

Conference e-Proceedings

eISBN 978-967-2072-43-0

Physical & Online



I-RoLE 2023

INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

13 - 14 MARCH 2023

**NOBLE RESORT HOTEL MELAKA
MALAYSIA**

ORGANISER



Cawangan Melaka



**UNIVERSITI
MELAKA**



UTM
UNIVERSITI TEKNOLOGI MALAYSIA



UMS
UNIVERSITI MALAYSIA SABAH

CO ORGANISERS

CONFERENCE MANAGER



WMIT GROUP SDN BHD
138118-A



eISBN 978-967-2072-43-0

Physical & Online

I-RoLE 2023

INTERNATIONAL CONFERENCE OF RESEARCH
ON LANGUAGE EDUCATION 2023

Conference e-Proceedings

International Conference of Research on Language Education 2023

13-14 March 2023 • Noble Resort Hotel, Melaka



**Conference e-Proceedings
International Conference of Research on
Language Education 2023
e-ISBN: 978-967-2072-43-0**

**“Embracing Change: Emancipating the Landscape of
Research in Linguistics, Language and Literature”**

**13-14 March 2023
Noble Resort Hotel, Melaka
*Physical and Online Conference***

ORGANISER



CO ORGANISERS



CONFERENCE MANAGER





EDITORIAL BOARD

Chairman

Dr. Ameiruel Azwan bin Ab Aziz
Universiti Teknologi MARA

Committee Member

Fazlinda binti Hamzah
Universiti Teknologi MARA

Mohd Azlan Shah bin Sharifudin
Universiti Teknologi MARA

Dr. Amirah binti Mohd Juned
Universiti Teknologi MARA

Coordinator

Zesdyzar Rokman
WMIT Group Sdn Bhd

Rozielawati Rosli
WMIT Group Sdn Bhd

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

The views and opinions expressed therein are those of the individual authors and any statements in this publication do not imply endorsement by the publisher or the editorial staff.

e ISBN 978-967-2072-43-0



Publisher:
Zes Rokman Resources (2131022-P)
Bandar Baru Bangi, Selangor Darul Ehsan



Conference e-Proceedings
International Conference of Research on Language Education 2023
 e-ISBN: 978-967-2072-43-0

Table of Contents

| No. | Title | Page Number |
|-----|--|-------------|
| 1. | Galaxy Tense A+: The Effectiveness of English Tenses Board Game Among Tertiary Students | 6 |
| 2. | Graphic Design Website: Exploring Market Needs for Services | 14 |
| 3. | Beyond What Eye Saw | 21 |
| 4. | Creative Writing: Through Her Eyes - Tales of The Heart | 28 |
| 5. | Let's Play Phonetic Charades | 34 |
| 6. | A Visual Novel Game on Social Anxiety | 40 |
| 7. | Skin Care with Fisha: New Media Content Creation for Basic Skincare Education | 48 |
| 8. | e-Book of Poem Collections | 55 |
| 9. | Toodles: Flashcards for Children | 61 |
| 10. | Digital Flashcards (Tenses) | 68 |
| 11. | Investigating Students' Concerns on The Development of Masterly! | 74 |
| 12. | Googly Eyes: A Game to Improve English Usage Among Teenagers | 80 |
| 13. | Providing Subtitles for Malaysian YouTuber | 86 |
| 14. | Read and Play: Improving Adolescent's Reading Skills Through Video Games | 91 |
| 15. | Thoughts by Her Soul Bookmark | 99 |
| 16. | The Comedy of Errors Simplified: "Egeon's 18Th Reasons Why" | 105 |
| 17. | Oliver Green: Improving Homonyms Understanding Through Comics | 112 |
| 18. | PWSP: Phonetic Word Search Puzzle Book | 117 |
| 19. | Floriography | 121 |
| 20. | A Preliminary Study on The Young Adult's Perception of Learning English Using the Website: Swifties Read | 126 |
| 21. | A Place for Poets: An Online Poetry Recitation Series | 133 |
| 22. | Say It Right with Ya | 140 |
| 23. | Don't Touch My No-No Square | 150 |
| 24. | Templatify: An E-Book Collection of Ecards Templates | 158 |
| 25. | Short Story: Disease Takes Happiness Away | 164 |
| 26. | Dusted Lines: A Compilation of Self-Written Poems | 170 |
| 27. | 'What's Your Philosophy?' An Edutaining Card Game | 177 |
| 28. | Be Cool, Not Cruel | 185 |
| 29. | Grammar Made Fun with TikTok | 192 |
| 30. | Interactive Journaling as A Mental Health Coping Strategy for Youths | 201 |
| 31. | Learned – Spoken: Manglish | 212 |
| 32. | Lost in the Labyrinth of My Mind | 218 |
| 33. | Translation of Abqorie's Fardhu Ain Module for Smart Tahfiz & Transit Abqorie | 225 |
| 34. | Poetry for Us: Expressing Feelings Through Creative Writing | 231 |
| 35. | Lyacomms' Proofreading and Editing Service | 238 |



