

## **FLIPPITY AS A GAME-BASED LEARNING MEDIUM IN TEACHING VOCABULARY ON ELEMENTARY SCHOOL**

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### **ABSTRACT**

*Teaching English vocabulary at the elementary school level required engaging instructional media to enhance student participation and support effective teaching. One such tool was Flippity, a game-based learning medium that facilitated interactive activities. This study aimed to describe the implementation of Flippity in teaching English vocabulary and to identify the challenges faced by the teacher. The study employed a qualitative approach with an interpretive design, involving an English teacher in a fifth-grade class at an elementary school in Gresik. Data were collected through classroom observations, teacher interviews, and documentation, and were analyzed using data reduction, data display, and conclusion-drawing techniques. The findings indicated that Flippity was implemented systematically through planning, instructional execution, and evaluation, with game types adjusted to the learning materials. However, the teacher encountered several challenges, including limited supporting facilities, time management constraints, and lack of readiness in using digital media. In conclusion, Flippity showed strong potential as an innovative medium for vocabulary learning, but its effectiveness depended on adequate technical and pedagogical preparation. Therefore, institutional support and teacher training were essential to optimize its implementation.*

**Keywords:** *Flippity, Game-Based Learning, Vocabulary Learning, Elementary School, Teacher Implementation*

### **A. Introduction**

English language learning plays a crucial role in education in the era of globalization, especially when taught at the elementary school level, as children are highly receptive to learning new languages during this stage of their development. At this stage, vocabulary serves as the primary foundation for developing language skills, including reading, writing, listening, and speaking

(Nation, 2022). A strong vocabulary enables students to grasp meanings, construct sentences, and express ideas effectively. Conversely, if their vocabulary is limited, this can hinder communication and reduce students' self-confidence.

Therefore, vocabulary teaching methods must be designed to be engaging, relevant, and aligned with the developmental needs of elementary school children. Children at this age typically learn

through direct experiences, visual cues, and meaningful activities (Pinter, 2017). Additionally, they have limited attention spans and quickly become bored if lesson material is presented in a monotonous manner. This requires teachers to employ interactive and varied strategies. Thus, innovation in vocabulary instruction has become an urgent necessity. Implementing the right methods can enhance engagement and effectiveness in the learning process. One suitable approach is the use of game-based technology and media.

Although vocabulary instruction is crucial at the elementary level, there are still several challenges to be overcome. Learning is often teacher-centered, without active student involvement in the learning process (Sondakh & Sya, 2022). Furthermore, vocabulary is frequently taught without clear context and with minimal visual aids, making it difficult for students to understand and remember the words (Nisa et al., 2025). Traditional teaching methods, such as rote memorization and teacher-centered approaches, are still widely used, but these methods are less effective in motivating students

to learn (Arisanti & Zuhdi, 2021). This situation contrasts with the characteristics of elementary school students, who prefer interactive and engaging activities. Based on the researcher's experience, students show high enthusiasm at the beginning of a lesson but quickly lose focus if the activities are not varied. Additionally, there is variation in students' abilities to understand vocabulary. This highlights the importance of learning materials that are adaptable and engaging. As an alternative, game-based learning can be implemented, which incorporates game elements into the learning process. This approach has been proven to increase student motivation and participation. Therefore, the use of game-based digital media is highly appropriate for addressing these challenges.

One tool that can be utilized in game-based learning is Flippity, an online platform that transforms information from Google Sheets into a variety of interactive learning activities. Flippity offers a range of features such as quizzes, flashcards, crossword puzzles, and various other games that can be tailored to specific learning objectives. This tool enables

the presentation of vocabulary in a visual and interactive manner, which helps students understand the material. Compared to other platforms, Flippity offers a greater variety of activities and higher flexibility. Additionally, this tool supports student-centered learning by encouraging active participation, both individually and in groups. However, the success of using this tool heavily depends on teachers' pedagogical and technological skills. In the context of vocabulary learning, learning phases such as presentation, practice, consolidation, and application also need to be adapted. The inclusion of a consolidation phase aims to reinforce students' memory through enjoyable activities. This aligns with the principles of game-based learning, which emphasizes the importance of students' emotional engagement. Thus, Flippity has the potential to be an effective tool for vocabulary learning.

