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Talk It Out!: Developing a Design-Thinking-Based Boardgame for EFL Speaking Fluency

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ABSTRACT

Speaking fluency remains a challenge for many Indonesian EFL students. Based on a preliminary study, 65% of students were reluctant to speak English despite possessing sufficient vocabulary knowledge. One way to address this issue is by providing engaging learning activities that actively involve students in speaking practice. Educational board games can serve as an alternative learning medium capable of creating an enjoyable and interactive learning environment for speaking activities. However, studies focusing on the development of physical board games specifically designed to facilitate speaking fluency remain limited. Therefore, this study aimed to develop an educational board game called Talk It Out! to support speaking-fluency practice among tenth-grade students. This study employed Design and Development Research (DDR). The development process adopted the ADDIE model integrated with Design Thinking principles, including the empathize, define, ideate, prototype, and test stages. Data were collected through expert validation, a speaking-fluency assessment instrument, and a student-response questionnaire. The needs-analysis stage involved interviews with nine students, while the product was implemented through a limited trial involving 14 students. The results showed that the developed board game was highly feasible, receiving validation scores of 88% and 94% from a gamification expert and an English-language expert, respectively. Students achieved an overall speaking-fluency score of 72.1%, categorized as good, while student responses toward the board game reached 87.5%, categorized as very good. These findings indicate that Talk It Out! is a feasible and well-received learning medium that provides opportunities for speaking practice in EFL classrooms. Future studies are recommended to employ larger samples and more rigorous research designs further to examine the effectiveness of the developed board game.

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1. INTRODUCTION

Speaking ability is one of the essential competencies that students must master in learning English as a foreign language. Speaking proficiency encompasses not only fluency but also accuracy in language use and the ability to communicate effectively across various contexts [1]. Speaking ability is a multidimensional construct that encompasses various linguistic and interactional competencies. In the context of second or foreign language learning, speaking proficiency refers to learners' overall functional ability to communicate orally, involving linguistic and strategic competencies as well as the ability to access and use linguistic knowledge under the time constraints of real-time communication [2]. Therefore, speaking proficiency should be distinguished from speaking fluency. Fluency represents one dimension of speaking performance and is more specifically concerned with the smoothness and efficiency of speech production, including the ability to produce speech with limited hesitation and disruption. This distinction is important because learners may demonstrate different levels of fluency while possessing varying levels of overall speaking proficiency.

Vocabulary knowledge constitutes an important linguistic resource underlying speaking performance. Previous research has demonstrated that vocabulary knowledge is associated with second language speaking ability. Enayat et al. [3] found that vocabulary size and depth jointly contributed to the prediction of overall speaking ability, including fluency and lexical resource. Relationship between spoken vocabulary knowledge and speaking proficiency was examined, while also highlighting differences between vocabulary knowledge assessed in written and spoken formats [4]. These findings suggest that having knowledge of vocabulary is not equivalent to being proficient in speaking; rather, vocabulary knowledge provides linguistic resources that learners need to retrieve and use during real-time oral communication.

Speaking performance is also influenced by affective factors, particularly speaking anxiety and self-confidence. Speaking anxiety refers to feelings of nervousness, apprehension, or fear experienced when learners are required to communicate orally in a foreign language. Research has shown that speaking anxiety can be associated with learners' oral participation and performance. English speaking anxiety among Indonesian EFL learners was associated with feelings of nervousness, lack of confidence, and difficulties in maintaining fluency during classroom presentations and discussions [5]. Importantly, speaking anxiety should not be regarded as synonymous with low speaking proficiency because anxiety is an affective condition, whereas proficiency concerns the learner's demonstrated language ability. Examining speaking anxiety separately from actual speaking proficiency demonstrates the importance of distinguishing affective experiences from measured oral language ability [6]. Self-confidence concerns learners' beliefs about their own ability and their willingness to engage in speaking activities, whereas speaking proficiency concerns their actual demonstrated ability to use the target language. Thus, speaking proficiency, speaking fluency, vocabulary knowledge, speaking anxiety, and speaking confidence represent interconnected but conceptually distinct constructs that

should be carefully differentiated when investigating learners' English speaking performance.