| No. | Title | Page Number |
|-----|--|-------------|
| 36. | The Effectiveness Of ‘Master the Verbs’ Instagram Flashcards Among Year Six Low Proficiency Level Students | 244 |
| 37. | My Malay Fables | 252 |
| 38. | Talking Story: eBooks to Improve Reading Comprehension Skills | 259 |
| 39. | Exploring Creative Writing as A Tool to Enhance Mental Health | 272 |
| 40. | Movie Moo | 281 |
| 41. | English Pitstop | 288 |
| 42. | Upin Ipin Reding Kit | 294 |
| 43. | Seventy-Two Beats a Second | 301 |
| 44. | Knowing Kristang | 308 |
| 45. | Creatorslation: The Role of Technology in Translation Service | 313 |
| 46. | Travel Guide as a Medium to Improve English Comprehensiveness | 319 |
| 47. | Posterlance | 328 |
| 48. | Crossfunetics | 336 |
| 49. | The Effectiveness of Board Games to Promote Student Attention and Enjoyment in English Subject | 342 |
| 50. | The Use of e-Books and Social Media in Introducing Malaysian Folklores Among Children | 352 |
| 51. | Creepypodcast YouTube Channel | 357 |
| 52. | Mastermind’: English Board Game | 363 |
| 53. | 한국어 In Melayu! | 369 |
| 54. | Triple P with Sang Kancil: Pronunciation, Phonetics, and Playbook | 376 |
| 55. | "So, She Reads" Book Blog | 383 |
| 56. | Abbyfication: A Grammar-Based Word Game | 389 |
| 57. | Klick! A Content Writing Service | 396 |
| 58. | The Love Levanter Podcast | 403 |
| 59. | Let’s Talk Feelings Podcast | 409 |
| 60. | Grafixmoon: Poster Designing Service | 415 |
| 61. | The Circle of Life | 422 |
| 62. | Hops the Dwarf | 430 |
| 63. | Malay Corner: Learning Malay Through Discord | 435 |
| 64. | Movie: This and That | 441 |
| 65. | Phone the Phonetics: Phonetic Flashcards | 449 |
| 66. | And What If? | 455 |
| 67. | Interrupted: Life in A Podcast | 458 |
| 68. | @Phoneticisfun | 463 |
| 69. | Culinary and Creative Writing: When Two Worlds Collide | 468 |
| 70. | Talk in Senses | 473 |
| 71. | Piano Pleasure Course | 480 |
| 72. | Step by Step: A Motivational Instagram Account | 486 |
| 73. | Figurative Language! An Educational Autobiography | 492 |
| 74. | Of Power, Devotion and Betrayal: A Collection of Malaysian Princesses’ Folklores | 499 |
| 75. | Tell Me, How’s Everything? An Anthology of Poems to Increase the Understanding of Figurative Language | 505 |