Previous research has examined the use of Flippity in English language instruction, particularly regarding student learning outcomes and responses (Fauzi et al., 2022; Nguyen et al., 2024). The

findings of these studies indicate that Flippity can enhance motivation, interaction, and positive learning experiences. However, most studies still focus primarily on quantitative aspects and final learning outcomes. Research on the implementation process of Flippity in the classroom, particularly from the teacher's perspective, remains scarce. Meanwhile, the teacher's role in designing, managing, and evaluating the use of learning tools is of critical importance. Therefore, there is a gap in research exploring teachers' experiences and strategies in using Flippity. To address this gap, this study adopts a qualitative approach. This approach allows for a more in-depth analysis of processes, interactions, and learning experiences. Thus, this study aims to provide a more comprehensive view of classroom learning practices.

Based on this background, the research focuses of this study are:

1. How is Flippity utilized as a game-based learning tool in teaching English vocabulary at the elementary school level?
2. What difficulties do teachers face in implementing it?

The objective of this study is to describe in detail the process of implementing Flippity and to identify the challenges that arise during its implementation in the classroom. This study holds high relevance both theoretically and practically. Theoretically, it contributes to the literature on game-based learning tools through a qualitative approach that emphasizes teachers' experiences and processes. Practically, the findings can serve as a reference for educators in designing more creative vocabulary teaching strategies. Additionally, this study supports the development of technology utilization in elementary education. It is hoped that the findings of this study can contribute to creating more engaging and interactive learning experiences that meet the needs of students in the 21<sup>st</sup> century. Thus, this study plays a role in bridging theory and practice in digital-based English language teaching.

## **B. Method**

This study employs a qualitative approach with an interpretive design to explore in depth teachers' experiences in using the Flippity tool

for teaching English vocabulary. The study was conducted during the first semester of the 2025/2026 academic year at an elementary school located in Gresik, East Java. The method used was an interpretive qualitative study that focused on the learning process and obstacles that arose when using Flippity to teach vocabulary. The subject of this study was a fifth-grade English teacher selected through a purposive sampling method. Selection criteria included teachers who had direct experience in planning, implementing, and assessing vocabulary learning using Flippity.

Data collection for this study was conducted through observation, semi-structured interviews, and document analysis. Non-participant observation was used to directly observe how the vocabulary learning process in fifth-grade classrooms unfolded using the Flippity tool. These observations focused on three stages of learning: the introductory stage, the core stage, and the concluding stage. After conducting the observations, the research team conducted semi-structured interviews with the teachers to delve deeper into their experiences using Flippity as

well as the challenges they faced during the learning process. Additionally, documents were collected in the form of lesson plans, interview transcripts, as well as photos and screenshots of Flippity in use during classroom activities (Creswell & Poth, 2016).

Data analysis was conducted using an interactive analysis method that included the stages of data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher selected information related to the use of the Flippity platform and the various challenges that arose during the learning process. The selected data was then organized according to the research themes and presented in the form of descriptive narratives. In the conclusion-drawing stage, conclusions are drawn based on patterns and insights evident from the presented data. To ensure the accuracy of the data, the researcher compares the results of observations, interviews, and documentation to verify the consistency of the information using triangulation techniques (Miles & Huberman in Sugiyono & Lestari, 2021).

## **C. Findings and Discussion**

### **1. Findings**

The findings are presented based on two main aspects: (a) the teacher's implementation of Flippity in vocabulary instruction and (b) the challenges encountered during its implementation.

#### **a. Implementation of Flippity in Vocabulary Teaching**

The findings showed that the implementation of Flippity in vocabulary teaching followed structured learning stages, namely presentation, practice, consolidation, and application. During the presentation stage, the teacher introduced new vocabulary using Flippity Flashcards supported by pictures and pronunciation modeling. Students were encouraged to repeat the vocabulary and identify word meanings based on visual cues. This gradual learning process was intentionally designed to help students understand vocabulary before using it in communication. The teacher emphasized the importance of step-by-step vocabulary learning, stating:

“Students need to recognize words first, and then practice, before they can use them in sentences” (T1).