Indonesian students continue to face numerous challenges in developing their English-speaking skills. Data from the EF English Proficiency Index (EPI) 2023 ranked Indonesia 79th out of 113 countries, placing it in the low proficiency category [7]. This ranking should be read alongside the reality of classroom practice, in which speaking is developed through activities such as discussion, information gap tasks, role-play simulation, and oral presentations, all of which are intended to give learners extensive opportunities to use the target language in meaningful, real-life-like contexts [8]. This condition indicates that the English language proficiency of Indonesians, particularly speaking skills, still requires improvement. In addition to linguistic factors, psychological barriers such as anxiety and low self-confidence also pose challenges that may reduce students' participation in speaking activities [9].

Preliminary interviews were conducted with randomly selected tenth-grade students at the research site. The interviews revealed that approximately 65% of the participants were reluctant to speak English despite possessing sufficient vocabulary knowledge. Students frequently reported fear of making mistakes, lack of confidence, and difficulties expressing ideas spontaneously. These findings suggest that obstacles in speaking skills are not always caused by a lack of linguistic competence but are also influenced by affective factors, such as fear of making mistakes and low self-confidence [9]. These preliminary data illustrate the importance of efforts to help students develop their speaking ability more optimally.

One effort that can be made to improve students' speaking skills is by presenting more engaging learning activities that actively involve students. In this context, educational board games can serve as an alternative learning medium capable of creating an enjoyable learning atmosphere while providing a supportive environment for speaking practice. The integration of game elements into English language learning has been shown to enhance learning motivation, student activeness, and their engagement in the learning process [10], [11].

Although previous studies have demonstrated the potential of educational games in language learning, most boardgame game-based studies have focused on vocabulary acquisition and grammar practice. Comparatively fewer studies have investigated the development of physical board games explicitly designed to support speaking fluency through fluency-oriented game mechanics and user-centered design processes. This gap provides a rationale for the development of the present study.

The use of board games in language learning has drawn considerable attention in various studies. However, a number of studies indicate that most research and development on board games has focused primarily on vocabulary and grammar acquisition. This is consistent with findings showing that many educational games are designed to support the learning of basic linguistic aspects, such as vocabulary and language structure [12]. Meanwhile, the development of board games specifically aimed at training more complex competencies, including speaking skills, remains relatively limited. This condition indicates an opportunity to develop learning media that are oriented not only toward the mastery of language elements but also toward the active use of language in communication.

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In developing learning media that align with students' needs, design thinking offers a relevant approach. This approach emphasizes understanding user needs, generating ideas creatively, and continuously building and refining prototypes [13, 14, 15]. Through this approach, the developed learning media is expected to be more contextual, suited to students' characteristics, and capable of more effectively supporting the improvement of **speaking skills**.

The urgency of this research is based on three considerations. First, students' speaking ability remains a challenge, as reflected in Indonesia's low English proficiency level and the finding that 65% of students still hesitate to speak despite having mastered the necessary vocabulary. This condition **indicates that speaking barriers are not only linguistic but also psychological** in nature. Second, the development of English learning board games has largely focused on vocabulary and grammar, while board games specifically designed to train speaking skills remain limited. Third, there remains a need for speaking-oriented educational board games that integrate fluency-focused activities and are developed through a systematic user-centered process.

A number of studies on English learning board games have focused primarily on vocabulary and grammar mastery. Although research on board game development to improve speaking skills has begun to emerge, this study does not claim to be the first in this field. **The novelty of this study lies in:** 1) **the integration of** speaking fluency aspects into the game mechanics; 2) the design of game elements specifically designed to provide a supportive speaking environment through a gradual level of challenge; 3) the application of a design thinking approach; and 4) the provision of immediate feedback during gameplay, enabling the learning, assessment, and gaming processes to be effectively integrated.

Based on the background described above, the research problems of this study are formulated as follows: (1) How is the Educational Board Game "Talk It Out!" developed based on the design thinking approach? (2) How is the Educational Board Game "Talk It Out!" implemented in speaking instruction? (3) What are the students' speaking fluency achievements and responses to the use of the Educational Board Game "Talk It Out!"?