| No. | Title | Page Number |
|-----|---|-------------|
| 76. | Oh, Lendu Youth | 513 |
| 77. | Living the Hard Life | 520 |
| 78. | Mirror, Mirror, on the Wall, Who Is the Best of Us All? | 528 |
| 79. | Beyond the Crowded Space: The Use of Podcast in Improving Psychological Well-Being | 535 |
| 80. | Samdil: Same Music, Different Language | 541 |
| 81. | Bejalai: A YouTube Journey | 547 |
| 82. | Mind Your Language | 552 |
| 83. | Pop Music Podcast: A Bop or A Flop? | 560 |
| 84. | Exploring The English Language Teachers' Beliefs And Practices In Implementing CEFR-Aligned Formative Assessment In Malaysian Primary Schools | 570 |
| 85. | Pencapaian Ucapan Bayi Sejak Lahir Hingga Dua Belas Bulan | 575 |
| 86. | Mengkaji Makna Bahasa Lukisan Kanak - Kanak Muda Usia 0-3 Tahun | 585 |
| 87. | Penelitian Terhadap Kesiapan, Motivasi Dan Faktor Persekitaran Murid Bukan Penutur Natif Terhadap Pembelajaran Dan Pemudahcaraan Karangan Respon Terbuka Di Sekolah Antarabangsa Kuala Lumpur | 599 |
| 88. | Pengaruh Bahasa Ibunda Dalam Kalangan Murid Bukan Melayu Tahun 5 Semasa Menulis Karangan: Satu Kajian Kes | 610 |
| 89. | Meningkatkan Penguasaan Penulisan Karangan Naratif Murid Tahun 6 Menggunakan Kit Ikan Karang | 619 |
| 90. | Pengaruh Dialek Kedah Terhadap Fonetik Dan Leksikal Kata Soal Pelajar Pispmp: Satu Kajian Kes | 633 |
| 91. | Tahap Pengetahuan Guru Pelatih Mempengaruhi Kekekapan Pelaksanaan Kemahiran Berfikir Aras Tinggi (Kbat) Dalam Pengajaran Dan Pembelajaran Subjek Bahasa Melayu | 643 |

GALAXY TENSE A+: THE EFFECTIVENESS OF ENGLISH TENSES BOARD GAME AMONG TERTIARY STUDENTS

Ainul Husna Binti Ahmad Puad¹, *Suzzana Binti Othman²

^{1,2} Universiti Teknologi MARA Cawangan Melaka, Malaysia

¹ainulhusnafuad@gmail.com

²suzzana139@uitm.edu.my

*Corresponding author

ABSTRACT:

Learning through play is an excellent educational strategy for piquing students' interest in a certain subject. English tenses are undeniably one of the most crucial aspects of the English language. To compose a correct phrase or communicate anything to someone, one must convey the thoughts in the correct tenses. A lot of reading may not be sufficient to help students in improving their tenses skills. Therefore, this paper aims to find the effectiveness of an English tenses board game. This study adopts the quantitative approach, in which thirty (30) students from Universiti Teknologi Mara, Kampus Alor Gajah were selected as respondents to play the English tense board game. A before-game questionnaire, which includes a test, was provided to observe the level of English tenses they acquire. Moreover, an after-game questionnaire that also contains a test was employed to observe the improvement of the mistakes and errors made in the before-game questionnaire. The finding revealed that the board game helps to improve the students' English tenses, which supports the idea of commercializing it into a wider market. Many of them answered correctly in the after-game test in comparison to the before-game test. This proves that they could learn effectively while playing the board game. In a nutshell, this study could also be an advantage to English teachers who intend to incorporate English tenses board games into their educational activity. Furthermore, these findings point to the relevance of interactive learning in driving language learners to expand their tenses skills.

Keywords: board game, effectiveness, English tenses, improve, skill

1. INTRODUCTION

English proficiency among Malaysian tertiary students

Although Malaysia recognizes English as the second language and incorporates English-related subjects in universities, not many students apply the language on a daily basis. When the language is occasionally used, the requirement might gradually fade resulting in low proficiency. According to Chan (2012), students who joined tertiary education began to exhibit a considerable lack of English proficiency, especially following the establishment of the National Policy, and it was discovered that Malaysian universities generally offered many remedial courses for the improvement of the English language. This also can be proven by the placement test that UiTM also offers to students to determine their eligibility to be exempted from taking Integrated Language Skills (ELC) subject. However, do students imply what they learn even after taking the course, or do they only learn to pass the examination? One of the important stages after learning something is to do a reflection. Kolb (1984) as cited in Brown (2004),



explains that when individuals reflect on their learning, they can theoretically understand it, apply it to fresh circumstances, and repeat the process. Reflection, which is significant to improve one's knowledge, can come in different forms: make notes, do exercises, and teach others. – to conserve their knowledge.

