move up or move down.
4. Before each move, the players must answer the questions asked by the instructor correctly. The players are given 3 trials to answer, if they can't answer correctly, they miss a turn and can't move.
5. The first player to get to the "FINISH" box is the winner.

Follows are some example of how the game is played.



Figure 5: Cycle 1 of the intervention - matching pictures to the words



Figure 6: Cycle 2 of intervention - Match the picture card (with clue) to the word card.



Figure 7: Cycle 3 of intervention - Match the word card to the correct picture on the picture board.

FINDINGS

Pre-test and post-test

The results of pre-test and post-test are tabulated in Table 2 below. The differences of the marks between pre-test and post-test for each pupil were calculated.

Table 3

The results of pre-test and post-test

Pupil	Pre-test (%)	Post-test (%)	Difference (%)
Pupil A	50	100	50%
Pupil B	67	68	1%
Pupil C	33	91	58%
Pupil D	58	86	28%

From the table above, the pupils showed improvement in their vocabulary scores after the intervention. Pupil A scored 50% before

the intervention and got 100% in the post-test, with the difference of 50%. Pupil C improved by 58% from 33% in the pre-test to 91% in the post-test. Pupil D got 58% in the pre-test and 86% in the post-test, with an improvement of 26%. However, only one pupil received minimal improvement of 1% in the post-test, with 67% in pre-test and 68% after the intervention. The results provided evidence that the use of board game helped pupils to learn and acquire the L2 vocabulary. Even though it was just a minimal improvement for some of them, it shows that these LINUS students could be helped with appropriate approaches in teaching by the teachers.

Pupils' interviews

Based on the pupils' interviews, it can be seen that the pupils enjoyed the lesson using board game as the pupil was so thrilled to compete with their friends to finish the game. The competitive nature of games motivates them to play again and again, and to complete the task. The pupils have given positive comments towards the Bug's Life Board Game as Pupil C described his interest in this board game while Pupil D loved the insects' pictures.

Teacher B	Do you like learning insects' vocabulary using board game?
All	Suko < <i>We like it</i> >
Teacher B	How do you like the board game?
Pupil A	Nak perabih game cepat. Nak lawe sapo cepat. < <i>I want to finish the board game quickly. I want to compete with others.</i> >
Pupil B	Teacher, bilo nak main lagi? < <i>Teacher, when can we play this again?</i> >
Teacher B	Soon. What do you think, Pupil C and Pupil D?
Pupil C	Teacher, saya suka sangat main ini. < <i>Teacher, I love this board game.</i> >
Pupil D	Saya suka tengok gambar insects dio. < <i>I like the insects pictures.</i> >

Teachers' perceptions on the use of Board Game

The teachers' reflections were analyzed using thematic analysis. Among the themes emerged were fun learning environment, students'

motivation to learn English vocabulary, creativity in designing materials for LINUS pupils and improved classroom management.

Fun Learning Environment

The Bug's Life Board Game is no doubt an enjoyable game. The use of board game promoted fun learning environment where the pupils could play the game without worrying about the difficulty that English language brings. The fun-filled and relaxed board games encouraged fun learning and pupils learned English happily. Learning through board game is fun and make the learning process to the acquisition process, thus make pupils to learn in a more natural way (Wulanjani, 2016). Teacher C reported,

I think the pupils had an enjoyable lesson since I have seen that they are not bored playing the board game. They tried to compete with their friends to be the first to complete the game. They are so much happy with this board game. (Teacher C, 2018)

Board game promises fun learning to pupils as the nature of game is to provide a competitive environment. As pupils play the game, they competed with others as they did not want to lose. It also increased cooperation among pupils as they supported each other when they were playing the game. Board game is exciting and it could avoid boredom. Pupils would be interested to learn as they did not need to sit quietly and listen to teacher. Instead, they were allowed to play while learning the vocabulary of insects.

Increased Motivation to learn English Vocabulary

Board game motivated the pupils to finish the game as it involved friendly competition and kept pupils interested. Pupils were motivated to get involved and participated actively in learning activities. They became interested and gave more focus to complete the game. Teacher D mentioned,

This board game motivates the pupils to learn insects vocabulary with the aid of the pictures. They are more confident to spell the

vocabulary. However, they tended to be demotivated if they got wrong but it didn't last long. (Teacher D, 2018)

As the pupils were actively engaged in the game, they became more confident to pronounce the vocabularies. Pupils practiced and internalized the names of insects and the spelling indirectly and the proficiency increased. The pupils were able to name the insects and spelled the names of the insects correctly. The stress level of the pupils was decreased and pupils were more relaxed throughout the intervention as pupils also had the chance to practice the language and the vocabulary. This would have a positive effect on their learning and make them realize that they were not weak in English and they could achieve it if they work hard.