2. METHOD

This study employed Design and Development Research (DDR), which focuses on the systematic design, development, and evaluation of educational products [16]. The product development process followed the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) integrated with Design Thinking principles, including the stages of **empathize, define, ideate, prototype, and test** [13, 14, 15]. Within this framework, the Empathize and Define stages were conducted during the Analyze phase, Ideate during the Design phase, prototype during the Development phase, Test during the Implementation phase, and product refinement during the Evaluation phase. This integration enabled the product to be developed systematically while remaining responsive to users' needs and experiences.

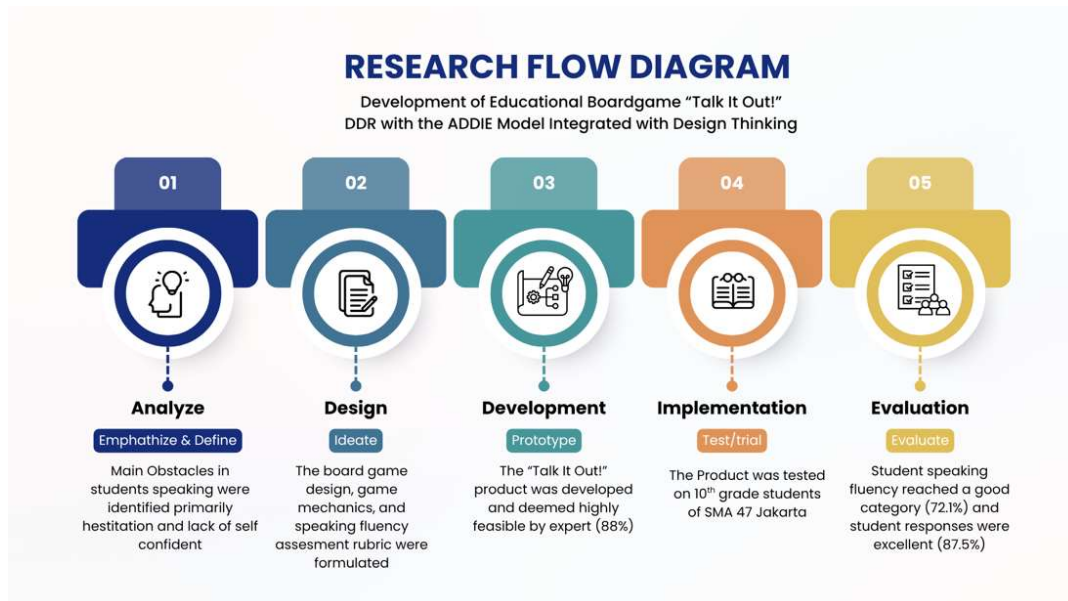


Figure 1. Research Flow Diagram

This study was conducted at SMA Negeri 47 Jakarta. During the need analysis stage, preliminary interviews were conducted with randomly selected 10th grade students to identify speaking-related challenges and learning needs. The interviews revealed that approximately 65% of students were reluctant to speak English despite possessing sufficient vocabulary knowledge. The students reported difficulties related to fear of making mistakes, lack of confidence, and challenges in expressing ideas spontaneously.

The implementation stage involved a limited trial with 14 10th students. All participants took part in the boardgame activities, speaking performance assessment, and written reflection tasks. However, only 11 students completed the student response questionnaire because three students were absent during questionnaire administration. The participants represented the target users of development product

This study employed a descriptive mixed-methods approach combining quantitative and qualitative data. Quantitative data were obtained from expert validation, students' speaking fluency assessment, and student response questionnaires. Speaking fluency was assessed using a rubric consisting of four dimensions: speech rate, pause management, self-correction, and communication effectiveness, rated on a four-point scale. Qualitative data were obtained through interviews conducted during the needs analysis stage, documentation of brainstorming results during the ideation stage, observations during the trial implementation, and students' written reflections after using the developed product. The integration of quantitative and qualitative data provided a comprehensive understanding of the product development process, product feasibility, students' speaking performance, and user perceptions.