The usage of board games in learning languages.

One technique to improve language learning is to introduce games for learners with the purpose of reflecting on what they have learned and further developing their language skills. Learning English, particularly English tenses can be difficult, especially if the language is not our mother tongue or daily language. Reading textbooks and doing some exercises may not be sufficient for students to grasp the knowledge and enhance their tenses skills. Some would prefer to learn through playing games because they find doing multiple exercises on paper tedious. After all, it is just a drill and has no fun elements. According to Chitravelu, Sithamparam, and Teh (1995), as cited in Hyginus (2012), games can alleviate boredom without abandoning the repetition required for the successful acquisition of language aspects, particularly grammar.

Significance of board games usage amongst tertiary students.

Not every game suit every student. Choosing the appropriate game must be taken into consideration so that the learning process can become effective. Different age groups necessitate different game topics, supplies, and game types. Young learners, for example, benefit the most from games which are considered a great technique for motivating them to actively participate in the learning process because of their age and qualities (Makrina & Fotini, 2017). However, in this case, tertiary students are the target audience of this board game. Some would believe that people in this age group do not have an interest in playing conventional board games since the emergence of the wide technology that introduces digital games. According to Gonzalo-Iglesia, Lozano-Monterrubio, & Prades-Tena (2018), since face-to-face dialogue is a better approach to representing real-world climate negotiations, it should be a board game rather than a computer game, because face-to-face dialogue is a better approach to represent real-world climate negotiations. Furthermore, Eisenack, (2012) as cited in Gonzalo-Iglesia, Lozano-Monterrubio, & Prades-Tena (2018), claims that a face-to-face game invites debate and questioning; hence, a direct game experience provides a perfect beginning point for debriefing.

1.1 Project Objective / Purpose

- The first objective of this project is to introduce a board game specified in English tenses as a learning and reflection tool for university students.
- In addition, this project aims to help students improve their English tenses by playing while learning through an educational board game.
- Lastly, this project also aims to ensure the players benefit from the provided mini textbook, which acts as a guide in the learning-while-playing process.

1.2 Entrepreneurial Opportunities

This board game is beneficial not only to students as a tool for reflection in strengthening their tenses skills but also to educators who want to create a learning-while-playing environment in the classroom. Teachers, students, and determined English learners are the target prospective buyers. This product has a lot of promise as the number of people who want to improve their English tenses grows. In addition, the relevance of English has never decreased, hence, the significance of acknowledging the foundation of the language can be seen globally.