Creativity in designing materials to suit the learners' needs

Creating board game is an innovative activity to display teachers' creativity. Besides it is an economical way of promoting interest in learning vocabulary. In making board games and preparing the board right from scratch, teachers should firstly gather materials needed, such as foam board, coloured marker pens, pencils, markers (tokens), dice, place cards, construction papers, scissors, and glue. As an alternative, teachers could create board games using the computer and it is much easier using technology. This is illustrated in the following reflection of Teacher A,

It is actually very easy and cheap to create own board game. What you need is just some time to design it. (Teacher A, 2018).

Preparing and creating own board game also helped teachers to create the materials that suit different pupils' needs. Different pupils might need different practice in different topics. By creating board game that suits pupils' need and level, it would definitely help the pupils to learn. This is stated by Teacher E,

I can now design the suitable board game for my pupils to practice their vocabulary. (Teacher E, 2018).

However, making own made board game requires more care due to rough handling by the pupils. Therefore, Teacher A suggested that

the board game created must be tough and durable. As suggested by Teacher A in her reflection,

Teachers should laminate the board game after creating the board game. It can be used for a few years if the board game is still in good condition. (Teacher A, 2018).

In this regard, teachers have to ensure that the board game prepared could last longer and played by more pupils to improve their English. The board game can be used as a teaching aid as it would save money as the teacher did not need to prepare a new board game in teaching the same content.

Improved class management

Using board game in class can actually help teachers to improve the classroom management. Teacher A reported that during the intervention, her pupils were well behaved and they became more independent of their learning,

As I use this board game, the pupils surprisingly are more well-behaved than before. I can manage them easily. Somehow, the lesson turned out to be more independent learning as they could handle the board game by themselves. I was super impressed!" (Teacher A, 2018)

This shows that board game is a great tool to be introduced in class. It would help the teachers to improve the classroom management as the effectiveness is proven during the intervention. Pupils behaved well in order to play the board game and have fun. The teachers no longer need to scream and scold to control the class. It also promoted independent learning environment as the pupils learned to sustain the lesson by themselves such as rolling the dice, labelling the pictures etc. Teacher E reported,

It will make the class to be more alive and the learning become more independent. (Teacher E, 2018)

Board game helped pupils to learn independently and be responsible towards their own learning, Pupils were able to take charge of their

own learning and they helped each other in learning as they played the board game. Teachers would be able to facilitate the pupils and make the learning more learner-centered.

DISCUSSION

This action research was carried out to examine the impact of Bug's life board game in enhancing LINUS pupils' English vocabulary and this paper presents the teachers' perspectives on it. We provided evidence that Bug's Life Board Game improved the LINUS pupils' vocabulary. Pre-test and post-test result showed pupils improvement by up to 58%. After series of cycles, students managed to learn names of the insects in English. Pupils' interviews had also indicated that the pupils responded positively towards the board game as it provided fun learning environment and motivation to learn.

Teachers were also positive towards the use of board game in class. Four themes emerged from the teachers' reflections; fun learning environment, students' motivation to learn English vocabulary, developed creativity in designing materials for LINUS pupils and improved classroom management. Board game helped the teachers to control the class and the board game itself promoted fun learning and relaxed environment. It is challenging yet educating. Pupils could play the board game anytime, anywhere.

There are plenty of research which proved that board game helps learners to learn English (Phuong & Pham Nguyen, 2017; Fátima and Milagros, 2015). A research conducted by Phuong and Pham Nguyen (2017) proved that board game is an effective strategy to teach grammar and it could be used to teach different group of learners. Learners showed positive attitudes towards the use of board game in class. Another study by Fátima and Milagros (2015) also showed that board game is a useful resource for any level, regardless of the background, age and educational level. The findings are also in line with other studies that board games helped pupils to memorize words, encourage interaction, improve their communicative skills and enhance pupils' motivation (Derakshan & Khatir, 2015)

Games encourage collaborative learning that requires the learners to collaborate in the learning process. Collaborative learning helps to increase the learners' motivation, which is an important factor in second language learning (Jacobs & McCafferty, 2006). Our study supports Vygotsky's social constructivism theory which explains that learning takes place when learners interact with others especially when they learn with the help from the more knowledgeable others. For learners with learning disabilities like LINUS pupils in this study, more support from the teacher is highly needed. Through board game, learners not only learn in a fun learning environment which increases their interest and motivation to learn English vocabulary, but they also receive immediate feedback from other learners and teachers.

One of the limitations of this research is time constraint. The period of the study is too short to obtain the real outlook into the effect of board games on student vocabulary performance. As such, a longitudinal study on vocabulary retention of these LINUS pupils would be recommended. Besides, teachers also need to allocate enough class time to enable students to practice the new English vocabulary learned. This game could also be extended after school or to be followed through with parents.