Prior to implementation, the product underwent expert validation. Validation was conducted by two experts consisting of a gamification expert and an English language expert. The gamification expert evaluated game mechanics, usability, visual design, and instructional suitability, while the English language expert evaluated language appropriateness, speaking prompts, and instructional relevance. In addition, the student response questionnaire was developed by the researcher based on the objectives of the study

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and relevant literature concerning educational games and speaking learning. Prior to implementation, the questionnaire underwent content validation through expert review to ensure the relevance, clarity, and appropriateness of all questionnaire items.

To obtain the data required for the product development and evaluation process, several data collection techniques were employed throughout the ADDIE and Design Thinking stages. The techniques, instruments, data types, and corresponding stages are presented in Table 1.

Table 1. Data Collection Techniques

Data Collection Techniques	Instrument	Data Type	ADDIE / Design Thinking Stage
Interview	Semi-structured interview guide	Qualitative	Analyze / Empathize
Expert validation	Media and material expert validation sheet	Quantitative	Development / Test
Structured performance test	Speaking fluency rubric (4 aspects, 1-4 scale)	Quantitative	Implementation-Evaluation / Test
Student response questionnaire	Likert-scale questionnaire covering media, game rules, motivation, benefits, and perceived speaking skills	Quantitative	Evaluation
Written reflection	Open-ended reflection sheet on experience, difficulties, and practice needs	Qualitative	Evaluation

Students' speaking performance was assessed using a speaking fluency assessment instrument developed based on the fluency dimensions proposed by [17] and [18]. This instrument was further informed by contemporary fluency research [19, 20, 21]. Speaking fluency was operationalized through four dimensions: speech rate, pause management, self-correction, and communication effectiveness. These dimensions were selected because they represent major components of utterance fluency, including speed, breakdown management, repair strategies, and the ability to maintain meaningful communication. The speaking fluency assessment instrument consisted of 20 indicators distributed across four dimensions. The speech rate dimension measured the continuity and pace of speech production. Pause management assessed students' ability to minimize and manage pauses during speaking. Self-correction evaluated students' ability to recover from and correct errors without disrupting communication. Communication effectiveness measured students' ability to convey ideas clearly and completely. Each indicator was rated on a four-point scale ranging from 1 (very poor) to 4 (very good). All speaking performance assessments were conducted by the researcher during the limited trial. The dimensions of the speaking fluency assessment instrument are presented in Table 2.

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Table 2. Dimensions of Speaking Fluency

Dimension	Number of Indicators	Focus of Assessment
Speech Rate	5	Ability to speak continuously, maintain speaking tempo, and respond within the allotted time
Pause Management	5	Ability to minimize excessive pauses, hesitation, and prolonged silence
Self-Correction	5	Ability to recognize, correct, and recover from speaking errors without disrupting communication
Communication Effectiveness	5	Ability to express ideas clearly, completely, and understandably
Total	20	Speaking fluency performance

The quantitative data analysis technique used for the expert validation results, speaking performance test, and student response questionnaire was conducted by calculating the achievement percentage using the following formula:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Note:

P = achievement percentage;

$\sum x$ = total score obtained;

$\sum x_i$ = maximum expected score.

The resulting percentage was then converted into a qualitative category to facilitate the interpretation of results. The categorization criteria used in this study are presented in Table 3.

Table 3. Criteria for Interpreting Achievement Percentage

Percentage Range	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0% - 20%	Very Poor

All quantitative data were converted into achievement percentages and interpreted according to the predetermined qualitative categories. Mean scores and standard deviations were also calculated to describe central tendency and variation. For instruments consisting of multiple assessment dimensions, analysis was conducted both at the overall level and at the level of individual dimensions to identify strengths and aspects requiring improvement. Qualitative data obtained from interviews, observations, and written reflections were analyzed descriptively through thematic categorization to identify recurring patterns related to students' speaking experiences, perceived challenges, and responses toward the developed product.