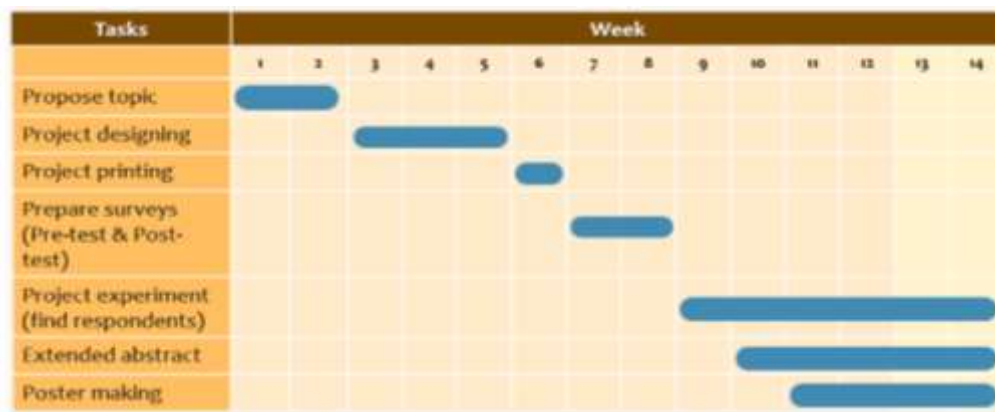


2. METHODOLOGY

The creation of a board game which is named Galaxy Tense A+ is used in this study as an experiment to analyse its effectiveness among university students. This study adopts a quantitative approach. The samples for the current study were chosen from a total of thirty (30) diploma and pre-diploma students at Universiti Teknologi Mara, Kampus Alor Gajah. They were all students who were in their first, second, and third years of study and are taking an English Integrated Skill (ELC) subject at the time the data was collected. Data collection methods consist of survey questionnaires, which are pre-test and post-test. These surveys were to be answered by the players through the Google Form platform before (pre-test) and after (post-test) playing the board game.

Since all the respondents have learned the English tenses in their respective classrooms, the pre-test survey, which includes 12 Multi-choice Questions (MCQ) regarding English tenses is imposed to observe their understanding and comprehension of what they have learned. In addition, to determine the effectiveness of this board game, the post-test survey, which also includes 12 English tenses MCQs, was distributed to the players after they have finished playing the game. The scores from both tests are compared to see if there is a difference in the outcome, whether there is improvement or deterioration.

This project covers 14 weeks of preparation and progress. Below is the Gantt chart showing the whole progress of the development of the Galaxy Tense A+ throughout 14 weeks.



2.1 Cost Impact

RM66 is the cost of making this product (direct cost). After adding 10% of other costs which consist of stationaries, game design, and devices, the markup cost would be RM72.60. However, because the goal profit margin for this product is 20%, the board game is then estimated to be sold for RM87.12 in total. (Source: Financial management for beginners - 4th edition)

3. RESULTS AND DISCUSSION

3.1 Pre-test questionnaires

3.1.1 Section 1: Students' perception towards using board games in language learning.

Figure 1 shows that all 29 respondents except one like to play board games while Figure 2 shows that only three (10%) respondents do not find educational board games interesting.

Lastly, figure 3 shows that 21 (70%) people believe that this board game will improve their English tenses skills, meanwhile 9 (30%) people do not certain that this board game will improve their English tenses skills.