During the practice stage, the teacher used interactive features such as Flashcards and Random Name Picker to encourage active participation. Students responded to vocabulary prompts individually and constructed simple sentences using the target words. Observation results indicated that students showed greater confidence when their names were randomly selected, as they became more attentive and prepared to answer. This activity also increased classroom interaction and supported repeated vocabulary exposure. The teacher explained that the use of Flippity created a more engaging learning environment:

“Flippity made students more interested and active because it created more varied learning activities” (T1).

In the consolidation and application stages, the teacher used Flippity Board Game to support collaborative learning activities. Students worked in groups to complete vocabulary challenges and describe clothing items using simple English sentences. Compared to the initial stages, students demonstrated quicker responses and greater confidence in using vocabulary during these collaborative activities. These findings indicate that repeated exposure and collaborative learning supported students’ vocabulary retention and encouraged meaningful language use in classroom communication.

b. Challenges in Implementing Flippity

The findings also revealed several challenges encountered during the implementation of Flippity, particularly related to technical and teacher readiness factors. One of the primary technical challenges was unstable internet connectivity, which

occasionally disrupted the flow of classroom activities. When the internet connection was slow, the learning process had to be paused or adjusted. This technical limitation affected the timing and continuity of digital learning activities. The teacher explained this issue clearly during the interview:

“The most noticeable challenge is the internet connection, because our school is not located in the city center. When the connection is unstable, Flippity cannot be used optimally” (T1).

Another challenge identified in this study was related to teacher readiness in preparing digital learning materials. The teacher reported that entering vocabulary data into Flippity through Google Sheets required additional time and technical familiarity. This preparation process was sometimes difficult, especially during the early stages of using the media. The teacher explained this difficulty as follows:

“Another obstacle is the process of entering vocabulary material into Flippity via Google Sheets. For teachers who are not yet familiar with this, it can be quite difficult and time-consuming” (T1).

To address these challenges, the teacher implemented several alternative strategies to maintain lesson continuity. These strategies included preparing backup learning activities and organizing materials in advance to prevent delays during classroom implementation. The teacher described this strategy during the interview:

“I usually prepare alternative learning methods and prepare Flippity materials well in advance” (T1).

## 2. Discussion

The findings of this study indicated that the implementation of Flippity supported vocabulary learning through structured stages consisting of presentation, practice, consolidation, and application. This structured process suggested that vocabulary learning became more

effective when students were gradually introduced to vocabulary before being required to use it in communication. The gradual progression observed in this study reflected the importance of scaffolding in language learning, where learners build knowledge step by step. The use of Flippity Flashcards in the presentation stage provided visual support that helped students recognize vocabulary forms and meanings more effectively.

Furthermore, the transition from recognition activities to communicative use indicated that digital media could support vocabulary learning when integrated into purposeful instructional stages. This finding suggested that the effectiveness of digital tools depended not only on their interactive features but also on how they were embedded within structured pedagogical planning. The structured implementation observed in this study demonstrated that digital media could function as a scaffold that bridges vocabulary recognition and language production. Therefore, this study contributed to the understanding that structured learning design was essential in maximizing the

pedagogical value of digital vocabulary tools.

Another important finding of this study was the increase in student engagement during vocabulary learning activities. The use of interactive features such as Random Name Picker and Board Game created an environment where students actively participated and showed enthusiasm toward vocabulary tasks. This pattern suggested that game-based learning could enhance student motivation and participation, particularly among young learners who benefit from interactive and visually stimulating activities. The increased confidence observed among students indicated that repeated exposure to vocabulary through game-based interaction supported active language use.