Permission to conduct the study was obtained from SMA Negeri 47 Jakarta prior to data collection. Participation was voluntary, and students were informed about the purpose

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of the study. To ensure confidentiality, all participant identities were anonymized, and all collected data were used exclusively for research purposes.

3. RESULTS AND DISCUSSION

3.1 Product Development Stage of the “Talk it Out” Boardgame

The product development stage began with the analysis stage, followed by the design stage, and concluded with the development stage. The analysis stage was carried out by identifying students’ needs through interviews and preliminary observations (empathize stage), formulating these findings into a game concept through brainstorming (ideation stage), and then translating the concept into a prototype (development stage). The final product is the result of refinements made to the prototype version, which had previously been tested. A complete “Talk It Out!” game package consists of the following components:

Table 4. Boardgame Package

Component	Quantity	Description
Game board	1	A 50-square path from start to finish, equipped with special squares
Question/topic cards	50	Divided into 4 colors (red, blue, yellow, green), each representing a different category
Dice	1	Determines the number of steps moved
Player pawns	Adjusted to the number of players	For 4-6 players
Timer	1	30- second time limit for answering
Score board	1	Records players’ accumulated points
Instruction booklet	1	Contains the game rules

Game specifications:

The game is designed for 4–6 players, with a duration of 30+ minutes, targeting tenth-grade senior high school students. The game board includes special squares that add dynamics to the gameplay, namely Extra +10 (bonus points), Skip a Turn, Go Back Two Steps, and Move +3 (advance three steps).

The game mechanism follows five rules outlined in the instruction booklet:

- (1) Preparation : all pawns are placed on the START square;
- (2) Playing Turn : a player rolls the dice, moves their pawn accordingly, draws a card corresponding to the color of the square landed on, and answers the question/topic on the card;
- (3) Assessment : answers are assessed based on speaking fluency within a 30-second time limit;
- (4) Special Squares : a player follows the instruction on a special square upon landing on it;
- (5) Next Turn : The game continues until a player reaches FINISH.

An additional important rule applies: answers must be given in English, with a minimum duration of 30 seconds. The winner is the player with the highest accumulated points. The

product's quality was verified through expert validation prior to implementation. Validation was conducted by a gamification expert and an English language expert, resulting in feasibility scores of 88% and 94%, respectively. Both results were categorized as very good, indicating that the product was suitable for classroom implementation. The development of the Talk It Out! board game was informed by principles of educational media design and game-based learning. Previous studies have shown that high-quality interface design supports learning, while engaging features can increase learners' interest in instructional activities [22]. In addition, **visualization, layout, color selection, and design consistency are important factors in** enhancing user engagement [23]. The clarity of game rules is also essential because it helps communicate information consistently and provides timely feedback to players [24]. Therefore, the development of the Talk It Out! board game considered not only speaking-practice objectives but also design elements intended to improve usability, engagement, and the overall learning experience.



Figure 2. Talk It Out! Board Game Product: (a) product packaging, (b) Talk It Out board, (c) Complete board game contents, (d) card game

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3.2 Implementation of the Board Game in Learning

The *Talk It Out!* board game was implemented through a limited trial involving 14 tenth-grade students. During the implementation stage, students were divided into groups of four to six players in accordance with the game design. The researcher acted as both facilitator and assessor of students' speaking performance using the speaking-fluency assessment instrument.

During gameplay, students took turns rolling the dice, moving their pawns, drawing question cards, and responding orally to the prompts provided. All responses were delivered in English and were required to last for a minimum of 30 seconds. Throughout the activity, students interacted with their peers while completing speaking tasks embedded within the game.

The implementation process demonstrated that the boardgame could be integrated into classroom learning and carried out according to the intended procedures. Students generally followed the game rules and actively participated in the activities. This finding is consistent with previous studies indicating that boardgame game-based activities can encourage interaction, communication, and participation in language learning [11], which reported that game-based speaking activities promoted students' involvement in oral communication. At the same time, Maranatha et al. [25] found that board games created an enjoyable learning atmosphere and provided meaningful opportunities for speaking practice. Taken together, these findings suggest that board games can serve as learning media that encourage interaction and oral communication in EFL classrooms.