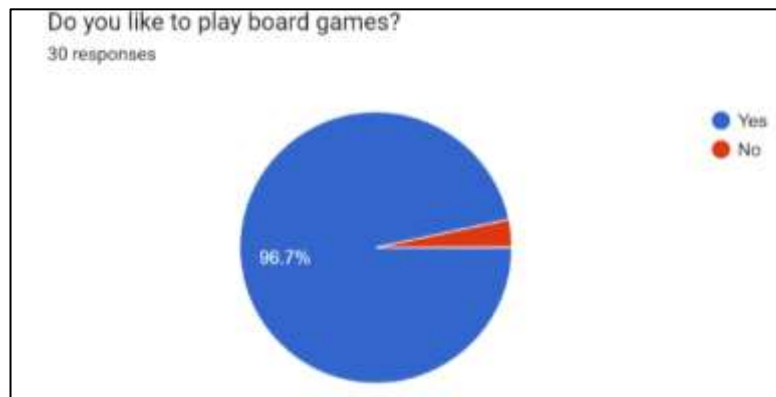


Figure 1

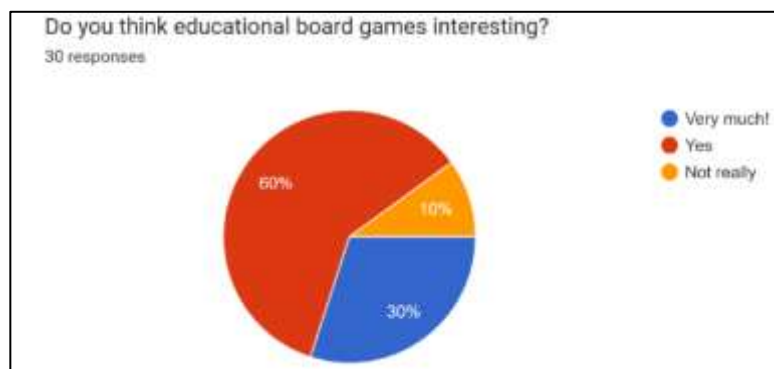


Figure 2

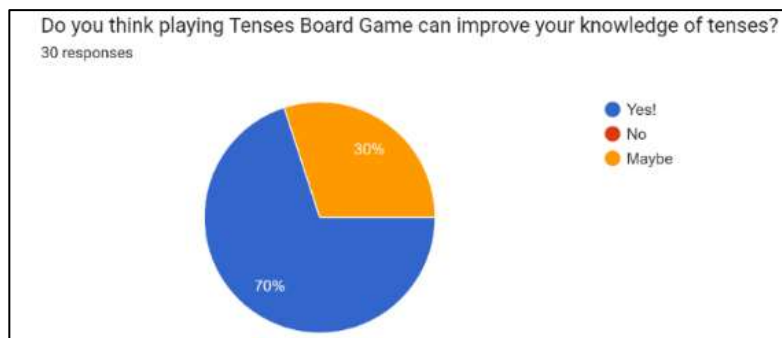


Figure 3

3.1.2 Section 2: Students' scores after answering 12 English tenses MCQ questions.

According to Figure 4, there are six questions with less than a 50% correct response rate, consisting of Simple Present Tense (12/35), Past Continuous Tense (13/30), Past Perfect Tense (9/30), Past Perfect Continuous Tense (10/35), Future Perfect Tense (11/30), and Future Perfect Continuous Tense (15/30). Next, Figure 5 shows that two people received three points, four people received four points, one person received five points, six people received six points, 11 people received seven points, 1 person received eight points, two people received nine points, one person received ten points, one person received 11 points, and one person received full points.

| Question | Correct responses |
|--|-------------------|
| "Lana __ to the school everyday" | 12 / 30 |
| "Sheila __ her laundry when the phone rang" | 13 / 30 |
| "My parents arrived after I __ the house" | 9 / 30 |
| "Paula __ for a long time when Tom woke her up" | 10 / 30 |
| "The film __ by midnight" | 11 / 30 |
| "He __ to Tokyo for a few hours by this time tomorrow" | 5 / 30 |

Figure 4

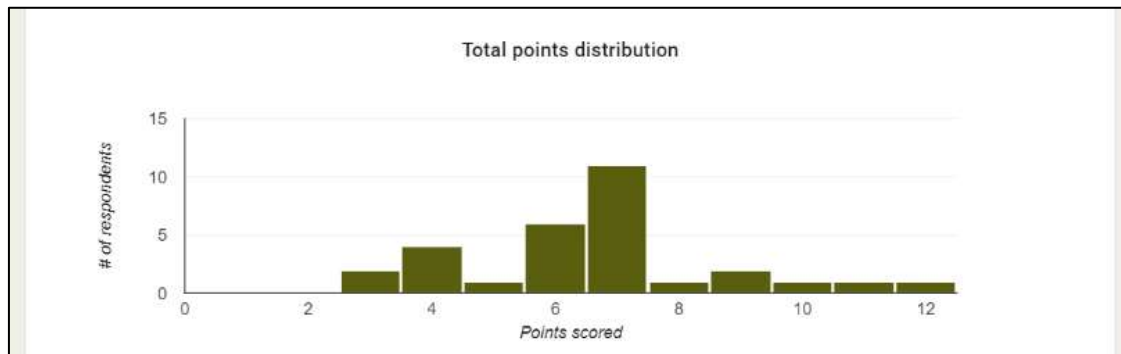


Figure 5

3.2 Post-test questionnaires

3.2.1 Section 1: Students' scores after answering 12 English tenses MCQ questions.

According to Figure 7, there are two questions with less than a 50% correct response rate, consisting of Past Continuous Tense (14/35) and Future Perfect Continuous Tense (12/30). Next, Figure 8 shows that two people received three points, one person received four points, two people received five points, four people received six points, two people received seven points, two people received eight points, six people received nine points, three people received ten points, three people received 11 points, and seven people received full points.

| Question | Correct responses |
|---|-------------------|
| Alex __ the floor when he saw a cockroach. | 14 / 30 |
| In January, Tasnim __ her money for many days before she receives her salary. | 12 / 30 |