These findings were consistent with the theory proposed by Nation (2022), which highlighted that vocabulary learning requires repeated exposure and meaningful practice to strengthen retention. The repeated interaction with vocabulary items through Flippity activities enabled students to practice pronunciation and vocabulary recall in an engaging context. In addition, the findings

support previous studies that reported the positive impact of digital game-based learning tools on student motivation and classroom participation. Therefore, the use of Flippity in this study demonstrated that engagement was not only a motivational factor but also a mechanism that supported vocabulary retention and language development.

The findings also highlight the significant role of teacher readiness in implementing digital learning media. Although Flippity provided interactive learning opportunities, its successful use depended largely on the teacher's ability to prepare materials and manage digital tools effectively. The challenges related to preparing vocabulary content through Google Sheets indicate that digital media integration required both technical competence and instructional planning. This finding suggested that technology alone did not guarantee successful learning outcomes without adequate teacher preparation.

This observation supported the perspective of Fullan (2016), who emphasized that educational innovation depended on teacher readiness and systematic planning.

The teacher's ability to prepare alternative activities also demonstrated professional adaptability, which was essential in technology-based learning environments. The readiness shown in preparing backup learning strategies indicated that effective technology integration requires flexibility and preparedness. Therefore, this study reinforced the idea that teacher competence plays a central role in determining the success of digital media implementation in classroom settings.

Technical limitations, particularly unstable internet connectivity, emerged as one of the main challenges in implementing Flippity. These findings highlight that the integration of digital media in classroom learning was closely related to infrastructural readiness. The interruptions caused by internet instability affected the continuity of vocabulary learning activities and required adjustments in lesson timing. This situation suggested that technological readiness was a critical factor influencing the sustainability of digital learning practices.

The effectiveness of instructional media depended on the

availability of adequate supporting facilities. Without stable technological infrastructure, even well-designed learning tools may not function optimally. However, the teacher's use of alternative strategies indicated that technological challenges could be managed through adaptive planning and flexible teaching methods. Therefore, this study suggested that digital learning environments require not only technological access but also contingency planning to maintain learning continuity.

This study contributed to the field of vocabulary learning and digital media integration by emphasizing the pedagogical process underlying the use of Flippity in classroom learning. While previous studies often focused on measuring student achievement or engagement outcomes, this study highlighted how structured instructional stages support vocabulary learning development. The findings demonstrate that digital tools were most effective when used as part of a systematic teaching process rather than as isolated learning activities.

In addition, this study provided practical insights into the challenges faced by teachers during the

implementation of digital learning tools in elementary school contexts. The identification of technical and instructional challenges contributed to the broader understanding of factors influencing digital learning adoption. Therefore, this study expands the academic discussion on digital vocabulary learning by emphasizing the importance of pedagogical planning, teacher readiness, and technological support in ensuring meaningful learning outcomes.

#### **D. Conclusion**

This study aimed to investigate the implementation of Flippity in teaching English vocabulary and to identify the challenges encountered during its use. The findings revealed that the implementation of Flippity was conducted systematically through four stages of vocabulary teaching: presentation, practice, consolidation, and application. These stages were carried out according to the planned instructional design and supported by appropriate Flippity features that matched vocabulary learning objectives and students' characteristics. The results also indicated that the use of Flippity contributed positively to the learning

process by increasing students' enthusiasm, participation, and ability to understand and use vocabulary more quickly and accurately. In addition, several challenges were identified, particularly related to unstable internet access and initial teacher difficulties in operating unfamiliar digital tools, although these obstacles did not significantly hinder the continuity of the learning process.

The findings of this study provide practical implications for English vocabulary teaching, particularly in the integration of technology-based learning media in elementary school settings. The results highlight the importance of careful instructional planning, teacher readiness, and the availability of adequate technological facilities to ensure effective digital learning implementation. However, this study was conducted within a limited context and involved specific classroom conditions, which may influence the generalizability of the findings. Future research is recommended to involve broader research subjects, different educational levels, and longer implementation periods, as well as to explore the use of Flippity in other

language skills or compare its effectiveness with other digital learning media. Such studies are expected to expand the understanding of technology-based vocabulary learning and provide more comprehensive evidence for educational practice.

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