IMPLICATION FOR TEACHER PRACTICE

This action research allowed researchers to be committed and passionate about improving students' learning. Systematic data collection acquired through action research not only enabled the researchers to understand the learners' needs based on multiple methods used, but also to identify and design materials to enhance their learning. Although designing a suitable intervention is difficult, and the cyclical processes were tedious, it is a worthwhile experience when the pupils were able to learn new vocabulary and were more motivated to participate in the learning process. As LINUS pupils are weak and perform slower than the average pupils, it is important for teachers to find appropriate techniques in teaching these special groups of pupils. It is hoped that this action research would provide insights to other teachers in designing suitable materials to different group of pupils in their own ESL contexts.

CONCLUSION

In conclusion, board game is an effective strategy to keep the pupils actively involved in learning English vocabulary. Board game attracts pupils' attention and helps them to learn in a fun way. Pupils enjoyed learning English through games instead of traditional chalk and talk approach. Through board game, pupils were actively engaged and participated independently in learning. The competitive nature of the game challenged them to strive harder and with the support from peers and teachers, they completed the task successfully. Teachers also reflected that the use of board games in class motivated their learners and provided a fun learning environment. The teachers reported that they became more creative in choosing the appropriate materials to suit their learners' needs. Their classroom management also improved. It is suggested that teachers incorporate board games or other interesting activities in class to raise the pupils' interest towards learning English vocabulary. Learning through board game would help the pupils not only to learn the targeted vocabulary indirectly but also to make learning English fun. It is highly recommended for teachers to use board game in class as it is one of the effective strategies in teaching vocabulary for low proficiency learners in remedial classrooms.

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APPENDIX: LESSON PLAN**Cycle 1**

Class:	Focus	Vocabulary	Teaching aids:
Intervention Time: 10.00 - 10.30 am	Theme	World of Knowledge	- Bug's Life Board Game - Word cards - Picture cards
	Topic	Insects	
	Learning objective(s)	Pupils should be able to: 1. Match the pictures of insects with the correct name. 2. Name at least two insects correctly.	Reflections: 1. Pupils could not match most of the insects with the correct names. 2. Pupils were unfamiliar with the names of the insects in English. 3. More guided practice needed to help the pupils in learning the names of insects.
	Subject: English	Pre lesson: 1. Introduce the board game and read the rules. Teaching & learning activities: 1. Pupils take turn to pick a picture card. 2. Pupils need to look at the insects on the picture card and match the picture card to the correct name on the word card. 3. Pupils throw the dice if they can match the cards correctly or missed a turn if they answer wrongly. 4. Pupils continue playing until they reach the finish space. Post lesson: 1. Teacher revises some of the insects mentioned in the board game.	
	Assessment	Pupils name at least two insects correctly.	

Cycle 2

Class:	Focus	Vocabulary	Teaching aids:
Intervention Time: 10.00 -10.30 am	Theme	World of Knowledge	- Bug's Life Board Game - Word cards - Picture cards
	Topic	Insects	
	Learning objective(s)	Pupils should be able to: 1. Match the pictures of insects with the correct name. 2. Name at least three insects correctly.	Reflections: 1. Pupils are able to match most the picture cards with the correct word cards with the clues provided.
	Subject: English	Pre lesson: 1. Introduce the board game and read the rules. Teaching & learning activities: 1. Pupils take turn to pick a picture card. 2. Pupils look at the insects on the picture card. The picture card includes the initial letters of the word and blank spaces indicating number of letters in the word to help the pupils. 3. Pupils match the picture card to the correct name on the word card based on the clues given. 4. Pupils throw the dice and move if they can match the cards correctly or missed a turn if they answer wrongly. 5. Pupils continue playing until they reach the finish space. Post lesson: 1. Teacher revises some of the insects mentioned in the board game.	
	Assessment	Pupils name at least three insects correctly.	2. Pupils are now more familiar with the names of the insects. 3. Pupils can name at least four insects after the game. 4. Time available is not enough for pupils to play for longer time to reinforce the vocabulary.

Cycle 3

Class:	Focus	Vocabulary	Teaching aids:
Intervention	Theme	World of Knowledge	- Bug's Life Board Game
	Topic	Insects	- Word cards
Time: 10.00-10.30 am	Learning objective(s)	Pupils should be able to: 1. Match the pictures of insects with the correct name. 2. Name at least three insects correctly.	- Picture board
Subject: English	Pre lesson: 1. Introduce the board game and the "Flik and the gang" picture board. Rules are read out.		Reflections: 1. Pupils are more confident in matching the word cards and the insects.
	Teaching & learning activities: 1. Pupils take turn to pick a word card. 2. Pupils look at the name of the insects on the word card. 3. Pupils match the word card with the correct insect on the picture board. 4. Pupils throw the dice and move if they can match the cards correctly or missed a turn if they answer wrongly. 5. Pupils continue playing until they reach the finish space.		2. Pupils are confused with the pictures of insects on the picture board as some of the pictures on the picture are different from the picture cards that pupils used in previous cycle,
	Post lesson: 1. Teacher revises some of the insects mentioned in the board game.		3. Pupils expressed their interest and wanted to play the game next time.
	Assessment	Pupils name at least five insects correctly.	