Figure 7

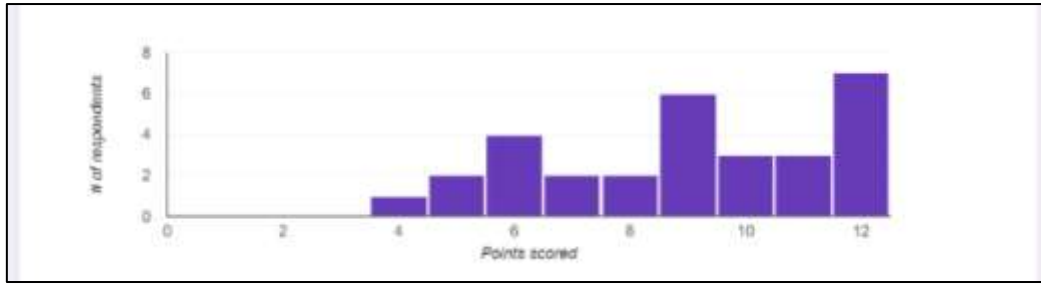


Figure 8

3.2.1 Section 1: Students' perception after playing the board game.

Figure 9 shows that all 28 (80%) respondents except two (20%) people believe that they have improved their tenses skills after playing the board game while Figure 10 shows that only one (10%) respondent does not find the mini textbook helpful in improving English tenses while others (90%) find it helpful.

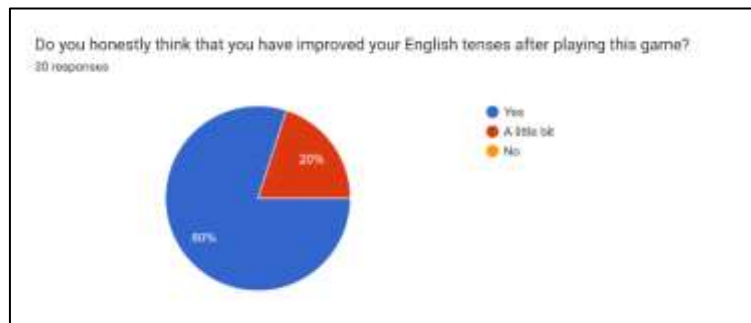


Figure 9

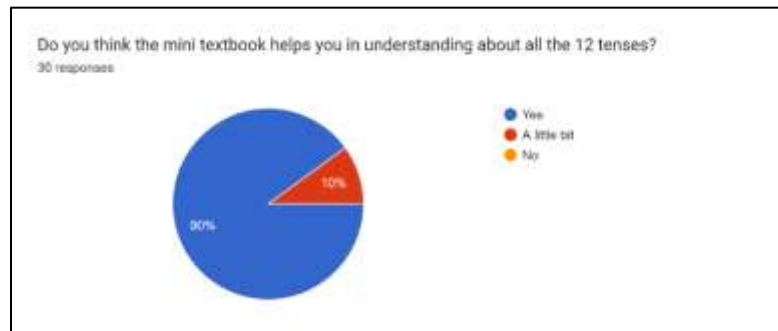


Figure 10

| | Pre-test (%) | Post-test (%) | Increment (%) |
|-----------------------|--------------|---------------|---------------|
| Simple Present | 40% | 93.3% | 53.3% |
| Present Cont. | 76.7% | 86.7% | 10% |
| Present Perfect | 83.3% | 93.3% | 10% |
| Present Perfect Cont. | 60% | 80% | 20% |
| Simple Past | 86.7% | 93.3% | 6.6% |
| Past Cont. | 43.3% | 46.7% | 3.4% |
| Past Perfect | 30% | 56.7% | 26.7% |
| Past Perfect Cont. | 33.3% | 60% | 26.7% |
| Simple Future | 90% | 93.3% | 3.3% |

| | | | |
|----------------------|-------|-------|-------|
| Future Cont. | 66.7% | 90% | 23.3% |
| Future Perfect | 36.7% | 63.3% | 26.6% |
| Future Perfect Cont. | 16.7% | 40% | 23.3% |

Table 1. (Summary of pre-test and post-test analysis)

According to table 1, the first column shows the correct response rates for each question from the pre-test surveys. The second column, however, shows the correct response rates for each question from the post-test surveys. The third column shows the increment percentage of the correct response rates for every question from the pre and post-test. The results indicate that students' performance in the post-test is significantly higher than in the pre-test. This proves that Galaxy Tense A+ helps to improve students' tenses skills. In other words, the findings indicate that when students play board games like Galaxy Tense A+, their English tenses acquisition improves.