Figure 3. Implementation of the Boardgame in Learning

3.3. Students' Speaking Fluency Achievement

Students' speaking performance was assessed using a speaking fluency assessment instrument consisting of four dimensions: speech rate, pause management, self-correction, and communication effectiveness. The results showed that students achieved an overall speaking fluency score of 72.1%, which was categorized as good. Among the four dimensions, self-correction achieved the highest score (76.1%), followed by communication effectiveness (73.9%), pause management (70.7%), and speech rate (67.5%).

Table 5. Speaking Fluency Result

Aspect	Mean (%)	Category
Speech Rate	67.5%	Good
Pause Management	70.7%	Good
Self-Repair	76.1%	Good
Communication Effectiveness	73.9%	Good
Overall Speaking Fluency Achievement	72.1%	Good

The relatively high score in self-correction suggests that students were generally able to continue speaking despite making errors and could recover from communication difficulties without completely interrupting the interaction. Communication effectiveness also obtained a good score, indicating that students were able to express ideas that could generally be understood by their peers and teacher. However, speech rate received the lowest score among the four dimensions, suggesting that some students still required additional time to formulate and produce spoken responses.

These findings support the multidimensional view of speaking fluency proposed by [17] and [18], which conceptualizes fluency in terms of speed, breakdown, and repair dimensions. Similarly, Segalowitz [19] argues that fluency reflects learners' ability to manage speech production efficiently under real-time communication demands. The findings also align with [26], who emphasized that fluency should be viewed as a specific aspect of speaking performance rather than as a synonym for overall speaking proficiency. Therefore, the results indicate that students demonstrated speaking performance categorized as good during the implementation of the *Talk It Out!* board game.

The findings are also consistent with previous studies investigating the use of physical board games in language learning. Herawati [11] reported that game-based speaking activities encouraged students to participate more actively in oral communication. Likewise, Maranatha et al. [25] found that boardgame activities provided meaningful opportunities for speaking practice in a supportive and enjoyable learning environment. The present findings contribute to this growing body of research by demonstrating that a board game specifically developed to support speaking fluency can facilitate oral language production in EFL classrooms.

3.4 Students' Responses toward Boardgame

Student perceptions of the *Talk It Out!* board game were collected through a questionnaire consisting of 25 items covering appearance and media design, clarity of game rules, motivation and psychological aspects, relevance and usefulness, and perceived

improvement in language skills. Overall, student responses were categorized as very good, with an achievement score of 87.5%.

The highest score was obtained in the appearance and media-design dimension (93.2%), followed by the clarity of game-rules dimension (90.9%). These findings suggest that students perceived the board game as visually appealing, attractive, and easy to understand. Positive responses were also observed in the relevance and usefulness dimension (86.4%) and the motivation and psychological aspects dimension (85.2%). The lowest score was found in the perceived improvement in language-skills dimension (83.4%), although it remained within the very good category.

Table 6. Results of Students' Media Response

Dimension	Mean Score (1-4)	Percentage	Category
Appearance/Media	3.73	93.2%	Very Good
Clarity of Game Rules	3.64	90.9%	Very Good
Relevance and Usefulness	3.45	86.4%	Very Good
Motivation and Psychological Aspects	3.41	85.2%	Very Good
Perceived Improvement in Language Skills	3.34	83.4%	Very Good
Overall	3.50	87.5%	Very Good

The results indicate that students responded positively to the product and considered it appropriate for speaking-learning activities. The findings primarily reflect product usability, acceptance, and perceived usefulness rather than objective evidence of speaking improvement. This distinction is important because students' perceptions and observable speaking performance represent different outcomes.

The positive responses observed in this study may be related to students' perceptions of the board game as useful, relevant, and enjoyable. Previous studies have suggested that games perceived as useful and relevant can sustain learners' attention and engagement during learning activities [27]. Furthermore, game-based learning has been associated with increased motivation and self-efficacy among learners [28], [29]. Research has also shown that students may perceive language-learning benefits through participation in game-based learning activities [30]. Similar findings were observed in the present study, where students reported highly positive perceptions across the dimensions of relevance, usefulness, motivation, and perceived language-learning improvement.