4. CONCLUSION

Galaxy Tense A+ is an innovation that can be utilised as an educational board game that specialises in English tenses. This board game began as the creator's action research project to inject fun and break up the monotony of regular learning activities. According to Cornellà & Estebanell (2017), as cited in Gonzalo-Iglesia, Lozano-Monterrubbio, & Prades-Tena (2018), games assist in motivating students and involving them in the teaching and learning process by giving the required instruments to place them at the centre of the teaching action and making them the main protagonists of their learning. Therefore, this board game not only has introduced a fun way of learning while playing but also has proven its effectiveness in improving students' English tenses skills.

Apart from that, the creation of the mini textbook makes the board game more unique as it guides students in understanding the tenses. Players can get explanations for every question from the question card. For instance, if a question is answered incorrectly, the players can refer to the mini textbook to understand the reason for the answer. Therefore, this study shows that most respondents agree that the mini textbook has helped them in understanding the tenses.

There are some suggestions for future improvements to this project. One is to expand the research scale. This study on the effectiveness of Galaxy Tense A+ was conducted on a modest scale at a single university. Thus, more research is needed to establish the success of using Galaxy Tense A+ on a bigger scale so that the effectiveness of this board game can be strengthened by gathering more respondents. Secondly, the question cards can be produced more so that the students could play the board game constantly without encountering the same questions.

ACKNOWLEDGEMENT

I would like to express my greatest gratitude to the people who have contributed to this innovation project. First and foremost, I would like to thank my supportive supervisor, Madam Suzzana Binti Othman, who has guided me well throughout this project development. Her opinions and suggestions were always taken into account because they were really beneficial to my project. Secondly, I would like to thank Madam Sumarni Binti Maulan, who generously offered me her pre-diploma students to be the respondents of this project. With her assistance, I could complete my project with ease because I saved time in searching for respondents. Lastly, thank you to all respondents who have played the Galaxy Tense A+. I appreciate their time and cooperation in making this project a success.



REFERENCES

- Brown, G. (2004). How do students learn? A supplement to Routledge Falmer Key Guides for Effective Teaching in Higher Education series. Retrieved from 3 December 2022 <https://www.researchgate.net/publication/299402228> How do students learn
- Chan, S. H. (2012). Defining English Language Proficiency for Malaysian Tertiary Education: Past, Present, and Future Efforts. *Advances in Language and Literary Studies Vol 3 No. 2*. Retrieved from 3 December 2022 <https://files.eric.ed.gov/fulltext/EJ1131684.pdf>
- Gonzalo-Iglesia, J. L., Lozano-Monterrubio, N., Prades-Tena, J. (2018). The Usage of Game-based Learning in University Education. How to motivate and foster creativity among adult students through board games. Retrieved from 5 December 2022 <https://www.researchgate.net/publication/327860695> The Usage of Game Based Learning in University Education How to Motivate and Foster Creativity among Adult Students through Board Games
- Gerovasiliou, F., & Zafiri, M. (2017). Adapting Board Games to Stimulate Motivation in Vocabulary Learning in Six-Year-Old Learners - A Case Study. *Journal of Studies in Education, 7(3), 1*. <https://doi.org/10.5296/JSE.V7I3.11323>
- Hyginus, L. J. L. (2012). Using a board game in the English classroom for edutainment and assessment. *Malaysian Journal of ELT Research Vol 8, (1), 2012*. Retrieved from 5 December 2022 <https://www.researchgate.net/publication/328717476> SMARTies Using a board game in the English classroom for edutainment and assessment
- Seaton, A. (2014). Tenses. In *Focus on Grammar* (pp. 291-338). Scholastic.