The positive responses observed in this study are consistent with previous research on board-game-based learning. Maranatha et al. [25] found that students perceived board games positively because they made speaking activities more enjoyable and less monotonous. Similarly, Herawati et al. [11] reported that game-based speaking activities increased participation and engagement in language learning. These findings suggest that board games may serve as effective learning media that encourage participation and interaction in speaking classrooms.

Although several studies have reported positive outcomes associated with digital game-based learning [31, 32, 33], the present study focused on a physical board game. Therefore, comparisons with previous boardgame studies are particularly relevant because both contexts involve face-to-face interaction and direct peer communication. In this respect, the findings of the present study support previous evidence indicating that physical board games can provide meaningful opportunities for language practice while maintaining student engagement.

3.5 Evaluation stage

Taken together, the findings provide evidence of product feasibility, usability, and students' speaking performance during the limited trial. Expert validation demonstrated that the product was highly feasible, receiving scores of 88% from the gamification expert and 94% from the English-language expert. Student responses further indicated a high level of product acceptance and usability, with an overall response score of 87.5%. In addition, students demonstrated speaking performance categorized as good, achieving an overall speaking-fluency score of 72.1%.

An important feature of the *Talk It Out!* board game is the requirement that students speak for a minimum of 30 seconds when responding to a card prompt. This feature was designed to encourage extended oral production and discourage very short responses. The speaking-fluency results indicate that students were generally able to sustain communication during gameplay. Nevertheless, the relatively lower score obtained in the speech-rate dimension suggests that maintaining continuous speech remained challenging for some learners. Therefore, while the 30-second requirement may encourage extended speaking practice, future studies may explore whether different response durations are more suitable for learners with varying proficiency levels.

The competitive scoring system incorporated into the board game may also contribute to student engagement and participation. Competition and scoring mechanisms are frequently used in educational games to increase motivation and enjoyment during learning activities [24]. However, learners may respond differently to competitive elements depending on their confidence level and prior speaking experience. Future studies may therefore investigate how competitive mechanics influence students with different language abilities and affective characteristics.

The findings of the present study should be interpreted primarily as evidence of product feasibility, usability, and speaking performance during implementation rather than evidence of speaking-fluency improvement. Because this study did not employ a pretest-posttest design or a comparison group, no causal conclusions can be drawn regarding the effectiveness of the board game in improving speaking fluency. Instead, the findings indicate that the developed product was feasible for classroom implementation, positively received by students, and capable of providing opportunities for meaningful speaking practice in an EFL context.

3.6 Limitations

This study has several limitations. The product was tested through a limited trial involving 14 students from a single school; therefore, the findings cannot be generalized to broader educational contexts. In addition, the study focused primarily on product development and implementation and did not employ a pretest-posttest design or comparison group. Consequently, the findings should be interpreted as evidence of product feasibility, usability, and students' speaking performance during implementation rather than evidence of speaking-fluency improvement. Future studies may involve larger samples and more rigorous research designs further to examine the effectiveness of the developed board game.

4. CONCLUSION

Based on the results and discussion, it can be concluded that this study developed an educational board game called *Talk It Out!* to support speaking fluency practice among tenth-grade students. The developed product consists of a complete boardgame package and was evaluated as highly feasible by expert validators, receiving scores of 88% from the gamification expert and 94% from the English language expert.

The limited trial demonstrated that the board game could be implemented in a classroom setting and was positively received by students. Students achieved an overall speaking-fluency score of 72.1%, categorized as good, while the student response questionnaire yielded a score of 87.5%, categorized as very good. These findings indicate that the developed board game is feasible for classroom use and provides opportunities for speaking practice in EFL learning contexts.

However, because this study focused on product development and employed a limited trial involving 14 students without a pretest-posttest design or comparison group, the findings should not be interpreted as evidence of speaking fluency improvement. Future research is recommended to involve larger samples and multiple schools, as well as more rigorous research designs, such as quasi-experimental studies, further to examine the effectiveness of the developed board game.

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